ALTUS SCHOOLS SOUTHERN CALIFORNIA

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

(A California Non-Profit Public Benefit Corporation)

Wayland Myers – Chairman
Chris Gordon - Member, Jim Herr – Member, Cristina Stevens - Member

ANNUAL BOARD OF DIRECTORS MEETING

Tuesday, June 24, 2025, 1:00 p.m.

Via Teleconference at

512 Via De La Valle, Suite 301, Solana Beach, CA 92075, 9655 Granite Ridge Road, Suite 100, San Diego, 92123, 4179 Middlesex Drive, San Diego, CA 92116, 6776 West Victory Road, Boise, Idaho 83709
and at
North Carlsbad RC 3821 Plaza Drive Suite 401, Oceanside ,CA 92056, South Carlsbad RC 6965 El Camino Real, Suite 202, Carlsbad, CA 92009, and Escondido RC 200 E. Via Rancho Parkway, Suite 143, Escondido, CA 92025, and Audeo Valley RC 27130 Eucalyptus Avenue, Suite A, Moreno Valley, CA 92555, and El Cajon RC 111 Fletcher Parkway, El Cajon, CA 92020, La Mesa RC 5975 Severin Drive, La Mesa, CA 91942, Paradise Valley RC 123 Worthington Street, Suite 104, Spring Valley, CA, 91977 and Main Street RC 16967 Main Street, Suite 108, Hesperia, CA 92345, Palm Desert RC 72840 Highway 111, Palm Desert, CA 92260, Topaz RC 14135 Main Street, Suite 203, Hesperia, CA 92345 and Bonita RC 3252 Bonita Road, Chula Vista, CA 91910, Chula Vista RC 1655 Broadway Street, Suite 13, Chula Vista, CA 91911, Otay Ranch RC 1392 E. Palomar Steet, Suite 202, Chula Vista, CA 91913, Plaza Bonita RC 3030 Plaza Bonita Road, Suite 1000, National City, CA 91950

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

Audeo II: https://www.altusaudeo2.com/about/board-of-directors
Audeo Valley: https://www.altusaudeovalley.com/about/board-of-directors
Coachella Valley: https://www.altuscoachellavalley.com/about/board-of-directors
East County: https://www.altuseastcounty.com/about/board-of-directors
North County: https://www.altusnorthcounty.com/about/board-of-directors
South Bay: https://www.altussouthbay.com/about/board-of-directors
Mirus: https://www.altusmirus.com/about/board-of-directors

This agenda contains a brief, general description of each item to be considered.
Except as otherwise provided by law, no action shall be taken on any item not appearing in the following agenda.

1.0 OPEN SESSION

1.1 Call to Order
1.2 Roll Call
1.3 Establishment of Quorum
1.4 Pledge of Allegiance
1.5 Approval of Agenda **P.1-6**

2.0 PUBLIC COMMENT

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

2.1 Non-Agenda Public Comment
2.2 Agenda Public Comment

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

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

3.1 Audeo Charter School II
- 3.1.1 Public Hearing for the 2025-2026 Local Control Accountability Plan (LCAP) with Local Control Funding Formula (LCFF) Budget Overview for Parents and Presentation of Dashboard Local Indicators **P. 7-190**

3.2 Audeo Valley Charter School
- 3.2.1 Public Hearing for the 2025-2026 Local Control Accountability Plan (LCAP) with Local Control Funding Formula (LCFF) Budget Overview for Parents and Presentation of Dashboard Local Indicators **P. 191-373**

3.3 Altus Schools Coachella Valley
- 3.3.1 Public Hearing for the 2025-2026 Local Control Accountability Plan (LCAP) with Local Control Funding Formula (LCFF) Budget Overview for Parents **P. 374-511**

3.4 Altus Schools East County
- 3.4.1 Public Hearing for the 2025-2026 Local Control Accountability Plan (LCAP) with Local Control Funding Formula (LCFF) Budget Overview for Parents and Presentation of Dashboard Local Indicators **P. 512-697**

3.5 Altus Schools North County
- 3.5.1 Public Hearing for the 2025-2026 Local Control Accountability Plan (LCAP) with Local Control Funding Formula (LCFF) Budget Overview for Parents and Presentation of Dashboard Local Indicators **P. 698-883**

3.6 Altus Schools South Bay
- 3.6.1 Public Hearing for the 2025-2026 Local Control Accountability Plan (LCAP) with Local Control Funding Formula (LCFF) Budget Overview for Parents and Presentation of Dashboard Local Indicators **P. 884-1070**

3.7 Mirus Secondary School
- 3.7.1 Public Hearing for the 2025-2026 Local Control Accountability Plan (LCAP) with Local Control Funding Formula (LCFF) Budget Overview for Parents and Presentation of Dashboard Local Indicators **P. 1071-1255**

4.0 CLOSED SESSION

4.1 Board Chairman Announcement Regarding Closed Session Items
- 4.1.1 Conference With Legal Counsel – Anticipated Litigation Significant Exposure to Litigation Pursuant to Paragraph (2) or (3) of Subdivision (d) of section 54956.9 (one case)
- 4.1.2 Conference with Labor Negotiators
  Agency Designated Representative: Board Chair
  Unrepresented Employee: Superintendent School Services and Founder

4.2 Public Comment on Closed Session Items

MOVE TO CLOSED SESSION

5.0 RETURN TO OPEN SESSION

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

6.0 ADMINISTRATIVE ITEMS

6.1 Consideration and Approval of Annual Board Meeting Date Change to June 24, 2025, 1:00 p.m.

6.2 Report on Governance Parental Representative Posting 2025-2026 on Respective School Webpages Resource Centers on January 10, 2025. Deadline to Submit Application: April 9, 2025
- 6.2.1 Audeo Charter School II

6.2.2 Audeo Valley Charter School
6.2.3 Altus Schools East County
6.2.4 Altus Schools North County
6.2.5 Altus Schools South Bay
6.2.6 Mirus Secondary School

6.3 Consideration and Approval of Board Meeting Dates for 2025-2026
Thursday, September 4, 2025, 8:30 am
Wednesday, October 22, 2025, 10:30 am, Annual Special Workshop/Training Day 1
Wednesday, November 5, 2025, 10:30 am, Annual Special Workshop/Training Day 2
Thursday, December 4, 2025, 1:00 pm
Thursday, February 26, 2026, 1:00 pm
Thursday, March 5, 2026, 1:00 pm, Special Meeting for Financial Documents
Thursday, June 25, 2026, 1:00 pm, Annual Meeting

6.4 Review And Consideration For Approval Of The Revised Job Description For Superintendent School Services And Founder, To Adopt Language More Accurately Describing The Duties And Responsibilities That Have Regularly Been Performed By The Superintendent School Services And Founder Throughout Her Employment With Altus Schools Southern California

6.5 Consideration and Approval of First Amendment to the MOU Regarding Operations Between Altus Schools Southern California and Altus Schools San Diego **P. 1256-1272**

6.6 Consideration and Approval of Resolution Number 2025062401 To Participate In The San Diego County Schools Risk Management Joint Powers Authority For Workers' Compensation, Property & Liability or Any Other Risk Or Plan Authorized By Law **P. 1273-1274**

6.7 Consideration and Approval of Resolution Number 2025062402 to Participate In A Joint Powers Authority For Fringe Benefits Programs **P. 1275-1276**

6.8 Consideration and Approval of Resolution Number 2025062403 Authorizing the Fringe Benefit Consortium (FBC) Master Vendor List Offered Through the San Diego County Office of Education FBC 457/403(b), 401(a) Plan **P. 1277-1279**

6.9 Consideration and Approval of Resolution Number 2025062404 CalPERS Tax Deferred Deduction Plan For Service Credit Purchases **P. 1280-1281**

6.10 Consideration and Approval of Resolution Number 2025062405 CalPERS Tax Defer member Paid Contributions-IRC 414(H)(2) Employer Pick-Up **P. 1282-1283**

6.11 Consideration and Approval of Resolution Number 2025062406 CalSTRS Pre-Tax Deductions For Voluntary Receivable **P. 1284**

6.12 Consideration and Approval of Resolution Number 2025062407 CalSTRS Employer Pick-Up of Member Contributions (EPMC) **P. 1285-1286**

6.13 Consideration and Approval of the Transfer of Funds from Mirus Secondary School to Altus Schools Coachella Valley Board Resolution Number 2025062408 **P. 1287-1288**

6.14 Consideration and Approval of 2-Year Certification of Signatures of Persons Authorized to Sign Contracts, Financial Statements/Reports, Checks and Orders Drawn on the Funds of the School for Audeo Charter and Altus Schools Coachella Valley **P. 1289**

6.15 Ratification of Terms of Lease Renewal
6.15.1 APN 3057121220000-0006

6.16 Consideration and Approval of Salary Schedules Effective July 1, 2025
6.16.1 Teacher, Counselor, Nurse; and Psychologist 228 Contract Base Days **P. 1290-1297**
6.16.2 Teacher, Counselor, Nurse Psychologist 208 Contract Base Days **P. 1298-1309**
6.16.3 Classified Instructional, Office, and Business Support Services **P. 1310-1314**
6.16.4 Certificated and Classified Administrator **P. 1315**
6.16.5 Certificated Healthy Youth School Therapist **P. 1316**
6.16.6 Administrative Support to Superintendent Services, Board of Directors and Facilities **P. 1317**
6.16.7 Data Support Analyst **P. 1318**
6.16.8 SSC Compliance Specialist and Registrar 11 Month Position **P. 1319**

6.17 Ratification of Salary Schedules Effective July 1, 2025
6.17.1 Resource Center Associate 228 Days **P. 1320**
6.17.2 Resource Center Associate 208 Days **P. 1321**
6.17.3 Certificated Teacher Resource 228 Days **P. 1322**
6.17.4 Certificated Teacher Resource 208 Days **P. 1323**

6.17.5 Learning Associate **P. 1324**
6.17.6 Substitute Teacher **P. 1325**
6.18 Superintendent School Services and Founder's Report
6.18.1 Presentation By Dr. Corey Loomis, Director of Charter Schools Unit, Riverside County Office of Education
6.18.2 Partners and Resources Presentation by Tim Tuter **P. 1326-1335**
6.18.3 Graduation Update
6.19 Strategic Plan Update
6.19.1 School Productivity Indicators
6.19.1.1 Audeo Charter School II **P. 1336-1340**
6.19.1.1.1 School Participation Report for the Period of 2024-2025 Months 7-11: 12/16/2024 – 5/02/2025
6.19.1.2 Audeo Valley Charter **P. 1341-1345**
6.19.1.2.1 School Participation Report for the Period of 2024-2025 Months 7-11: 12/16/2024 – 5/02/2025
6.19.1.3 Altus Schools East County **P .1346-1350**
6.19.1.3.1 School Participation Report for the Period of 2024-2025 Months 7-11: 12/16/2024 – 5/02/2025
6.19.1.4 Alus Schools North County **P. 1351-1355**
6.19.1.4.1 School Participation Report for the Period of 2024-2025 Months 7-11: 12/16/2024 – 5/02/2025
6.19.1.5 Altus Schools South Bay **P. 1356-1360**
6.19.1.5.1 School Participation Report for the Period of 2024-2025 Months 7-11: 12/16/2024 – 5/02/2025
6.19.1.6 Mirus Secondary **P. 1361-1365**
6.19.1.6.1 School Participation Report for the Period of 2024- 2025 Months 7-11: 12/16/2024 – 5/02/2025

7.0 CONSENT AGENDA

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

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

7.1.1 Consideration and Approval of Board Meeting Minutes for March 6, 2025 and February 27, 2025 **P. 1366-1375**
7.1.2 Consideration and Approval of Pupil Attendance Calendar **P. 1376-1389**
7.1.2.1 Audeo Charter School II
7.1.2.2 Audeo Valley Charter School
7.1.2.3 Altus Schools Coachella Valley
7.1.2.4 Altus Schools East County
7.1.2.5 Altus Schools North County
7.1.2.6 Altus Schools South Bay
7.1.2.7 Altus Schools Mirus
7.1.3 Consideration and Approval of the 2025-2026 Consolidated Application **P. 1390-1413**
7.1.3.1 Certification of Assurances
7.1.3.2 Protected Prayer Certification
7.1.3.3 Local Control Accountability Plan (LCAP) Federal Addendum Certification
7.1.3.4 Application for Funding
7.1.4 Consideration and Approval of Amendments to Altus Schools Southern California Board Policies **P. 1414-1725**

7.1.5 Consideration and Approval of Amendments to the Employee Handbook 2025-2026 **P. 1726-1804**
7.1.6 Consideration and Approval of Amendments to the Student and Parent Handbook 2025-2026 **P.1805-2038**
7.1.7 Consideration and Approval of Comprehensive School Safety Plans
7.1.7.1 Audeo Charter School II **P. 2039-2228**
7.1.7.2 Audeo Valley Charter School **P. 2229-2410**
7.1.7.3 Altus Schools Coachella Valley **P. 2411-2593**
7.1.7.4 Altus Schools East County **P. 2594-2788**
7.1.7.5 Altus Schools North County **P. 2789-2974**
7.1.7.6 Altus Schools South Bay **P. 2975-3176**
7.1.7.7 Mirus Secondary School **P. 3177-3321**

8.0 ACTION ITEMS FOR AUDEO CHARTER SCHOOL II, AUDEO VALLEY CHARTER, ALTUS SCHOOLS COACHELLA VALLEY, ALTUS SCHOOLS EAST COUNTY, ALTUS SCHOOLS NORTH COUNTY, ALTUS SCHOOLS SOUTH BAY, AND MIRUS SECONDARY FOR EACH SCHOOL

8.1 Consideration and Approval of Proposition 28, Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act Annual Report **P. 3322-3333**
8.2 Consideration and Approval to Adopt a State Approved Dyslexia Screener for 2025-2026 **P. 3334**

9.0 ACTION ITEMS

9.1 Actions Items for Audeo Charter School II

9.1.1 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2025-2026 and Consideration and Approval of the Preliminary Operational Budget for FY 2025-2026 **P. 3335-3344**
9.1.2 Consideration and Approval of the 2025-2026 Educational Protection Account (EPA) Resolution and Expenditure Plan **P. 3345-3348**
9.1.3 Consideration and Approval of 2025-2026 Local Control Accountability Plan (LCAP) with Local Control Funding Formula (LCFF) Budget Overview for Parents and Presentation of Dashboard Local Indicators **P. 7-190**

9.2 Actions Items for Audeo Valley Charter

9.2.1 Consideration and Approval of Intent to Apply for Dashboard Alternative School Status (DASS) Renewal Application 2025-2027 **P. 3349-3356**
9.2.2 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2025-2026 and Consideration and Approval of the Preliminary Operational Budget for FY 2025-2026 **P. 3357-3367**
9.2.3 Consideration and Approval of the 2025-2026 Educational Protection Account (EPA) Resolution and Expenditure Plan **P. 3368-3371**
9.2.4 Consideration and Approval of 2025-2026 Local Control Accountability Plan (LCAP) with Local Control Funding Formula (LCFF) Budget Overview for Parents and Presentation of Dashboard Local Indicators **P. 191-373**

9.3 Actions Items for Altus Schools Coachella

9.3.1 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2025-2026 and Consideration and Approval of the Preliminary Operational Budget for FY 2025-2026 **P. 3372-3381**
9.3.2 Consideration and Approval of the 2025-2026 Educational Protection Account (EPA) Resolution and Expenditure Plan **P. 3382-3385**
9.3.3 Consideration and Approval of 2025-2026 Local Control Accountability Plan (LCAP) with Local Control Funding Formula (LCFF) Budget Overview for Parents **P. 374-511**

9.4 Actions Items for Altus Schools East County

9.4.1 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2025-2026 and Consideration and Approval of the Preliminary Operational Budget for FY 2025-2026 **P. 3386-3395**
9.4.2 Consideration and Approval of the 2025-2026 Educational Protection Account (EPA) Resolution and Expenditure Plan **P. 3396-3399**

9.4.3 Consideration and Approval of 2025-2026 Local Control Accountability Plan (LCAP) with Local Control Funding Formula (LCFF) Budget Overview for Parents and Presentation of Dashboard Local Indicators **P. 512-697**

9.4.4 Consideration and Approval of 2025-2026 College and Career Access Pathways (CCAP) Course List for Altus Schools East Conty and Grossmont-Cuyamaca Community College District **P. 3400-3402**

9.5 Actions Items for Altus Schools North County

9.5.1 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2025-2026 and Consideration and Approval of the Preliminary Operational Budget for FY 2025-2026 **P. 3403-3412**

9.5.2 Consideration and Approval of the 2025-2026 Educational Protection Account (EPA) Resolution and Expenditure Plan **P. 3413-3416**

9.5.3 Consideration and Approval of 2025-2026 Local Control Accountability Plan (LCAP) with Local Control Funding Formula (LCFF) Budget Overview for Parents and Presentation of Dashboard Local Indicators **P. 698-883**

9.6 Actions Items for Altus Schools South Bay

9.6.1 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2025-2026 and Consideration and Approval of the Preliminary Operational Budget for FY 2025-2026 **P. 3417-3426**

9.6.2 Consideration and Approval of the 2025-2026 Educational Protection Account (EPA) Resolution and Expenditure Plan **P. 3427-3430**

9.6.3 Consideration and Approval of 2025-2026 Local Control Accountability Plan (LCAP) with Local Control Funding Formula (LCFF) Budget Overview for Parents and Presentation of Dashboard Local Indicators **P. 884-1070**

9.7 Actions Items for Mirus Secondary

9.7.1 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2025-2026 and Consideration and Approval of the Preliminary Operational Budget for FY 2025-2026 **P. 3431-3441**

9.7.2 Consideration and Approval of the 2025-2026 Educational Protection Account (EPA) Resolution and Expenditure Plan **P.3442-3445**

9.7.3 Consideration and Approval of 2025-2026 Local Control Accountability Plan (LCAP) with Local Control Funding Formula (LCFF) Budget Overview for Parents and Presentation of Dashboard Local Indicators **P. 1071-1255**

10.0 BOARD ANNOUNCEMENTS AND COMMENTS

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

11.0 ADJOURNMENT

Next Board Meeting: TBA
Meeting Agenda available at:
www.altusaudeo2.com, www.altusaudeovalley.com, www.altuscoachellavalley.com, www.altuseastcounty.com, www.altusnorthcounty.com, www.altussouthbay.com, www.altusmirus.com

Accommodation –Altus Schools Southern California Board does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Angela Neri, has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings. Please notify Angela Neri at (858) 678-2045 twenty-four (24) hours or more prior to disability accommodations being needed in order to participate in the meeting. Translation services are available by notifying Angela Neri at (858) 678-2045 twenty-four (24) hours or more prior to the board meeting. In compliance with Government Code Section 54957.5, non-exempt writings that are distributed to a majority or all of the board in advance of a meeting may be viewed at 3252 Bonita Road, Chula Vista, CA 91910; or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Angela Neri at (858) 678 -2045.

Certification of Posting

I, Angela Neri, hereby certify that this agenda is posted at the Altus Schools Southern California Resource Centers noted on this agenda and has been posted on the Audeo Charter School II, Audeo Valley Charter, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools North County, Altus Schools South Bay, and Mirus Secondary respective webpages on June 18, 2025.

ALTUS SCHOOLS SOUTHERN CALIFORNIA

Dba

Audeo Charter School II ▪ Audeo Valley Charter ▪ Altus Schools Coachella Valley
Altus Schools East County ▪ Altus Schools North County ▪ Altus Schools South Bay ▪ Mirus Secondary

June 18, 2025

AUDEO CHARTER SCHOOL II
NOTICE OF PUBLIC HEARING

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

TOPICS OF HEARING:

2025-2026 Local Control Accountability Plan (LCAP)

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

HEARING DATE:	Tuesday, June 24, 2025
TIME:	*1:05 p.m., or soon thereafter as such item may be heard
LOCATION:	3252 Bonita Road, Chula Vista, CA 91910 or at Audeo Charter School II Resource Centers and/or via the following link Audeo II: https://www.altusaudeo2.com/about/board-of-directors

* The public, open session of the Altus Schools Southern California Board Meeting will begin at 1:00 p.m.

LCFF Budget Overview for Parents

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

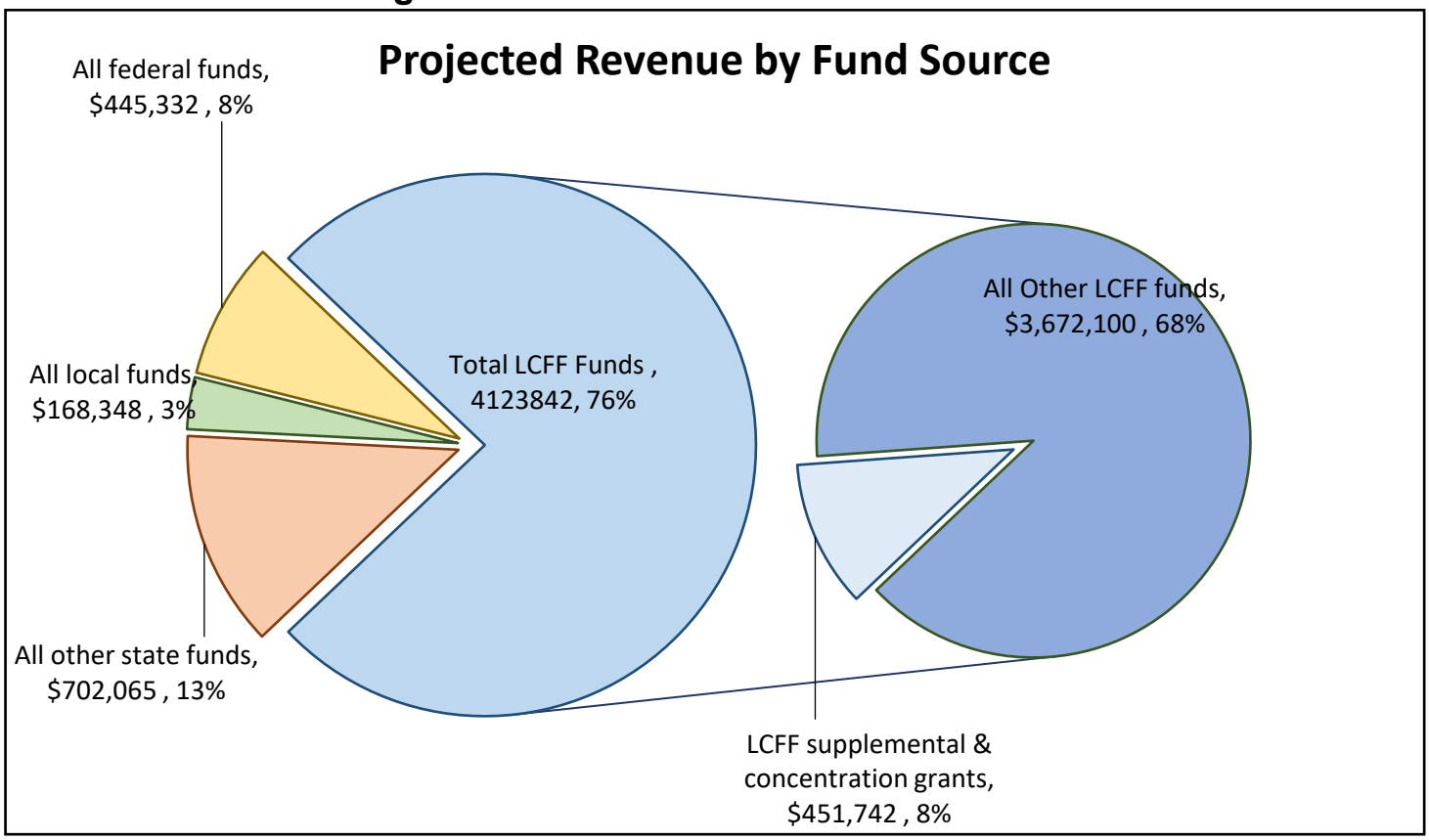
CDS Code: 37103710134577

School Year: 2025-26

LEA contact information: Allison Fleck, Ph: (858) 678-3908, Email: afleck@altusschools.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

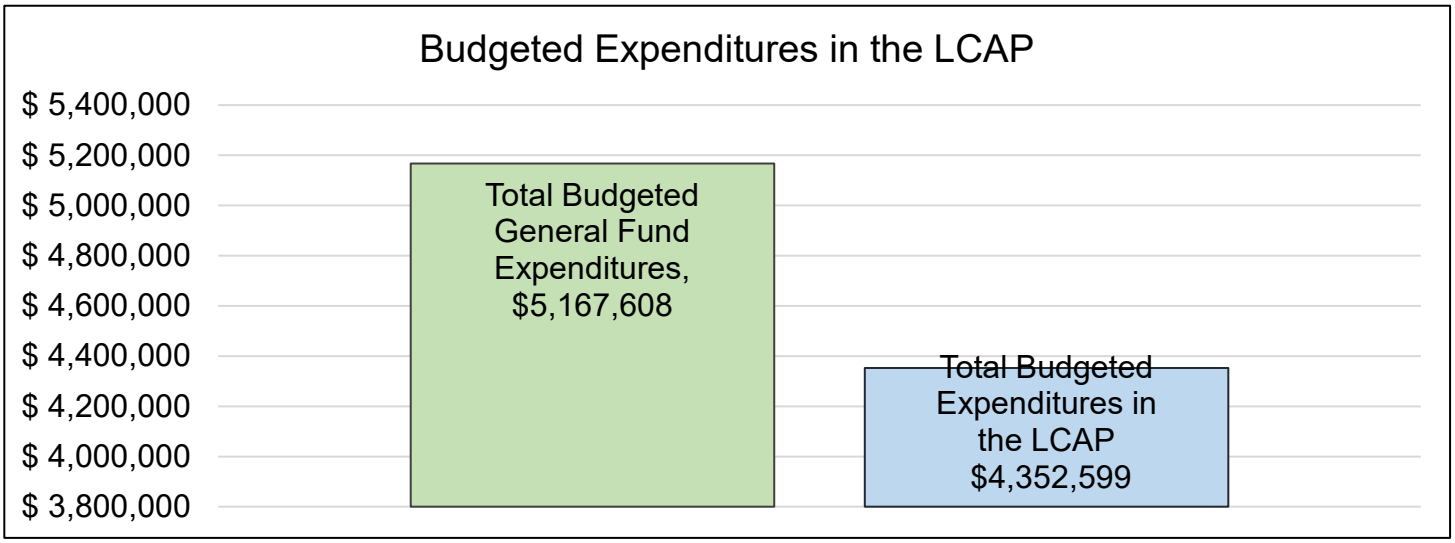


This chart shows the total general purpose revenue Audeo Charter School II expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Audeo Charter School II is $5,439,587.00, of which $4,123,842.00 is Local Control Funding Formula (LCFF), $702,065.00 is other state funds, $168,348.00 is local funds, and $445,332.00 is federal funds. Of the $4,123,842.00 in LCFF Funds, $451,742.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Audeo Charter School II plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Audeo Charter School II plans to spend $5,167,608.00 for the 2025-26 school year. Of that amount, $4,352,599.00 is tied to actions/services in the LCAP and $815,009.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

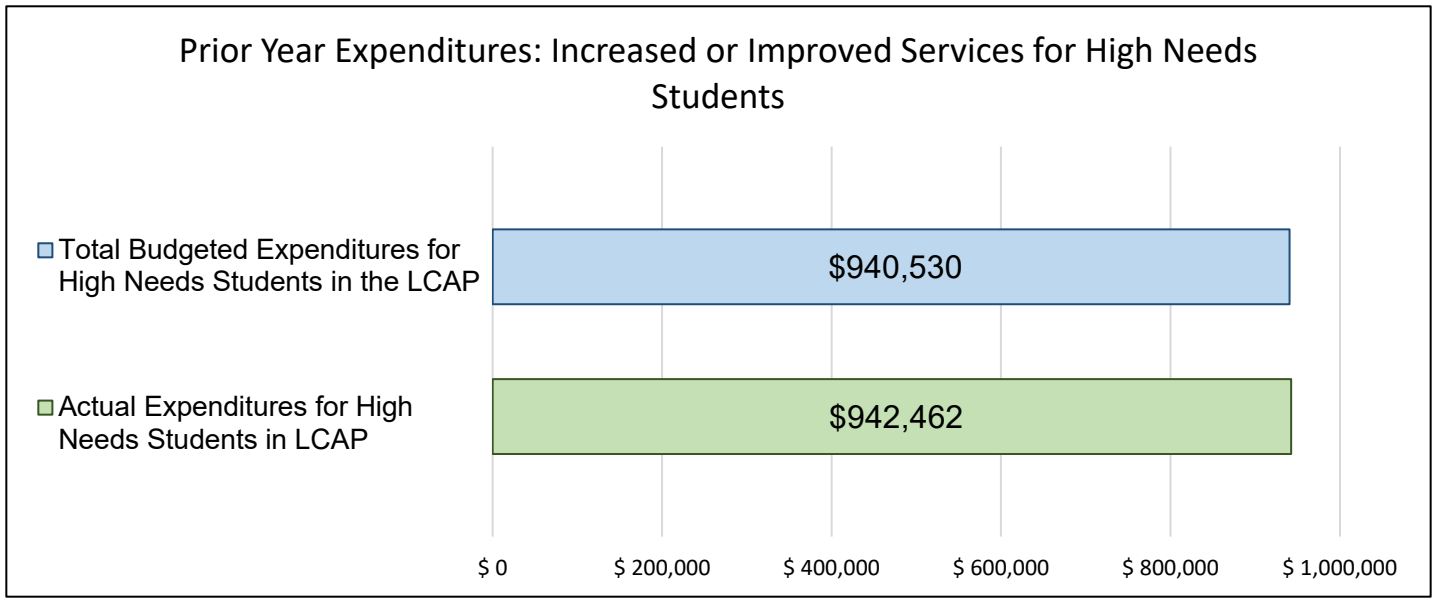
The budgeted expenditures that are not included in the Local Control and Accountability Plan (LCAP) are salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Audeo Charter School II is projecting it will receive $451,742.00 based on the enrollment of foster youth, English learner, and low-income students. Audeo Charter School II must describe how it intends to increase or improve services for high needs students in the LCAP. Audeo Charter School II plans to spend $948,756.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Audeo Charter School II budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Audeo Charter School II estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Audeo Charter School II's LCAP budgeted $940,530.00 for planned actions to increase or improve services for high needs students. Audeo Charter School II actually spent $942,462.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary: 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Audeo Charter School II is a free public-school option for students in grades K-12, authorized by the San Diego County Office of Education. Audeo II was created to replicate Audeo Charter School, a successful academic intervention program to reengage students by guiding them to return to their school of residence after catching up in credits or into a college or career post-secondary pathway

Audeo II received a Six-Year Accreditation Status by WASC through June 30, 2026. Audeo II operates two resource centers in North and South Carlsbad that are located within Carlsbad Unified School District's boundaries. Students and families visit resource centers by appointment, or as needed, to participate in the instructional program and meet with school staff in a quiet, distraction-free, and safe environment. Audeo II is a non-classroom based, independent study program.

Audeo II is part of Altus Schools. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform. At Audeo II, every student's progress and academic achievement is important to us.

Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging with parents on a weekly basis through formal meetings, home visits, phone calls, and emails. Families are considered part of the learning 'team' and an integral part of the learning process.

Our school's standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Academic instruction is presented individually and in small groups. Courses at Audeo II are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, Audeo II works to alleviate social and personal pressures that can impact academic performance. We also have many partnerships and alliances to provide community resources to students and families.

Audeo II is identified by the California Department of Education (CDE) as Dashboard Alternative School Status (DASS). DASS schools must have an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups, to be eligible for DASS. The high-risk groups include the following:

a) Expelled

b) Suspended more than 10 days in a school year

c) Wards of the Court

d) Pregnant and/or parenting

e) Recovered Dropouts

f) Habitually Truant

g) Retained more than once in kindergarten through grade eight

h) Students who are credit deficient

i) Students with a gap in enrollment

j) Students with a high-level transiency

k) Foster youth

l) Homeless youth

In March 2025, Audeo II had a total enrollment of 275 students. A summary of the school's demographics is provided below.

Socioeconomic Status:

- Socioeconomically Disadvantaged: 58%

Special Populations:

- Students with Disabilities: 29%
- Gifted and Talented Education (GATE): 6%
- English Learners: 13%
- Homeless: 7%
- Foster Youth: 0%

Ethnicity:

- Hispanic: 47%
- White: 39%
- Black or African American: 3%
- Other Ethnicities: 11%

These figures highlight the diversity and the specific needs of the student population in Audeo II.

Reflections: Annual Performance

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

Audeo II's educational partners consistently express satisfaction with the school's personalized instruction, which addresses the unique needs of each student. This commitment resulted in several **successes** reflected in the 2024 School Dashboard:

- **Suspension Rate** was a **Blue (Very Low) Performance** Level. There were no student groups performing at a Red level.
- **English Learner Progress** did not receive a Performance Level due to the number of students: n=24. However, it is important to note that the percentage of current EL students making progress towards English language proficiency or maintaining the highest level increased by 8.3% to a total of 58.3% making progress on Audeo II's 2024 Dashboard.
- In addition, educational partners remain very satisfied with the school's **DASS One-Year Grad Rate**, summarized in the table provided below. The schoolwide graduation rate average was 98.6%.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	71	70	98.6%
English Learners	3	*	*
Long-Term English Learners	3	*	*
Homeless	1	*	*
Socioeconomically Disadvantaged	33	32	97.0%
Students with Disabilities	15	15	100.0%
African American	4	*	*
American Indian or Alaska Native	1	*	*
Asian	1	*	*
Filipino	2	*	*
Hispanic	30	29	96.7%
White	25	25	100.0%
Two or More Races	8	*	*

Based upon a thorough analysis of the 2024 School Dashboard, the school will continue to focus resources and develop strategies to **strengthen** the student outcomes identified below:

- **College/Career** was a **Yellow (Medium) Performance Level**, however there was one Student Group that performed Very Low: Hispanic. Audeo II will continue to refine its targeted approach towards College and Career readiness to ensure that All Student Groups are performing at the same level as All Students on this Dashboard indicator. The number of students “Approaching Prepared” grew as compared to the prior school year, thus demonstrating an opportunity to focus even more closely on students who need to meet one additional criteria to move into the “Prepared” category. The school will ensure an equitable approach is implemented to provide all students with access to coursework and opportunities to demonstrate College and Career readiness.

- **Combined Four-and Five-Year Graduation Rate** was a **Yellow (Medium) Performance Level**, however there was one Student Group that performed Very Low: Hispanic. It should be noted that prior to 2022, the California Department of Education utilized the One-Year

Grad Rate as a modified method for DASS schools. *However, beginning with the 2022 School Dashboard, the DASS one-year graduation rate is being reported for information purposes only to provide data for local planning and analyses. With the denial of California's waiver in 2022 by the U.S. Department of Education to continue the use of the DASS one-year graduation rate and modified methods, this rate is no longer being used to determine DASS high schools for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI). Rather, the combined four- and five-year graduation rate is now applied.* While the school will continue to focus on improving the combined four- and five-year graduation rate, the school excelled in the DASS One-Year Grad Rate provided by the CDE: Graduation Rate by Student Group. Our school is dedicated to ensuring every student will graduate prepared for success. Our approach involves targeted initiatives to improve graduation rates through comprehensive support, including: individualized academic counseling; a robust tutoring program designed to boost student engagement and credit attainment; addressing the digital divide by providing home computers to students in need; and expanding opportunities in specialized programs like AVID, Character and Leadership Development, CTE Pathways, and Early College Credits, ensuring a well-rounded and supportive educational experience for all.

- **Chronic Absenteeism** was an Orange (Low) Performance Level and there were no student groups performing at a Red level. Audeo II only increased by 3.5% to a total of 5.4% of students chronically absent, but the Performance Level changed by three levels due to the Blue (Very Low) status the prior year. Although Audeo II's Chronic Absenteeism rate remains below the district in which it is authorized as well as state and county averages, the school will continue to implement a data-driven systems approach to ensuring that all middle school students are highly engaged in their educational program.

- **English Language Arts** was an Orange (Low) Performance Level and there were no student groups performing at a Red level. Driven by a shared vision for continuous improvement in English Language Arts (ELA), and in collaboration with educational partners, our school will implement a comprehensive literacy initiative in the 2025-26 school year. This initiative (Goal 2, Action 1a) will introduce a new ELA curriculum via Canvas for select grade levels, chosen for its academic rigor and its ability to better serve the unique needs of our students in an independent study setting. Alongside this, we will continue to provide targeted one-on-one tutoring for foundational skills and grade-level small group sessions featuring direct instruction, peer collaboration, and formative assessments. By strategically integrating Canvas and these targeted approaches, we are committed to ensuring measurable progress for all students.

- **Mathematics** was an Orange (Low) Performance Level and there were no student groups performing at a Red level. Building on our commitment to mathematics achievement, the 2025-26 school year will see a focused, data-driven approach to enhance learning for all students, particularly identified subgroups. Recognizing mathematics as a critical area, we established a Math Study Group (MSG) at the start of the year. This collaborative team, including teachers, subject matter experts, and school leaders, meets regularly to analyze student data, share best practices, and monitor progress. Through a comprehensive Needs Assessment, the MSG identified key gaps in student performance and conducted root cause analysis, leading to the development of a targeted Math Instructional Plan. This plan prioritizes not only rigorous skill development but also the cultivation of student confidence and a growth mindset. We are committed to creating a transformative math culture where students understand that proficiency is attainable through effort, engagement, and a willingness to learn from mistakes. Our instructional strategies are designed to connect mathematical concepts to real-world applications, fostering deeper understanding. We are leveraging innovative tools such as IXL Math for personalized learning, Desmos Math Classroom for visual and exploratory learning, and Virtual Reality for immersive, standards-aligned experiences.

Through a comprehensive analysis of our Annual Performance reflection, we have identified key areas for improvement and allocated **Learner Recovery and Emergency Block Grant** (LREBG) funds for the 2025-26 school year. These funds will strategically support the following goal-aligned actions: **Goal 1** (Actions 2, 4, 5, 6, and 7), **Goal 2** (Actions 1 and 2), **Goal 3** (Actions 1, 2, and 3), and **Goal 4** (Action 3). The rationale and detailed information for each LREBG-funded action is clearly articulated within the action descriptions, demonstrating our approach and commitment to continuous improvement.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Audeo Charter School II is eligible for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Audeo Charter School II qualifies for **Comprehensive Support and Improvement (CSI)** based on its three-year average Combined Four-Year and Five-Year Graduation Rate, as reported on the California School Dashboard. The most recent Dashboard (2024) shows a schoolwide Graduation Rate of 71.8%, a significant 14.9% increase from 2023. However, one student group, Hispanic students (n=44), performed at the Very Low level in 2024 with a graduation rate of 63.6%. Other 2024 graduation rates include Socioeconomically Disadvantaged (68.4%, n=57), Students with Disabilities (71.4%, n=21), and White (76.9%, n=26).

The shift to this Combined Four-Year and Five-Year Graduation Rate metric for DASS schools began with the 2022 School Dashboard. Previously, the One-Year Graduation Rate served as the accountability measure for these schools, acknowledging the unique challenges of their highly mobile and credit-deficient student populations. However, the U.S. Department of Education (ED) raised concerns regarding California's use of a modified graduation rate and academic indicator for DASS schools on the Dashboard, leading to its discontinuation.

Despite the potential challenges posed by the Combined Four-Year and Five-Year Graduation Rate calculation for a DASS school, **the school community remains dedicated to overcoming obstacles and achieving educational excellence**.

The school's Comprehensive Support and Improvement (CSI) Plans are the result of a **collaborative effort** involving diverse educational partners: teachers, staff, students, parents, and family members. The school actively sought meaningful feedback from key educational partners through surveys, school events, meetings, conferences, and training. This valuable input was systematically collected, organized, and analyzed to pinpoint the educational needs of all students and to strategically inform the development of programs, services, and resource allocation. The active involvement of educational partners was instrumental in several key stages of CSI Plan development:

- **Identifying and Refining Needs**: Through joint data analysis, partners identified areas needing improvement and gained a deeper understanding of student needs.
- **Creating Goals**: Collaborative discussions led to the establishment of clear goals aligned with identified needs and the aspirations of the school community.
- **Establishing Metrics**: Education partners jointly determined appropriate metrics and indicators to effectively track progress toward their goals.
- **Designing Activities**: Education partners contributed to the selection and design of specific interventions aimed at addressing identified needs and achieving desired outcomes.
- **Allocating Resources**: Education partner input informed decisions regarding resource allocation, ensuring that funds were directed toward initiatives with the greatest potential impact.

This collaborative approach extended to a comprehensive **Needs Assessment** process specifically targeting students not meeting or at risk of not meeting state academic standards. To guide this assessment, partners utilized an Improvement Science Protocol, providing a structured framework for identifying achievement gaps and developing targeted improvement strategies.

During this process, educational partners focused on the current state of graduation rates and established ambitious yet attainable growth targets as benchmarks for progress. Their analysis encompassed a broad spectrum of data and information related to student engagement and achievement, including:

- **School Dashboard Indicators**: These indicators provide a comprehensive overview of the school's performance and student outcomes across various domains.
- **Measures of Academic Progress by NWEA**: This assessment tool offers valuable insights into individual student growth and proficiency in core subject areas, highlighting both strengths and areas for improvement.
- **Monthly Storybook Reports**: These reports provide a rich blend of qualitative and quantitative data on student progress, behavior, attendance, and other relevant factors, offering a nuanced understanding of student performance.

A key aspect of the Needs Assessment was the analysis of historical and trend data for both All Students and unduplicated student groups by all educational partners. This inclusive approach ensured that the assessment addressed the unique needs and challenges faced by the diverse student populations within the school.

Following a thorough and data-informed **review of resource allocation across various educational categories**, collaborative educational partners identified a crucial area necessitating focused and strategic investment. Their comprehensive analysis indicated a clear correlation between targeted support for the lowest-achieving student groups and the potential for significant improvement in overall graduation rates. Consequently, they determined that a strategic investment in providing additional resources and tailored support to English Learners, Students with Disabilities, and students experiencing homelessness is essential to achieve this goal. This explicit commitment to providing these necessary additional resources and support is clearly and formally articulated within the school's CSI Plan and the Local Control and Accountability Plan (LCAP), demonstrating a deliberate and documented prioritization of these student populations.

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

The school has embraced a **Continuous Improvement Framework**, fostering a problem-solving culture and a focus on examining the systems that produce outcomes. This framework, essential for sustaining program improvement efforts, comprises five fundamental steps: Inform, Select, Plan, Implement, and Analyze. Evidence-based decision-making and reflection are central to each step of this ongoing improvement cycle, with active engagement from educational partners.

Adhering to this continuous improvement framework, educational partners developed a systematic plan to enhance the graduation rate. The initial analysis phase involved a thorough examination of school needs, historical trends, potential challenges and barriers, and current strategies and interventions. This process revealed several key themes impacting the school's graduation rate:

- **Credit Deficiency**: Many high school students enroll at the school with existing credit deficiencies, significantly impacting their ability to graduate on time. Some students require additional time to meet graduation requirements due to these shortfalls.

- **Academic Preparedness**: Entering high school students often demonstrate skills below grade level in English Language Arts and Mathematics, as indicated by NWEA assessments. Addressing this requires high-quality instruction and rigorous materials to effectively close potential achievement gaps.

- **Engaging Curriculum and Instruction**: Key educational partners have voiced a clear preference for a unified Learning Management System designed with entirely enhanced courses and activities created by Altus teachers and staff. The school visions this platform as user-friendly for teachers, engaging for students, and designed to cultivate authentic and challenging learning experiences through internally developed, context-specific resources.

- **Individualized Support**: Students need access to targeted small groups and one-on-one tutoring in core subjects to maintain the necessary pace for credit completion.

- **Access to Technology**: Equitable access to computers and home internet is crucial for all students and families, particularly those from socioeconomically disadvantaged backgrounds, to fully participate in the educational program.

- **Programs and Services**: Providing access to a range of programs and services, including Naviance, AVID, Pathways Portfolio, Cadet Corps, CTE Pathways, Advanced Placement (AP), and Early College Credit, is vital for engaging students and preparing them for diverse post-secondary pathways.

- **Role of Counselors**: School counselors play a critical role in supporting students with college and career planning, offering guidance in academic matters, college research, application processes, career exploration, financial aid, scholarships, personal/social support, and college transition.

- **Social-Emotional Learning**: Access to social-emotional learning opportunities and support resources is essential for fostering student engagement and academic achievement.

Based on the findings of the Needs Assessment, the school undertook a comprehensive selection process to identify allowable CSI activities that build capacity, are **evidence-based**, and directly address the school's need to increase the Graduation Rate. Consequently, Audeo II has integrated specific actions and services into the 2025-26 LCAP that are strategically designed to improve Graduation Rate outcomes.

- **Goal 1, Action 1**: To closely monitor each student's academic journey and progress toward graduation, dedicated **school staff will systematically gather and analyze crucial academic data**, specifically pinpointing students who may be off track for advancement. These insights will be shared with educators in timely progress reports and Monthly Storybooks, facilitating proactive interventions to ensure every student stays on the path to graduation.

- **Goal 1, Action 3**: Recruit and hire **additional instructional support staff** that are designed to support the educational program. Additional instructional support staff can help provide personalized attention to students, helping to address individual learning needs and improve academic performance.

- **Goal 1, Action 4**: Provide a **high dosage tutoring program** to students focused on intensive and targeted instruction over an extended period. This will involve one-on-one or small group instruction, allowing high-quality tutors to tailor their approach to individual needs.

- **Goal 1, Action 4**: Accelerate on-time student graduation rates by **increasing student math proficiency and confidence through IXL Math**. This program provides personalized learning paths, immediate feedback, and motivational rewards that can cater to diverse learning needs and enable students to master the required math concepts for graduation.

- **Goal 1, Action 5:** Promote, recruit, and **expand AVID Program** to more students. AVID fosters a supportive learning community and cultivates a college-going culture, encouraging students to set ambitious goals and persist through challenges, ultimately leading to higher graduation rates.

- **Goal 1, Action 5**: Counselors providing individualized student meetings focused on **collaborative course planning and goal setting** to increase the percentage of students earning a high school diploma by ensuring they select the appropriate courses and develop targeted strategies to meet all graduation requirements.

- **Goal 2, Action 2**: The school's curriculum, instructional, and technology leadership teams will collaboratively design, develop, and implement a phased rollout of a tailored **Learning Management System (LMS) on Canvas**. This initiative aims to cultivate a more engaging, interactive, and personalized learning environment for all students, while prioritizing equitable access and data-informed instruction.

- **Goal 2, Action 2**: Provide **Chromebooks and internet services** to students in need to enhance educational opportunities, create equal access to information, improve collaboration and communication, build digital literacy and technological skills, access personalized learning, and access career readiness tools and platforms.

- **Goal 2, Action 3**: Provide an **Early College Credit Program** that allows high school students to take college courses and earn college credits while attending high school. The Early College Credit Program is free to eligible students to increase the number of low socioeconomic status students who can attend and complete college.

- **Goal 3, Action 1**: Professional development for staff focused on implementing the school's MTSS with fidelity to ensure that the 'Whole Child' is being supported.

- **Goal 3, Action 2**: Specialized professional development for staff focused on utilization of evidence-based instructional strategies and rigorous materials to quickly close potential achievement gaps that may exist in Math and ELA, specifically for historically underserved student groups.

- **Goal 4, Action 3**: The Cadet Corps Program will cultivate character and leadership, fostering health and wellness to empower students in exploring careers, increasing their motivation, and achieving academic success and graduation.

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

Monitoring and Evaluating Effectiveness

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

To effectively measure the impact of our Comprehensive Support and Improvement (CSI) strategies, a key component of Goal 1, we will closely monitor and evaluate the school's Combined Four-Year and Five-Year Graduation Rate Metric. Our analysis of the 2023 Dashboard

data, conducted by our Data Department staff, provided important context: the State DASS school average was 54.2%, and the San Diego County DASS school average was 49.3%. Our desired outcome is to demonstrate continuous growth in this critical metric on an annual basis, with the intention to exceed either the state or county DASS school averages. We recognize that our lowest-achieving student groups include English Learners, Students with Disabilities, and students experiencing homelessness, and our CSI efforts are particularly focused on their progress.

As we move forward with the Continuous Improvement Framework for the 2025-26 school year, school leadership is committed to the ongoing implementation, rigorous analysis, and strategic enhancement of the strategies and supports detailed within our CSI Plan. To thoroughly evaluate the effectiveness of these services and support, we will employ a multifaceted approach that includes multiple assessment tools, clearly defined data analysis protocols, and the active involvement of our key educational partners. These partners will play a vital role in reviewing data derived from the School Dashboard, our internal Monthly Storybook Reports, and various Survey Results. This comprehensive review will allow us to determine the extent to which the CSI Plan is effectively addressing the diverse needs of all our students, with a particular emphasis on the progress of English Learners, Students with Disabilities, and students experiencing homelessness. To ensure a cycle of continuous improvement, our educational partners will utilize established evaluative methods, specifically the guiding questions provided by the San Diego County Office of Education (SDCOE) for the in-depth analysis of both quantitative and qualitative data, to accurately determine the overall effectiveness of our programs and interventions.

The following school departments and personnel will be instrumental in supporting the monitoring of designated strategies and interventions targeted towards our high school students:

School Data Department

- Publish a Monthly Storybook that includes the number of students assigned to the Early College Credit Program, intervention frequency/methods, participation/attendance data disaggregated by student groups (including our lowest-achieving populations), and credit completion rates. This report will also include trend analysis to identify patterns and the effectiveness of specific interventions over time.

- Provide teachers, counselors, and instructional leaders with a quarterly SharePoint Technology Tool to monitor and respond to grade 12 students marked as ‘not on-track’ to graduate. This tool will include real-time data and facilitate collaborative action planning, allowing for documentation of interventions and follow-up.

School Curriculum & Professional Learning Department

- Develop an annual Professional Development Catalog and adjust training topics and formats throughout the year based upon instructional staff feedback and teaching and learning data. A portion of the PD will be specifically focused on evidence-based strategies to support English Learners, Students with Disabilities, and students experiencing homelessness, directly aligning with the needs identified in our data.

- Publish a monthly professional development (PD) report that summarizes the number of PD hours completed per teacher and in each content domain.

School Leadership

- Monitor and evaluate the effectiveness of actions and interventions at weekly team meetings by analyzing comprehensive school data, including progress monitoring data for our identified lowest-achieving student groups. Leadership will ensure that these discussions lead to actionable steps and resource allocation adjustments as needed.

Instructional Leaders

- Meet with all teachers in July, October, and January to review individual students' progress towards graduation, with a specific emphasis on the progress of English Learners, Students with Disabilities, and students experiencing homelessness. These meetings will result in documented support plans for students who are not on track.

- Conduct ongoing teaching observations, September 2025 to April 2026, to ensure teachers and tutors are providing high-level, targeted instruction that supports the needs of the lowest achieving students. Observations will also be focused on the use of grade-level curriculum, technology tools, and the integration of TIPS and AVID instructional strategies. Feedback from these observations will be shared with teachers, and professional development opportunities will be aligned to address identified areas for growth in supporting our target student populations.

School Counselors

- Meet weekly with instructional leaders to discuss and collaborate on students entering Tier II and Tier III interventions, as prescribed in the school's MTSS. These discussions will include specific strategies tailored to the needs of English Learners, Students with Disabilities, and students experiencing homelessness, and counselors will play a key role in connecting students and families with necessary resources.

- Ongoing utilization of the School Pathways Student Information System to monitor high school student progress towards graduation. Counselors will proactively identify students who are falling behind and initiate outreach and support.

- Meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates, with a focus on identifying and addressing barriers for our lowest-achieving student groups.

Teachers

- Ongoing utilization of monitoring tools, including Grad Countdowns and Student Participation/Credit Trackers as instruments to identify students at-risk of not graduating on time. Teachers will be expected to document initial interventions implemented in the resource center and collaborate with counselors and instructional leaders when additional support is needed for students, particularly our English Learners, Students with Disabilities, and students experiencing homelessness.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	The 2025-26 LCAP was directly informed by teacher perspectives gathered through a variety of engagement strategies, including the Staff LCAP Engagement Survey, School Site Council (SSC), English Learner Advisory Committee (ELAC), Instructional Meetings, All Staff Meetings, and Altus University (AU) Professional Learning. This comprehensive data collection process allowed us to develop actionable, student-centered priorities that directly address the needs identified by our educators, fostering a collaborative and impactful school environment.
Principals and Learning Leads	Principals and Learning Leads directly influenced the 2025-26 LCAP by actively participating in various forums, including weekly Learning Lead Huddles, surveys, and committee meetings. Their expertise in data analysis and instructional programming enabled the creation of a strategic, student-centered LCAP designed to maximize learning and achievement.
Administrators	Administrators initiated the LCAP development through a collaborative approach, prioritizing meaningful engagement with all educational partners. Utilizing platforms such as Leadership Huddles, School Site Council, ELAC, Instructional and All-Staff meetings, strategic planning sessions, and AU Professional Learning, they actively sought and integrated diverse input. This engagement directly translated into actionable LCAP strategies aligned with school goals, promoting a transparent and inclusive environment for sustained improvement.
Other school personnel or staff	School staff and personnel collaboratively developed the 2025-26 LCAP through regular engagement and consultation. The Staff LCAP Engagement Survey, SSC, Instructional and Staff Meetings, and professional learning facilitated diverse input, ensuring LCAP actions align with the school's Vision, Mission, and Values. This inclusive process resulted in a comprehensive LCAP that addresses community needs and supports school-wide goals.

Parents	Parent engagement was strategically prioritized to directly inform and shape the school's LCAP, ensuring alignment with the diverse needs and perspectives of our community. Multiple avenues for consultation were implemented to maximize parent voice and participation. • **Data-Driven Feedback:** The Parent LCAP Engagement Survey provided quantifiable data and qualitative insights, enabling the school to understand parent priorities and tailor programs accordingly. • **Direct Interaction and Dialogue:** Open House and Senior Night Events facilitated direct communication between parents, teachers, and administrators, fostering collaborative partnerships. Parent-Teacher Conferences offered personalized conversations to address individual students' needs and progress. • **Shared Decision-Making:** Active participation in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings empowered parents to directly contribute to school-wide decisions regarding instructional strategies and resource allocation. • **Empowering Educational Partnerships:** The Family Learning Series provided targeted workshops and resources, equipping parents with the tools to actively support their children's academic and social-emotional development. • **Community Vision:** Parent participation in Board Meetings fostered meaningful contributions and increased awareness of broader school policies and initiatives. Recognizing the pivotal role of parent perspectives in shaping school communication, climate, and student holistic development, the school actively sought and integrated parent feedback throughout the LCAP development process. This commitment to collaborative decision-making resulted in a more inclusive, responsive, and student-centered learning environment, ultimately enhancing outcomes for all students.

Students	At the core of our LCAP development lies a commitment to centering student voice. We recognize that authentic student input is crucial for creating a responsive and effective learning environment. To ensure their perspectives were not only heard but actively valued, we implemented a multi-faceted approach to student engagement. • **Direct Feedback through the Student LCAP Engagement Survey:** Students were empowered to provide candid feedback and constructive suggestions, directly influencing the LCAP's direction. • **Meaningful Participation in Decision Making:** Student representation in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings facilitated collaborative discussions on critical school initiatives and policies. • **Diverse Avenues for Input:** Events like Open House, Senior Night, College and Career Week, Senior Exhibition Panels, and Health & Wellness Week provided platforms for students to share their experiences and insights, fostering open dialogue with educators and administrators. • **Personalized Student-Teacher Conferences:** These conferences created individualized opportunities for students to discuss their academic progress, goals, and challenges, ensuring their individual needs were addressed. By actively integrating student perspectives throughout the LCAP development process, we are building a student-centered learning environment that prioritizes academic achievement, social-emotional well-being, and positive behavioral development. This commitment reflects our dedication to creating a school where every student feels heard, valued, and empowered to succeed.

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

Engaging our educational partners remains a continuous and integral process as we collaboratively design an educational program that effectively addresses the evolving needs of our students and the wider community. This partnership ensures that all students have access to enriched opportunities and achieve improved outcomes. The valuable insights gathered through this engagement directly inform our school's comprehensive strategic planning, accountability measures, and ongoing improvement efforts within the framework of California's State Priorities.

Feedback from our educational partners indicates continued satisfaction with our current initiatives focused on improving the educational program. As a result, for the 2025-26 school year, our school will continue to prioritize five Local Control and Accountability Plan (LCAP) goals. These goals strategically address key areas: 1) High-quality Instruction, 2) Standards-aligned Curriculum and Course of Study, 3) Professional Learning System, 4) School Climate, and 5) Innovative Teaching and Engagement Methods.

Each LCAP Goal, along with its corresponding Metrics, is carefully aligned not only with State and Local priorities but also with the specific metrics and targets established by our charter authorizer. This intentional alignment ensures a cohesive and focused approach to accountability and continuous improvement.

The Metrics incorporated into the 2025-26 LCAP emphasize both Status and Change, mirroring the California School Dashboard's Five-by-Five Placement methodology. Furthermore, certain Metrics utilize locally established targets, informed by historical data or tailored to the specific needs of our student population, including those within our alternative education setting (DASS).

Teachers and Staff:

Valuable insights from our teachers and staff regarding instructional strategies, curriculum design, professional development needs, and student support services have directly informed the following additions and refinements to the 2025-26 LCAP:

- **Instructional Support:** Recruit and hire additional staff to enhance student supervision, tutoring, and learning feedback.
- **Learning Management System:** Design and develop an improved LMS with enhanced course structures and activities.
- **Technology Access:** Continue providing Chromebooks and internet services to students and families with home technological needs.
- **Early College Credit:** Expand opportunities for all students to earn college credit while in high school.
- **Professional Learning:** Continue offering ongoing professional development focused on the effective integration of Virtual Reality, IXL Mathematics, Summit K12, and Culturally and Linguistically Responsive Teaching.
- **Mental Health Support:** Expand systems to better support student mental health.

Principals, Learning Leads, and Administrators:

These educational partners shared valuable insights into the school's operations, encompassing strategic planning, data analysis, engagement methods, resource allocation, program evaluation, alignment with state priorities, and communication systems. Their feedback has directly informed us of the following 2025-26 Local Control and Accountability Plan (LCAP) Actions:

- **Mathematics**: Increase student engagement, achievement, and confidence by expanding the use of Virtual Reality Math and IXL Math. We will also support this through monthly Math Study Groups focused on research-based strategies and ongoing high-quality professional learning for our math instructional staff.
- **Instructional Support**: Enhance support for teachers and education specialists by recruiting and hiring additional support staff.
- **Targeted Student Support**: Expand our tutoring program in Math and English Language Arts to provide high-dosage support for academic growth and increased graduation rates.
- **English Learners**: Ensure effective integration of Summit K12 resources for English Learners through ongoing professional learning for teachers.
- **Students With Disabilities:** Ensure that Students With Disabilities receive high-quality Specialized Academic Instruction (SAI) and supports, including effective differentiation and the maintenance of high academic standards.
- **Counseling**: Enhance counseling and advising sessions with a focused approach on ensuring students are on track for graduation, thoughtfully planning their future pathways, and demonstrating robust college and career preparedness.
- **Safety**: Maintain safe learning environments through the consistent operation of our Brivo card access system.

Parents, Family Members, and Advisory Committees:

These educational partners offered valuable perspectives on school communication, family engagement strategies, academic support services, and initiatives for social-emotional learning. Based on their feedback, the school will implement the following 2025-26 LCAP Actions and/or Metrics:

- **Tutoring Support:** Continue to provide targeted tutoring opportunities for English Learners, Foster Youth, and underserved students.
- **Reading Proficiency:** Highly recommend the use of Achieve3000 as an educational tool to improve student reading proficiency and meet the needs of unique learners.
- **Meal Program:** Maintain the school's meal program to ensure students from under-resourced homes and communities have access to healthy nutrition, supporting their readiness to learn.
- **Individualized Guidance:** Offer individualized counseling and advising sessions focused on course planning, goal setting, and preparation for future pathways.
- **Character and Leadership Development:** Support the Character and Leadership Development program with Cadet Corps, which offers students opportunities for physical fitness, team building competitions, and social skills development.
- **Safe and Supportive Environment:** Provide a safe and supportive bully-free school environment.
- **Positive School Culture:** Provide a positive school climate characterized by clean facilities, clear channels for communication with staff regarding any concerns, and school staff who are consistently responsive, energetic, helpful, optimistic, and caring.

Students:

These educational partners provided first-hand insights into school communication, instructional methods, curriculum design, health, and safety. Based on their input, the following Actions have been prioritized for the 2025-26 LCAP:

- **Field Trips:** Students expressed a desire for field trips that connect to their interests and future goals.
- **Comprehensive Mental Health Resources:** Recognizing students' call for greater mental health support, the school will provide accessible counselors, informative workshops, and readily available wellness resources.
- **Real-World Experiences:** Students want learning that connects to their lives and helps them solve real problems.
- **Meal Program:** Students highlighted the need for consistent access to healthy food while at school.
- **Equitable Access to Technology:** Students voiced the importance of having the necessary technology at home to access school activities and assignments.
- **Curriculum Integration:** Students expressed interest in using 3D Printers and Virtual Reality in their courses and course of study.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

Priority 5: Student Engagement (Engagement)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Recognizing that students entering the school often face significant educational challenges, including credit deficiencies and below-grade-level performance in Reading, Language, and Mathematics (as indicated by NWEA assessments), the program provides comprehensive academic intervention and support. The school is dedicated to fostering student growth through Pathways Personalized Education Plans (PPEP), designed to accelerate learning, address individual needs, and prepare students for college, career, and future endeavors.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Independent Study Program: Teacher Credentials	**2023-24 Results** 100% of teachers as of October 2023 **Data Source**: Locally Reported	**2024-25 Results** 100% of general and special education teachers with a teaching credential and EL Authorizations as of October 2024 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	There was no change from the 100% baseline
M1.2	Teachers Appropriately Assigned and Credentialed	**2021-22 Results** Total teaching FTE: 8 Clear: 15.4% **Data Source**: Teaching Assignment Monitoring Outcomes, DataQuest	**2022-23 Results** Total teaching FTE: 8.98 Clear: 35.5% **Data Source**: Teaching Assignment Monitoring Outcomes, DataQuest	Available in 2026-27 LCAP	**Exceed baseline results**	Total teaching FTE: Increased 0.98% Clear: Increased 20.1%
M1.3	DASS One-Year Graduation Rate	**2022-23 Results** Schoolwide: 90.8% Hispanic: 89.2% White: 90% African American: * 2+ Races: * EL: * SED: 88.2% SWD: 94.4% **Data Source**: CA School Dashboard (Additional Reports)	**2023-24 Results** Schoolwide: 98.6% Hispanic: 96.7% White: 100% African American: * 2+ Races: * EL: * SED: 97% SWD: 100% **Data Source**: CA School Dashboard (Additional Reports)	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 68.8% San Diego County: 73.4%	Schoolwide increased 7.8%

M1.4	Combined Four- and Five-Year Graduation Rate	**2022-23 Results** Schoolwide: 56.8% Hispanic: 49% White: 71.9% African American: * 2+ Races: * EL: * SED: 50% SWD: 48.3% **Data Source**: CA School Dashboard	**2023-24 Results** Schoolwide: 71.8% Hispanic: 63.6% White: 76.9% African American: * 2+ Races: * EL: * SED: 68.4% SWD: 71.4% **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 54.2% San Diego County: 49.3%	Schoolwide increased 15%
M1.5	Chronic Absenteeism Rate	**2023-24 Results** Schoolwide: 1.9% Hispanic: 3.4% White: 0% African American: * 2+ Races: * EL: * SED: 2.8% SWD: 0% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 5.4% Hispanic: 4.4% White: 5% African American: * 2+ Races: * EL: * SED: 3.8% SWD: 5% **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 47.1% San Diego County: 22.2%	Schoolwide declined 3.5%

M1.6	CAASPP ELA: Average Distance from Standard	**2022-23 Results** Schoolwide: -9.5 Hispanic: -37.3 White: 13.7 African American: * 2+ Races: * EL: * SED: -29.4 SWD: * **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: -24.1 Hispanic: -55.6 White: 13.1 African American: * 2+ Races: * EL: * SED: -43.5 SWD: -94.9 **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -118.2 San Diego County: -135.9	Schoolwide declined 14.6 points
M1.7	CAASPP Math: Average Distance from Standard	**2022-23 Results** Schoolwide: -85.6 Hispanic: -112.8 White: -71 African American: * 2+ Races: * EL: * SED: -96.1 SWD: * **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: -93.9 Hispanic: -123.5 White: -72.6 African American: * 2+ Races: * EL: * SED: -110.7 SWD: -171.6 **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -192.8 San Diego County: -185.2	Schoolwide declined 8.3 points
M1.8	Grade 11 CAASPP ELA: Met or Exceeded Standard	**2022-23 Results** ELA: 66.66% **Data Source:** DataQuest CAASPP Results	**2023-24 Results** ELA: 56.1% **Data Source:** DataQuest CAASPP Results	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 21.8% San Diego County: 33.3%	Declined 10.56%

M1.9	Grade 11 CAASPP Math: Met or Exceeded Standard	**2022-23 Results** Mathematics: 18.51% **Data Source:** DataQuest CAASPP Results	**2023-24 Results** Mathematics: 28.57% **Data Source:** DataQuest CAASPP Results	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 3.8% San Diego County: 3.8%	Improved 10.06%
M1.10	English Learner Progress Indicator (ELPI)	**2022-23 Results** English Learners: 50% **Data Source**: CA School Dashboard	**2023-24 Results** English Learners: 58.3% **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 32.5% San Diego County: 37%	Improved 8.3%
M1.11	English Learner Reclassification Rate	**2022-23 Results** School Reclassification Rate: 7% **Data Source**: DataQuest	**2023-24 Results** School Reclassification Rate: 10% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 10%**	Increased 3%
M1.12	Measures of Academic Progress by NWEA: Reading	**2022-23 Results** Schoolwide: 81% Hispanic: 81% White: 87% African American: * 2+ Races: * EL: 80% SED: 77% SWD: 78% **Data Source**: Locally Reported * Less than 10 students – data not displayed for privacy	**2024-25 Results** Schoolwide: 81% Hispanic: 81% White: 83% African American: * 2+ Races: * EL: 80% SED: 79% SWD: 72% **Data Source**: Locally Reported, as of May 2025 * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	There was no schoolwide change from the baseline

M1.13	Measures of Academic Progress by NWEA: Language	**2022-23 Results** Schoolwide 76% Hispanic 70% White 86% African American * 2+ Races * EL * SED 69% SWD 74% **Data Source**: Locally Reported ***** Less than 10 students – data not displayed for privacy	**2024-25 Results** Schoolwide 89% Hispanic 84% White * African American * 2+ Races * EL 92% SED 88% SWD 90% **Data Source**: Locally Reported, as of May 2025 ***** Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Schoolwide improved 13%
M1.14	Measures of Academic Progress by NWEA: Math	**2022-23 Results** Schoolwide 66% Hispanic 74% White 60% African American * 2+ Races * EL 70% SED 64% SWD 64% **Data Source**: Locally Reported ***** Less than 10 students – data not displayed for privacy	**2024-25 Results** Schoolwide 79% Hispanic 71% White 88% African American * 2+ Races * EL 69% SED 77% SWD 75% **Data Source**: Locally Reported, as of May 2025 ***** Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Schoolwide improved 13%

M1.15	California Science Test	**2022-23 Results** Schoolwide 18.87% Hispanic 17.24% White 22.22% African American * 2+ Races * EL * SED 15.39% SWD * **Data Source**: DataQuest CAASPP Results * Less than 11 students – data not displayed for privacy	**2022-23 Results** Schoolwide 27.02% Hispanic 11.11% White 39.28% African American * 2+ Races * EL * SED 16.66% SWD 7.14% **Data Source**: DataQuest CAASPP Results	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: Not available San Diego County: 13.6%	Improved 8.15%
M1.16	Student Attendance or Participation Rate	**2023-24 Results** Schoolwide 96.5% Hispanic 96.8% White 97.7% African American * EL 96.3% SED 96% SWD 94.8% Foster Youth * Homeless 92.8% Cadet Corps * Pregnant/Parent * **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy **Note:** Cumulative Attendance Rate as of April 2024	**2024-25 Results** Schoolwide 95.2% Hispanic 94.3% White 96.4% African American * EL 93.8% SED 95% SWD 93.8% Foster Youth * Homeless 98.5% Cadet Corps * Pregnant/Parent * **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy **Note:** Cumulative Attendance Rate as of February 2025	Available in 2026-27 LCAP	**Greater than 84%**	Schoolwide declined 1.3%

M1.17	Middle School Dropout Rate	**2023-24 Results** Middle School: 0% **Data Source**: Locally Reported **Note:** Middle School Dropout Rate as of April 2024	**2024-25 Results** Middle School: 0% **Data Source**: Locally Reported **Note:** Middle School Dropout Rate as of March 2025	Available in 2026-27 LCAP	**Less than 5%**	There was no change from the 0% baseline
M1.18	High School Dropout Rate	**2023-24 Results** High School: 1.5% **Data Source**: Locally Reported **Note:** High School Dropout Rate as of April 2024	**2023-24 Results** High School: 0.5% **Data Source**: Locally Reported **Note:** High School Dropout Rate as of March 2025	Available in 2026-27 LCAP	**Less than 5%**	Declined 1%
M1.19	Student Confidence Survey	**2023-24 Results** Schoolwide: 97% **Data Source**: Locally Reported **Note:** Results as of April 2024	**2024-25 Results** Schoolwide: 96% **Data Source**: Locally Reported **Note:** Results as of March 2025	Available in 2026-27 LCAP	**Greater than 90%**	Declined 1%

Goal Analysis for 2024-25

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

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

Goal 1 aims to increase student engagement and academic achievement by developing, implementing, and adjusting a Pathways Personalized Education Plan (PPEP) for each student. There are seven actions under this goal. **A careful review of each action reveals no substantive differences to report**. Below is a summary of these actions:

- **Action 1**: Fully implemented the use of MAPs by NWEA, Smarter Balanced Interim Assessments, California Educators Reporting System (CERS) and Renaissance (Illuminate) Assessments to inform teaching and learning systems.
- **Action 2**: The school's English Language Development (ELD) Plan was fully implemented to provide comprehensive support for all English Learner students.
- **Action 3**: Each student had a fully developed and implemented Pathways Personalized Education Plan (PPEP). To ensure progress toward individual academic goals and successful postsecondary transitions, which included participation in enriching field trip experiences, school staff leveraged key platforms such as School Pathways and Naviance for ongoing monitoring. Learning Leads and counselors actively participated in the school's Multi-Tiered System of Supports (MTSS) to address students' unique needs and provided

guidance to both students and parents on multiple graduation pathways. Furthermore, teachers delivered live academic instruction specifically designed to enhance student skills in Math and English Language Arts (ELA) and other academic subjects.

- **Action 4**: To further support unduplicated pupils, the school provided additional academic tutoring through instructional support staff and a sustained partnership with a non-profit tutoring organization. Additionally, Learning Leads provided instructional coaching with teachers, focusing on the effective implementation of the Multi-Tiered System of Supports (MTSS). Recognizing the unique needs of special populations and further empowering all students with strong study skills and habits through the AVID program, Counselors, Equity and Inclusion staff, and the Homeless and Foster Youth Liaison offered tailored support and diligently coordinated necessary services.
- **Action 5**: Fully implemented all Special Education services for qualifying students as outlined in their IEP.
- **Action 6**: Conducted systematic monitoring of student engagement and achievement using key Data Integration System platforms, including Naviance, NWEA, Renaissance, and Achieve3000. Published and updated local monitoring tools and instruments to allow timely monitoring of key performance indicators by staff.
- **Action 7**: Staff utilized Ellevation for English Learner monitoring and instructional planning all year. To further support this work, the Data and Assessment Department consistently delivered timely Monthly Storybooks. These reports summarized the progress and achievement of unduplicated English Learners on key indicators, directly informing staff decisions about current programs and services.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.3 decreased by approximately 44% compared to the planned budget. This variance is primarily due to unfilled Learning Associate (LA) positions to assist with additional academic instructional support for tutoring services. Due to a shortage in the workforce, not all budgeted positions were filled. There are no other material differences to report for Goal 1.

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

The school is confident that all actions under Goal 1 are effectively contributing to successful student outcomes, appropriate for a DASS-identified school. The school has successfully met or is on track to meet the desired outcomes for the current three-year LCAP cycle, as detailed below:

- Independent Study Program: Teacher Credentials
- Teachers Appropriately Assigned & Credentialed
- DASS 1-Year Graduation Rate
- Combined 4- and 5-Year Graduation Rate
- Chronic Absenteeism Rate
- CAASPP ELA & Mathematics
- Grade 11 CAASPP ELA & Mathematics
- English Learner Progress Indicator (ELPI)
- English Learner Reclassification Rate
- NWEA Reading, Language & Mathematics

- California Science Test
- Student Attendance (Independent Study Participation)
- Middle School & High School Dropout Rate
- Student Confidence Survey

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

In anticipation of the 2025-26 school year, a key priority for the school is to significantly enhance student mathematics engagement and achievement through the implementation of **Action 4**. This comprehensive initiative will encompass targeted math interventions, the strategic allocation of resources, and the establishment of a **Math Study Group**. This group will foster regular collaboration and professional growth among instructional staff and leaders. Furthermore, the school will integrate two new supplemental math programs into the curriculum: Amplify Desmos and IXL Math.

Based on thoughtful reflections and valuable input from our educational partners, the following actions have been strategically adjusted or added to our plan for the 2025-26 school year:

- **1.3j:** To further cultivate student engagement and ensure equitable access to the full spectrum of school activities, including enriching field trip experiences, the school will utilize sprinter vans.
- **1.6g:** Recognizing the diverse needs of our student population, the school will strategically expand its special education support staff to provide more comprehensive and individualized assistance.

It is important to note that all established targets within Goal 1 will remain consistent for the 2025-26 school year, underscoring our ongoing commitment to these key performance measures.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	a) School staff will administer **Measures of Academic Progress by NWEA** to students in the fall and spring semesters. This data will inform targeted adjustments to curriculum and instructional strategies, ensuring we effectively address achievement gaps and support all students' academic success. b) School staff will administer the **Smarter Balanced Interim Assessments** to students in the fall semester. This data will empower instructional staff to analyze student understanding of grade-level standards and develop systematic strategies for continuous improvement in teaching and learning. c) Using the **California Educators Reporting System (CERS)**, teachers will analyze student progress and create targeted interventions to meet the diverse needs of all students, ensuring success in core subjects. d) To enhance student learning, instructional staff will strategically integrate **Instructure Mastery Connect** formative and summative assessments within the core curriculum. This data-driven approach will enable teachers to analyze student achievement, identify areas for growth, and refine teaching practices to meet the diverse needs of all learners, and inform core curriculum development and adjustments. e) Teachers will analyze student data from **Naviance**, specifically focusing on career exploration, college interests, and learning styles, to create personalized and engaging instructional plans. f) **Data and Assessment Department staff** will systematically collect and analyze data on key student achievement metrics, including student participation, chronic absenteeism, credit completion, potential dropout rates, AP course performance, and Naviance student confidence—and disseminate these findings in **Monthly Storybooks.**	$79,100	No

2	English Learner Assessment and Support Framework	a) School staff will conduct a **Home Language Survey** to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans. b) Instructional staff will **administer the ELPAC** to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification. c) Instructional staff will **collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities**, incorporating academic language development goals to ensure comprehensive support. d) **English Learner Achievement Department (ELAD)** will utilize data analysis to develop evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems. e) Instructional staff will integrate evidence-based **formative and summative English Language proficiency assessments** in personalized one-on-one or small group settings to accurately measure language acquisition. f) Instructional staff will implement **Integrated English Language Development (ELD)** strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners. g) **LREBG Action**: To fully meet the needs of the educational program, instructional staff will provide engaging and dynamic Designated ELD instruction. Utilizing **Summit K12** and blended courses, this personalized instruction will foster essential language skills for content learning, with content and delivery specifically aligned to each student's grade, proficiency, and individual learning needs. This initiative represents an allowable use of funds, as it is specifically designed to address the unique language needs of English Learners. • Metric being used to monitor action: M1.10, M1.11	$116,770	Yes

		• LREBG funds supporting this action: $1,255.43 h) School staff will **research valid and reliable assessments to measure emerging English Learners' native language literacy** to provide equitable access to standards-aligned and rigorous courses of study, provide primary language assistance, and support biliteracy.		

3	Personalized Academic Instruction and Support for All Students	a) To strengthen student support, **Human Resources staff will prioritize the hiring of Resource Center Associates, Learning Associates, and Certificated Teacher Resources**, who will provide tutoring, deliver student learning feedback, and perform other critical instructional support functions. b) **The Student Services Center (SSC) staff will gather comprehensive student data**, including transcripts, report cards, attendance, behavior, and IEP/504 plans, to create Pathways Personalized Education Plans (PPEPs). c) **Teachers will create and manage Pathways Personalized Education Plans (PPEPs)** for each student, using educational records, assessments, academic progress, and post-secondary goals to guide student growth d) Instructional staff will utilize the **School Pathways Student Information System (SPSIS)** to streamline student support by documenting attendance, tracking MTSS interventions, monitoring progress, and recording grades. e) **Counselors** will work with students to develop personalized graduation plans**, offering multiple pathways to a diploma or equivalent**, and facilitating successful post-high school transitions. f) **Teachers will implement live, small-group instruction** designed to provide individualized skill support, enabling students to achieve mastery of course objectives and content standards, and create interactive opportunities to build student connectedness. g) Instructional staff will implement **Spring Academies in April**, providing targeted test preparation in Math and ELA to equip students with the skills/knowledge needed to maximize their proficiency in key claims and targets. h) **Learning Leads** and school administrators will offer support and guidance for **effective MTSS implementation**, facilitating timely interventions to meet the diverse academic, behavioral, and social-emotional needs of all students, and systematically monitoring the	$452,390	No

impact of these interventions.

i) Instructional staff will plan and provide **personalized field trip experiences**, focusing on student interests in career and college pathways, to enhance their exploration of future possibilities.

j) The school will deploy **sprinter vans** to support student engagement in a range of activities, including field trips, school events, and Cadet Corps. This transportation solution will enhance accessibility for students.

k) Identified students will be provided with access to rigorous **GATE programs**, facilitated by specially trained teachers, which will cultivate their talents and intellectual abilities through a challenging and stimulating academic environment, enabling them to reach their full potential.

4	Targeted Math Interventions and Resources	a) Using data analysis, the **Math Study Group** will identify and prioritize key math standards and themes, informing daily instruction and targeted interventions throughout the school year. b) To support effective math instruction, the school will create a centralized, web-based **Teacher Math Resource**, offering readily accessible materials including key math themes, test preparation strategies, tutoring and intervention tools, VR integration guides, lesson plans, and targeted resources for English learners. c) Integrate the interactive features of **Amplify Desmos Curriculum** into weekly math tutorials, enabling students to explore mathematical concepts visually, manipulate variables, and receive immediate feedback, thereby fostering active learning and improved problem-solving skills. **LREBG Action**: Recent data reveals a critical need to improve student performance on the Summative SBA mathematics, particularly for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. To address this, and in accordance with LREBG's allowance for evidence-based learning supports to close learning gaps, we are **implementing IXL Math**. This platform offers personalized learning paths, immediate feedback, and motivational rewards to enhance student math proficiency. By leveraging IXL's adaptive technology, we aim to accelerate learning and effectively target areas of weakness, significantly improving student outcomes and directly contributing to learning recovery for these targeted student groups. • Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7 • LREBG funds supporting this action: $748.09 d) Utilize **Prisms Virtual Reality** mathematics to provide students with hands-on, spatial learning experiences, enabling them to visualize and manipulate mathematical concepts, thus building a strong foundation for grade-level math mastery.	$95,694	No

5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	a. **Learning Leads** and school administrators will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and **implementing the school's MTSS with fidelity**. b. To significantly increase graduation rates, the school will deploy additional **instructional support staff**, including Resource Center Associates, Learning Associates, and Certificated Teacher Resources, who will provide targeted tutoring. This focused support will address specific academic needs, ensuring students successfully complete the required graduation coursework and progress towards their diplomas. c. Partner with a **community-based organization for high-dosage tutoring throughout the school week**. This tutoring is designed to target unique learner needs, focusing on developing effective study habits and accelerating Math and ELA growth. This approach will directly support improved academic outcomes and contribute to closing identified learning gaps. d. **Counselors** will facilitate individualized student meetings focused on collaborative course planning and goal setting. These meetings will empower students to identify their academic, social-emotional, and behavioral needs, and work with counselors to develop tailored strategies for success, including **personalized course recommendations and support plans**. e. To drive increased graduation rates, the **Equity and Inclusion Department will focus on removing barriers to student success**. Through close collaboration with school staff, Equity and Inclusion staff will identify and address the holistic needs of individual students, particularly those facing unique challenges. This includes coordinating academic support, social-emotional resources, and family assistance, ultimately creating a supportive environment that empowers all students to achieve graduation. f. Full implementation of the **AVID Program** to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness.	$478,493	Yes

6	Academic Instruction and Support for Students with Disabilities	a) **Special Education (SPED) staff** will implement a system of frequent IEP reviews to facilitate timely adjustments and ensure personalized learning for all students with disabilities. These reviews will focus on maintaining alignment between IEPs, students' current needs, and evolving goals, enabling responsive and effective educational support. b) **Special Education Learning Lead** will offer support and guidance for compliance and specialized instruction for students with disabilities. c) **Special Education (SPED) staff will collaborate with general education teachers** and support staff to ensure the effective implementation of accommodations, modifications, and supplementary aids as specified in each student's Individualized Education Program (IEP). d) Provide ongoing professional development for all staff members to ensure understanding of **Free Appropriate Public Education (FAPE) requirements** and best practices for supporting students with disabilities. e) Education Specialists will provide **Specialized Academic Instruction (SAI)**. This instruction will be tailored to each student's unique learning needs. They will focus on targeted instruction in areas of need. This ensures individualized support for students with disabilities. f) Education Specialists will coordinate **supplemental services as needed**. Students requiring additional support, such as speech therapy or occupational therapy, will receive services from a nonpublic agency (NPA) certified by the California Department of Education (CDE). This ensures individualized support for students with disabilities. g) **LREBG Action**: To address identified needs highlighted by state and local academic and engagement data, specifically for Students with Disabilities, and focus on improving their performance on SBAs and ensuring graduation within four years of high school, the school is committed to expanding its **special education support team**. This	$574,315	N

resource allocation, an allowable use of LREBG funds, directly impacts student success by integrating evidence-based staff support and ensuring all Students with Disabilities receive the personalized attention and specialized services essential for their academic and personal growth.

- Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7
- LREBG funds supporting this action: $4,000

h) Special Education (SPED) staff will offer **ongoing support and consultation to general education teachers** to facilitate the effective implementation of accommodations and modifications within core curriculum areas.

i) By integrating the **principles of Universal Design for Learning (UDL),** we will proactively customize learning activities and materials, ensuring multiple means of engagement, representation, and action/expression, thus fostering accessibility for all students, including those with disabilities.

j) Utilize the California **Practitioners' Guide for Educating English Learners with Disabilities** to ensure effective instruction for dually identified students.

a) The **progress of students with disabilities will be systematically monitored through data-driven assessments**, allowing for timely and targeted adjustments to their intervention strategies. This process will ensure that interventions are responsive to their unique needs and promote optimal learning outcomes.

7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	a) **LREBG Action**: An analysis of English Learner performance metrics, including data related to Long-Term English Learners, Newcomers, and Reclassified Fluent English Proficient (RFEP) students, has informed our instructional strategy. To ensure adequate academic progress, instructional staff will utilize **Ellevation as a comprehensive monitoring system**. This utilization, an allowable use of LREBG funds for additional academic services, specifically diagnostic, progress monitoring, and benchmark assessments of pupil learning, enables the timely adjustment of instructional and supplemental supports • Metric being used to monitor action: M1.10 and M1.11 • LREBG funds supporting this action: $1,260.54 b) Instructional staff will **monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students** through the PPEP Phase Meetings in July, October, January, and other instructional meetings. c) School leadership will implement a **semesterly ELD progress report**, aligned with the CA EL Roadmap, to track student progress in designated ELD courses, attendance, and reclassification readiness. d) To support English Learner success, teachers will provide families with ELD progress reports and **facilitate collaborative meetings** to discuss language acquisition, academic growth, and individual student needs. b) **Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners** performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.	$180,302	Yes

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

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

Priority 4: Student Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The school is committed to providing a rigorous and relevant curriculum that prepares students for success in the 21st century. This curriculum is grounded in the development of essential learning skills, including critical thinking, collaboration, creativity, and communication, which are vital for navigating the complexities of the modern global landscape. Adherence to California Content Standards ensures that students not only meet state-mandated educational requirements but also experience high academic expectations. Furthermore, the school prioritizes accessibility and inclusivity, ensuring that all students have equitable opportunities to thrive academically and pursue diverse college and career pathways, thereby maximizing their potential.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	Availability of standards aligned instructional materials to every student	**2023-24 Results** 100% of students **Data Source**: Locally Reported	**2024-25 Results** 100% of students **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100%**	There was no change from the 100% baseline
M2.2	Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Lab Science, World Language, Visual & Performing Arts, College Preparatory Electives, General Electives, Health, Physical Education, Career Technical Education	**2023-24 Results** All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** All students continue to have access and are enrolled in a broad course of study for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100%**	There was no change from the 100% baseline
M2.3	Design and implement programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills	**2023-24 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	**2024-25 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100%**	There was no change from the 100% baseline
M2.4	Increase the annual number of students completing college credit courses	**2022-23 Results** Dual Enrollment: 2 Articulated Credit: 6 Total early college credit: 8 **Data Source**: Locally Reported	**2023-24 Results** Dual Enrollment: 12 Articulated Credit: 7 Total early college credit: 19 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 97 early college courses**	Improved 11

M2.5	Maintain a comprehensive selection of college-aligned Advanced Placement and Honors course offerings	**2023-24 Results** Advanced Placement Courses Available: 10 Honors Courses Available: 10 Total offerings: 20	**2024-25 Results** Advanced Placement Courses Available: 10 Honors Courses Available: 10 Total offerings: 20	Available in 2026-27 LCAP	**Greater than 140 AP courses**	There was no change from the baseline
M2.6	Maintain High-Quality and relevant established CTE Career Pathways	**2023-24 Results** Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported **Note:** CTE Career Pathways available as of April 2024	**2024-25 Results** Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 11 CTE Career Pathways**	There was no change from the baseline
M2.7	100% of Core Courses will be aligned to CCSS	**2023-24 Results** Core Courses Aligned to CCSS: 100% **Data Source**: Locally Reported	**2024-25 Results** Core Courses Aligned to CCSS: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.8	100% of Science Courses will be aligned to NGSS	**2023-24 Results** Science Courses Aligned to NGSS: 100% **Data Source**: Locally Reported	**2024-25 Results** Science Courses Aligned to NGSS: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline

M2.9	100% of ELA and Social Science Courses will be aligned to ELD Standards	**2023-24 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	**2024-25 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.10	100% of Core Courses will be UC A-G approved	**2023-24 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	**2024-25 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.11	100% of CTE Courses will be aligned to CTE Model Curriculum Standards	**2023-24 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	**2024-25 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.12	Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway	**2022-23 Results** Schoolwide: 2.1% Hispanic: 2% White: 3.1% African American: * 2+ Races: * EL: * SED: 1.6% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 3.5% Hispanic: 4.5% White: 3.8% African American: * 2+ Races: * EL: * SED: 1.8% SWD: 4.8% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Improved 1.4%

M2.13	Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU	**2022-23 Results** Schoolwide 9.5% Hispanic 6.1% White 12.5% African American * 2+ Races * EL * SED 6.5% SWD 3.4% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide 14.1% Hispanic 6.8% White 7.7% African American * 2+ Races * EL * SED 8.85 SWD 9.5% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide improved 4.6%
M2.14	Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway	**2022-23 Results** Schoolwide 0% Hispanic 0% White 0% African American * 2+ Races * EL * SED 0% SWD 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide 1.2% Hispanic 2.3% White 0% African American * 2+ Races * EL * SED 0% SWD 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide improved 1.2%

M2.15	Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher	**2022-23 Results** Schoolwide: 0% Hispanic: 0% White: 0% African American: * 2+ Races: * EL: * SED: 0% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 0% Hispanic: 0% White: 0% African American: * 2+ Races: * EL: * SED: 0% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	There was no change from the baseline
M2.16	Maintain a compliant and accessible Work Experience Education (WEE) Program	**2023-24 Results** WEE Program remains compliant and available to all students for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** WEE Program remains compliant and available to all students for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Fully compliant and accessible WEE Program**	There was no change from the baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 2 aims to provide all students with a comprehensive, rigorous, and accessible course of study that prepares them for college and career pathways. This goal includes three actions**, none of which presented substantive differences upon review**. A summary of these actions is as follows:

- **Action 1**: The school's APAC department effectively aligned courses with State Standards, UC a-g, and NCAA requirements. APAC also updated and aligned the school's online curriculum to the Smarter Balanced ELA and Mathematics Assessments Blueprint. Furthermore, based on teacher and student feedback, APAC adjusted both online and textbook curricula. Demonstrating a commitment to inclusivity, the department refined curriculum and materials to be multicultural and diverse. The school also continued its efforts to recruit and

challenge students to enroll in advanced curriculum offerings and provided on-site AP Exams.

- **Action 2:** The school ensured equitable access to technology by providing all students requiring home devices with a school-issued Chromebook and internet connectivity. Moreover, the school's ELD program is fully implemented and consistently maintained. Historically underserved student groups continue to have access to a challenging curriculum, including Honors and AP courses, as well as targeted instructional materials and coursework designed to accelerate foundational skills, literacy development, and credit recovery for grade-level advancement and graduation. School counselors and Equity & Inclusion (E&I) staff offered continuous academic advising, support services, and coaching to the school community.

- **Action 3:** School staff benefited from continuous and in-depth professional learning focused on preparing students for their post-secondary journeys. Counselors actively engaged the school community through various informational sessions and training programs covering crucial college and career elements. These included understanding the College Career Indicator (CCI) Prepared Criteria, navigating financial aid applications, earning early college credit, exploring Career Technical Education (CTE) pathways, utilizing the Early Assessment Program (EAP), managing AP exam registration, and engaging in work experience education. To further elevate awareness of college and career requirements, timelines, and processes, the school hosted a dedicated College and Career Week featuring guest speakers from diverse professional fields and higher education institutions. Moreover, the school offered eleven fully developed Career CTE Pathways accessible to all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.2 increased by 51% compared to the planned budget. This variance is due to the purchase of additional Chromebooks and laptops for students and teachers in fiscal year 2024-25. There are no other material differences to report for Goal 2.

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

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

- Availability of standards aligned instructional materials to all students
- Provide all students with access to a broad course of study
- Design and implement programs and services to pupils with exceptional needs that promote successful transitions
- Students earning early college credits
- Maintain a comprehensive selection of AP and Honors course offerings
- Availability of CTE Career Pathways to all students
- Core courses aligned to CCSS
- Science courses aligned to NGSS

- ELA and Social Science courses aligned to ELD Standards
- Core courses are UC a-g approved
- CTE courses aligned to CTE Model Curriculum Standards
- Students completing a CTE Career Pathway
- Students completing UC a-g requirements
- Students completing both a CTE Career Pathway and UC a-g requirements
- Compliant and accessible Work Experience Education Program

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

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

The school remains dedicated to increasing the number of students who graduate with a diploma and meet the College/Career Indicator (CCI) prepared criteria. While our commitment is to enhance the CCI for all students, we are particularly focused on supporting our lowest-performing student groups. Consequently, based on reflections and feedback from educational partners, the following Actions have been adjusted for the 2025-26 school year:

- **2.1a**: The school will develop and implement a new Learning Management System (LMS) in Canvas to provide students with enhanced instruction, engaging activities, and timely feedback. This upgrade aims to offer more accessible resources, personalized learning pathways, and clearer communication of progress, ultimately helping more students earn credits, advance grade levels, and graduate on time.

- **2.1c**: The school is strategically prioritizing the Visual and Performing Arts (VAPA) Department to enrich and innovate art activities, with the goal of increasing student participation in the arts and fostering exploration of diverse art forms.

- **2.3i**: To enhance program monitoring and analysis, particularly regarding equitable access for diverse student groups, staff will develop an Early College Credit Storybook.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1	Dynamic, Engaging and Standards-Aligned Curriculum	a) **LREBG Action**: To elevate student engagement and academic outcomes, the school conducted a comprehensive evaluation of student achievement and engagement data and actively listened to the insights of students and teachers. Based on these findings, the school will develop a tailored **Learning Management System (LMS) on the Canvas platform**. This initiative, an allowable use of LREBG funds for integrating evidence-based pupil support to address other barriers to learning, will focus on designing and implementing interactive content and engaging activities that directly support student learning, promote academic growth, and improve overall achievement. • Metric being used to monitor action: M1.4, M1.6, M1.7, and M1.15 • LREBG funds supporting this action: $27,419.14 b) APAC will maintain course alignment with **Common Core, ELD, and NGSS standards** through continuous review and updates. c) The **Visual and Performing Arts (VAPA) Department** will annually revise its comprehensive arts curriculum to align with state standards and integrate the arts across core subjects. Furthermore, VAPA will explore innovative opportunities, such as virtual reality and local partnerships, to enrich learning through hands-on experiences and cross-curricular projects, ultimately aiming to increase student participation and foster exploration of diverse art forms. d) APAC will regularly review curriculum to ensure alignment with **Smarter Balanced ELA and Math Assessment blueprints**. e) APAC will ensure course alignment with **UC a-g and NCAA requirements** to maximize student college and athletic eligibility. f) APAC will develop and enhance curriculum and instructional resources that integrate **culturally and linguistically responsive content and activities.** g) Instructional staff and counselors will actively **promote the benefits of advanced coursework** (Accelerated, Honors, AP) to students and families.	$364,672	No

2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	a) Provide **Chromebooks and internet services to families** in need of home technology to increase access and equity to the instructional program – close the digital divide. b) APAC will develop curriculum that is customized and blended for English Learners, with the **Universal Design Learning (UDL) Guidelines** to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities. c) Utilize **Achieve3000** as a differentiated literacy program, tailored to individual reading levels, to accelerate learning gains and build content knowledge for English Learners within the school year. d) **LREBG Action**: An analysis of English Learner student achievement data has revealed the need for targeted language and content support. In response, instructional staff will utilize **BrainPop and BrainPop ELL**, a web-based supplemental English language learning platform. This utilization, an allowable use of LREBG funds as a learning recovery program for English Learner students, will provide ELL-specific support, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge. • Metric being used to monitor action: M1.6, M1.10, and M1.11 • LREBG funds supporting this action: $431.36 e) Instructional staff will conduct outreach and recruitment to English Learner, Foster Youth, and Low-Income students with the focus **on providing equitable access to the same educational program** and services as all students, including access to Accelerated, Honors and Advanced Placement (AP), Gifted and Talented Education, and the Early College Credit Program.	$264,376	Yes

3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	a) Curriculum and Professional Development staff will regularly evaluate and update the course offerings list to ensure it reflects the current requirements for **college, university, career, and military pathways**. b) School staff will continue to offer **CTE courses and Certification programs** which are aligned to CTE Model Curriculum Standards. c) School staff will organize an engaging annual **College and Career Week**, connecting students with field experts and representatives through informational presentations and interactive workshops focused on post-secondary opportunities. d) Create a comprehensive **Early College Credit Resource Guide**, including a clear vision and mission, to ensure consistent program implementation school wide. e) Expand **Early College Credit access** for all students through strategic Dual Enrollment and Articulation partnerships with local colleges. f) Proactively inform students and families about Early College Credit academic and social emotional benefits, deadlines and course offerings through **comprehensive counseling outreach**. g) Deliver targeted Early College Credit **information and training through diverse platforms**, including Open House, Senior Night, Family Learning Series, and college workshops. h) **Collaborate with local colleges** to offer comprehensive Early College Credit onboarding, including informational sessions, application support, and orientations. i) **Track and analyze Early College Credit participation** and outcomes through a comprehensive "storybook" approach, with specific attention to diverse student populations (Special Education, English Learners, GATE, Homeless). j) Utilize **professional learning communities to analyze Early College Credit data** ("storybook") and identify trends, strengths, and	$319,021	No

		areas for improvement. k) Proactively collaborate with support staff and homeless liaison to identify and eliminate barriers, guaranteeing **equitable access to tuition-free Early College Credit** for all students, supported by the College & Careers Access Pathways Grant. l) Counseling staff will actively promote and educate students on the benefits of work-based learning opportunities, including the **Work Experience Education Program and Service Learning**, to prepare them for future careers. m) School staff will coordinate and oversee the administration of **Advanced Placement (AP) exams** during designated testing windows, providing students the opportunity to earn college credit and placement. n) To ensure grade 12 students are effectively prepared for diverse post-high school pathways, including college, university, military, and workforce entry, instructional staff will provide **targeted support in the development of their Pathways Portfolio**. This graduation requirement emphasizes the development of digital literacy and strategic planning.		

Goal

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

State Priorities addressed by this goal.

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

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The school prioritizes data-informed professional learning, designed to align teaching strategies with the specific academic needs and strengths of students. By analyzing performance data, the school ensures that professional development is relevant and effective, enhancing instructional quality and maximizing teacher impact. This data-driven approach also facilitates ongoing adaptation and refinement of teaching practices to meet evolving educational standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	90% of teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for all pupils, including English Learners	**2022-23 Results** 100% of teachers as of April 2023 **Data Source**: Locally Reported	**2024-25 Results** Not Available **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	N/A
M3.2	90% of teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards	**2022-23 Results** 100% of teachers as of April 2023 **Data Source**: Locally Reported	**2024-25 Results** Not Available **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	N/A
M3.3	English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction	**2023-24 Results** 6 ELAD trainings **Data Source**: Locally Reported	**2024-25 Results** 10 ELAD trainings **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least six English Learner trainings offered throughout the school year**	Increased 4

M3.4	90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	**2023-24 Results** 100% of teachers **Data Source**: Locally Reported	**2024-25 Results** 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	There was no change from the 100% baseline
M3.5	90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	**2022-23 Results** 98% of staff as of April 2023 **Data Source**: Locally Reported	**2023-24 Results** 99% of staff as of March 2025 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	Declined 1%
M3.6	90% of students surveyed will report high levels of satisfaction with their overall educational experience	**2022-23 Results** 100% of students **Data Source**: Locally Reported	**2024-25 Results** 95% of students surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	Declined 5%
M3.7	90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience	**2023-24 Results** 100% of parents and family **Data Source**: Locally Reported	**2024-25 Results** 100% of parents and family members surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	There was no change from the 100% baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 3 centers on equipping instructional staff with continuous support and professional learning to effectively address the diverse needs of students and their families. This goal encompasses three key actions. A comprehensive review indicated that nearly all planned strategies were successfully implemented. Below is a summary of the actions within Goal 3:

- **Action 1**: The Curriculum and Professional Development Department designed and developed a comprehensive Professional Learning Calendar and Catalog based on strategic goals, staff needs, and educational partner feedback. Altus University (AU) provided various professional development opportunities focused on enhancing teacher effectiveness in core standards (CCSS, NGSS, ELD), CTE, online instruction (including LEC certification), curriculum differentiation (including GATE), staff leadership development, and support for new and select teachers. Specialized training was available for Special Education staff (IEP, assessment, differentiation) and instructional staff (WRITE literacy program). Furthermore, the school embedded social-emotional learning in all offerings and provided specific training in college/career readiness (AVID), whole-child support (YMHFA, suicide prevention), and safety protocols (ALICE). Learning Leads utilized a Teaching Observation rubric to conduct observations, ensuring the implementation of professional development learnings.

- **Action 2**: This school year, instructional staff received comprehensive training on the CA EL Roadmap and various aspects of the English Learner Plan, including Designated ELD, ELPAC administration, data analysis, and effective strategies. Specialized training was also provided on implementing the Summit K12 curriculum and addressing the unique needs of newcomer, immigrant, and refugee students. Furthermore, staff received support utilizing Achieve3000 to enhance EL literacy, while counselors focused on college preparation for vulnerable student populations, and all staff learned trauma-informed practices to support Homeless and Foster Youth.

- **Action 3**: In the fall semester, the school provided a Math Literacy Summit centered on data analysis, evidence-based instruction, and support for special populations. The school partnered with a math expert/organization to deliver ongoing professional learning focused on culturally responsive math instruction. Additionally, a Math Study Group met regularly to discuss effective intervention and instruction in independent study. The school also provided training and time for staff to use the California Educators Reporting System (CERS) to analyze student math data and inform instruction for underperforming groups, and the Math Specialist offered professional learning on VR mathematics and strategies for supporting English Learners in math.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

3.2 increased by 36% compared to the planned budget. This variance is due to the reallocation of expenditures from Action 1.3 to support English learners, foster youth and low-income student population. There are no other material differences to report for Goal 3.

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

Goal 3 Actions have significantly enhanced high-quality teaching and learning at the school for **all students**, including unduplicated pupils. Goal 3 Metrics were met for the 2024-25 school year, demonstrating the **effectiveness of these initiatives**. A summary of these achievements is provided below:

- Teachers participated in at least 60 hours of annual professional learning.

- Teachers participated in at least 10 hours of annual Math professional learning.
- English Learner Achievement Department provided at least six trainings focused on supporting the unique needs of English Learner students.
- Teachers have completed Leading Edge Certification (LEC) within three years of their initial employment.
- Staff report high levels of training relevance at Altus University sessions.
- Students report high levels of satisfaction with their educational experience.
- Parents and family members report high levels of satisfaction with their child's overall educational experience.

Our Professional Learning System effectively addresses the specific needs of our educational partners. While school administration is encouraged by the Goal 3 Metric results, we recognize the necessity for continuous and intensive training and coaching for instructional staff to elevate math and ELA achievement further. This sustained focus will guarantee that all students receive high-quality instruction, setting them up for academic success. Professional development remains a central priority in our commitment to maintaining and strengthening teaching excellence.

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

Goal 3 Metrics will remain unchanged for the 2025-26 school year, as educational partners believe that the current metrics comprehensively measure the effectiveness of the professional learning system.

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

- **3.1c**: Responding to staff and administrator requests, the school will use LREBG funds for the Clifton Strengths assessment to identify employee strengths. This will inform tailored professional development to improve instruction and learning for better student outcomes.

- **3.1m**: Addressing staff and administrator requests to value students' cultural and linguistic diversity, Altus University will provide LREBG-funded training on culturally and linguistically responsive teaching. This evidence-based training will equip teachers to improve student engagement and learning outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1	Professional Learning Focused on Improving Academic Performance for All Students	a) Aligning with strategic initiatives, and responding to staff and partner feedback, the Curriculum and Professional Development Department will design and deliver a targeted **Professional Learning Calendar and Catalog**. b) Altus University (AU) will provide **professional development trainings designed to enhance teacher effectiveness** in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards, ultimately improving student learning outcomes. c) **LREBG Action**: Recognizing the importance of customized training and leveraging individual strengths, as directly requested by staff and administrators, the school will provide access to the **Clifton Strengths** assessment. This, an allowable use of LREBG funds for integrating evidence-based pupil support through staff training, will provide employees with a clear understanding of their unique strengths. Professional development will then be tailored to focus on applying these strengths to enhance instructional practices, improve teaching and learning, and ultimately drive positive student outcomes by fostering a more effective and collaborative learning environment. • Metric being used to monitor action: M3.5 • LREBG funds supporting this action: $605.05 d) Learning Leads and school administrators will conduct formal observations using a **Teaching Observation rubric aligned with the 5 Dimensions of Teaching and Learning framework**. These observations will provide teachers with targeted feedback to support the implementation of professional development learnings. e) Altus University (AU) will provide professional development to increase **staff knowledge of CTE standards and instructional strategies**. This will strengthen CTE programs and improve student transitions to post-secondary education and employment f) Altus University (AU) will provide comprehensive professional development designed to improve teacher online instructional delivery. This program will include training on best practices,	$183,865	No

technology integration, and student engagement, with the added benefit of supporting teachers in achieving **Leading Edge Certification (LEC)**, a national certification demonstrating advanced proficiency in educational technology.

g) To enhance Special Education practices, staff will participate in **specialized training on IEP compliance, assessments, and differentiated instruction**, delivered by experts including the Special Education Administrator, Special Education Learning Lead, School Psychologists, and SELPA personnel.

h) Altus University (AU) will offer professional development to advance equitable teaching practices through differentiation of curriculum and instruction, providing opportunities for educators to earn **GATE certification and demonstrate specialized knowledge**.

i) Offer **staff training in AVID strategies** and other college/career readiness best practices, focusing on areas such as academic support, college application guidance, and student motivation, to improve UC a-g completion rates among low-income students.

j) Altus University (AU) will empower staff to become effective leaders through professional development training sessions and mentorships, featuring **Executive Studies and Fellows Projects** that promote strategic innovation and program advancement.

k) AU provided comprehensive **professional development for new teachers**, covering essential areas such as student engagement, data-driven instruction, MTSS implementation, technology integration, independent study compliance, equity and inclusion, and alignment with the school's vision and values.

l) AU will strategically integrate **social-emotional learning (SEL) activities into all professional development** to empower teachers with the knowledge and skills necessary to support student SEL.

m) **LREBG Action**: Based on feedback from instructional staff and school administrators, who emphasized the necessity of an educational approach that recognizes the importance of incorporating students' cultural and linguistic backgrounds into their learning

experiences and valuing their diverse backgrounds as assets in the classroom, Altus University will provide training on **culturally and linguistically responsive teaching and learning**. This training, which integrates evidence-based pupil support through staff training, and is therefore an allowable use of LREBG funds, will provide teachers with the tools and mindset shifts necessary to increase student engagement and learning outcomes.

- Metric being used to monitor action: M3.5
- LREBG funds supporting this action: $2,520.37

n) Targeted professional development to **support teacher growth and address areas identified for improvement** in annual performance evaluations.

o) Implemented comprehensive professional development focused on the whole child, addressing physical, mental, and social-emotional well-being. This included specialized training in **Youth Mental Health First Aid (YMHFA)** and Suicide Prevention and Intervention.

p) Provide **ALICE Training** and collaborative practice for all school personnel, addressing prevention, mitigation, response, and recovery strategies for violent critical incidents.

q) The school will implement a comprehensive **AI training program for all staff**, addressing the safe and ethical deployment of AI technologies in education. This program will focus on practical applications, data security, and the responsible use of AI to support student learning and administrative efficiency.

r) Professional development will be provided to instructional staff on the pedagogical integration of **Magic School AI**, focusing on how to use the platform to create engaging learning experiences and support student achievement.

s) To ensure the successful transition and professional growth of certificated educators seeking to clear their credentials, the school will provide a tuition-free, mentor-driven **Teacher Induction Program**. This program will emphasize collaborative learning, peer observation, and personalized coaching, empowering teachers to

		refine their pedagogical practices and contribute to a culture of continuous improvement.	

2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	a) Instructional staff will **receive training on the CA EL Roadmap** to build understanding and expertise about the needs of ELs and research-based programs and practices. b) **English Learner Achievement Department (ELAD)** will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Integrated and Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies. c) Instructional staff will receive **specialized training on effectively implementing Summit K12** designated ELD curriculum, student engagement, and proficiency level growth. d) **LREBG Grant**: After analyzing EL student performance on SBAs and graduation rates, the school identified this population as requiring ongoing and specialized support. To provide this, and as an allowable use of LREBG funds focused on providing learning recovery programs for ELs and professional learning, instructional staff will access the **Ellevation Strategies platform**. This platform offers **personalized, on-demand professional learning modules and instructional activities**. These resources include research-based strategies and differentiated instruction techniques, all connected to real-time EL data, enabling targeted and data-informed instruction, and improving performance outcomes. • Metric being used to monitor action: M1.4, M1.6, M1.7, M1.10, M1.11, and M3.5 • LREBG funds supporting this action: $103.29 e) Instructional staff will receive specialized training on how to meet the **unique needs of newcomer, immigrant, and refugee students** who may be new to the country/school system. f) Instructional staff will receive specialized professional learning, including the San Diego County Office of Education's (SDCOE) **WRITE program, focused on enhancing literacy skills** and	$134,334	Yes

		academic achievement for underserved students. g) **Achieve3000 training, coaching and support for instructional staff** which is focused on program integration, best practices, and data analysis which will improve English Learner students' literacy skills. h) Offer **specialized counselor training to equip low-income, foster youth, and first-generation students** with resources for successful college transitions, including financial aid, scholarships, and academic preparation. i) The school will implement professional development for staff on research-based strategies and **trauma-informed practices,** specifically designed to increase school engagement and support the unique needs of homeless and foster youth.		

3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	a) The school will implement a **Math Literacy Summit** during the fall semester to enhance teacher capacity in data analysis, evidence-based mathematical instruction, and strategies for effectively supporting special populations, ultimately improving student math achievement. b) The school will develop a **strategic partnership with a mathematical expert or organization** to deliver ongoing and sustained professional learning that centers on culturally responsive instructional practices in mathematics, ultimately enhancing student achievement. c) The school will implement a regular **Math Study Group** to facilitate in-depth discussion and collaboration among educators on effective academic intervention and instruction strategies specifically tailored for independent study environments, with the goal of improving student outcomes. d) To enhance data-driven instruction, instructional staff will receive comprehensive training, ongoing support, and dedicated time to utilize **CERS for analyzing individual student math achievement data**. This analysis will directly inform targeted instructional planning aimed at improving outcomes for underperforming student groups. e) The Math Specialist will lead professional learning and provide ongoing support to staff on the effective **implementation of Virtual Reality (VR) mathematics.** This initiative will establish clear schoolwide instructional protocols for VR integration within the core curriculum, aiming to significantly enhance student engagement and improve overall math achievement. f) To better support English Learners, the Math Specialist will provide **targeted professional development to teachers, education specialists, and CTRs** on effective curriculum implementation and instructional strategies, focusing on grade-level content access and academic vocabulary development. g) **LREBG Action**: An analysis of student math performance data revealed the need for a supplemental targeted mathematics platform,	$130,805	Yes

		as well as training and support in how to effectively implement it. To meet this need, and as an allowable use of LREBG funds for accelerating progress and closing learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, the school will utilize **IXL Learning**. **Comprehensive training and sustained support** will be provided to instructional staff by IXL Learning, ensuring effective program integration. • Metric being used to monitor action: M1.7, M3.5 • LREBG funds supporting this action: $32.82		

Goal

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

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A safe, secure, and supportive educational environment is paramount. This positive school climate fosters belonging, trust, and open communication, empowering students to learn and collaborate. It cultivates resilience, academic persistence, and essential social-emotional skills, crucial for both educational and lifelong success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	Maintain a Suspension Rate at 1.5% or less for All Students and Student Groups	**2023-24 Results** Suspension Rate: 0.1% **Data Source**: CA School Dashboard	**2024-25 Results** Suspension Rate: 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of April 2025	Available in 2026-27 LCAP	**Less than 1.5%**	Improved 0.1%
M4.2	Maintain an Expulsion Rate at 1.0% or less for All Students and Student Groups	**2023-24 Results** Expulsion Rate: 0% **Data Source**: CA School Dashboard	**2024-25 Results** Expulsion Rate: 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of April 2025	Available in 2026-27 LCAP	**Less than 1%**	There was no change from the 0% baseline
M4.3	More than 90% of students surveyed annually will report high levels of School Safety satisfaction	**2023-24 Results** 100% of students **Data Source**: Locally Reported	**2024-25 Results** 100% of students surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	There was no change from the 100% baseline
M4.4	More than 90% of parents surveyed annually will report high levels of School Safety satisfaction	**2023-24 Results** 100% of parents and family **Data Source**: Locally Reported	**2024-25 Results** 100% of parents and family surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	There was no change from the 100% baseline
M4.5	Maintain a School Safety Plan that meets the needs of educational partners and is compliant	**2023-24 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Compliant School Safety Plan**	There was no change from the baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 4 aimed to foster a safe and supportive school culture for all educational partners. Throughout the 2024-25 school year, the three Actions within this goal were **fully implemented and consistently maintained**, resulting in **no significant changes to report**. These ongoing efforts have helped to cultivate a more inclusive and positive atmosphere, benefiting students, staff, and the wider community. A summary of the key initiatives and their impact under Goal 4 is provided below:

- **Action 1**: During the 2024-25 school year, the school took several actions to promote school safety and well-being. We established regular meetings of the Executive School Safety Committee and designated Safety Ambassadors at each Resource Center who participated in quarterly training. Operations and Facilities staff ensured the review and update of safety equipment, while ZenDesk was consistently used for facility management, and Brivo card access controls were utilized at all school locations. Furthermore, based on survey data, the school enhanced mental health services, provided nursing support, and created a Mental Health & Wellness Hub; they also sought input on safety planning and offered annual professional learning for staff on various safety and health-related topics.

- **Action 2**: The school implemented several actions to support student well-being. Equity and Inclusion staff developed a mental health referral process connecting students and families to various supports. Additionally, a Healthy Youth Therapist began providing counseling and case management, while the Healthy Youth Department organized a Wellness Week and the RISE broadcast series. Furthermore, the school implemented AVID's SEL and the Character and Leadership Development Program, and instructional staff offered supportive small group learning environments. Finally, the school updated its website with information on food and wellness resources, and the Meal and Nutrition Program continued to promote student health.

- **Action 3**: School enrollment staff tagged incoming foster youth in the SIS, allowing the Homeless and Foster Youth Liaison to address their various needs through ongoing case management and collaboration with instructional staff. Furthermore, a Healthy Youth Therapist offered targeted support to low-income students and foster youth, and the school integrated relevant resources into its mental health and wellness hub.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.3 decreased by 39% compared to the planned budget. The variance is due to unfilled Healthy Youth Therapist positions caused by the workforce shortage. There are no other material differences to report for Goal 4.

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

Educational partners expressed high satisfaction with the Goal 4 Actions, recognizing their significant contributions to creating a safe and supportive school culture conducive to teaching and learning. Due to the successful implementation of these actions, the school was able to meet all 2024-25 Metrics. This achievement reflects the **effectiveness** of the strategies in fostering a secure and nurturing environment for the entire school community. A summary of these achievements is provided below:

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

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

For the 2025-26 school year, all Goal 4 Metrics will remain unchanged, as educational partners are satisfied with them. This continuity reflects confidence in the existing metrics to accurately assess and support the ongoing efforts to maintain a safe and supportive school environment.

However, based upon reflections and educational partner input, the following Actions have been adjusted for SY 2025-26:

- **4.2k**: For the 2025-26 school year, the school will implement an online training curriculum to support lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) cultural competency among teachers and certificated employees, aiming to foster a safe and supportive school environment.

- **4.3e**: the school will deploy calming carts to designated areas to promote student emotional well-being and enhance self-regulation skills. These carts will contain various sensory tools, mindfulness resources, and calming activities, directly supporting social-emotional learning (SEL) initiatives.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Continuating

1	Safe and Supportive School Environment for All Students	a) The **Executive School Safety Committee** will convene regularly to ensure the effective implementation and continuous improvement of the School Safety Plan, fostering a safe and secure learning environment. b) To enhance safety preparedness, each Resource Center will designate a **Safety Ambassador** who will receive quarterly training, serve as an information liaison to colleagues, ensure the implementation of safety protocols, and facilitate discussions on ALICE Training key takeaways regarding preparation for violent critical incidents in the school setting. c) **Operations and Facilities staff** will develop and maintain a comprehensive process for the systematic review and update of critical equipment and tools, including communication systems, emergency response kits, and personal protective equipment, to ensure optimal functionality and readiness. d) The school will ensure healthy and productive learning environments by continuously monitoring and strategically upgrading **HVAC systems** to provide optimal air quality and comfortable temperatures for all students and staff. e) The school will continue to employ the **Brivo Access** system to effectively manage and monitor the flow of students, staff, and visitors into all resource centers, enhancing overall building security. This system ensures that only authorized individuals can access these areas, contributing to a safer learning and working environment. f) To better support student well-being, the school will leverage **California Healthy Kids Survey** data to enhance existing mental health and wellness services and programs. g) The school will provide dedicated **nursing services** to address students' physical health needs and support their social-emotional well-being, fostering a healthy and supportive learning environment. h) **To promote health awareness, the school will display flyers** at each resource center addressing topics such as cold, flu, and	$132,962	No

		COVID-19 symptom differentiation, mental health coping strategies and resources, human trafficking awareness and prevention, suicide prevention, and access to support services. i) The school will expand and maintain the **Mental Health & Wellness Hub**, providing educational partners with consistently updated essential information, evidence-based resources, and strategic partnerships. This hub will continue to address crucial areas such as bullying prevention and intervention, human trafficking of children, mental health support, suicide prevention, teen dating violence, and other related wellness topics. j) The school will conduct **annual professional learning** for all staff, providing essential training on Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR, Fentanyl Awareness, and First Aid to ensure a safe and informed school environment. k) Implement online training curriculum to support lesbian, gay, bisexual, transgender, queer, and questioning **(LGBTQ+) cultural competency training** for teachers and certificated employees to support a safe and supportive school environment. l) School staff will receive training opportunities on **human trafficking prevention,** curriculum and the school's Human Trafficking School Safety Protocol.		

2	Social, Emotional, and Behavioral Support Systems for All Students	a) Equity and Inclusion staff will maintain and strengthen the **mental health referral process**, designed to connect students and families with essential mental health and wellness resources and support systems. This will include facilitating access to school-based services, community-based organizations, and crisis intervention resources such as 988, as well as providing information on key areas like suicide prevention, teen dating violence, and human trafficking awareness. b) To promote student well-being, the Healthy Youth Department will implement a **Wellness Week** focused on key themes of student connection and self-care. Activities and resources will emphasize practical coping strategies, including spending time in nature, staying hydrated, getting enough sleep, exercising, connecting with others, eating healthy food, doing stretches, and practicing gratitude. c) To support students' social-emotional development, the Healthy Youth Department will provide **Resilience in Student Education (RISE)**, a series of live interactive broadcasts focused on building Social and Emotional Core Competencies. These broadcasts will equip students with essential skills for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, contributing to their overall resilience and well-being. d) To foster positive student development, instructional staff will provide **small group learning environments**, both in the resource center and through distance learning, designed to promote positive communication, responsible behavior, and a sense of accountability among students.	$158,923	No

3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	a) The **Character and Leadership Development Program** will provide opportunities for students to develop character and leadership skills while also promoting their health, wellness, and academic achievement. This will include emphasizing the importance of mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices. b) To foster student success, the school will implement **AVID's social and emotional learning (SEL) framework**. This implementation will support students in meeting their diverse needs, pursuing their academic and career goals, and effectively leveraging their college and career readiness skills. e) **LREBG Action**: To support student health and well-being, the school will implement a **Meal Program**. This program will ensure students have access to nutritious meals, with breakfast and lunch provided at no charge. The school will adhere to relevant regulations, and information on additional food assistance programs will be made available to families. • Metric being used to monitor action: M1.16, M4.3, M4.4 • LREBG funds supporting this action: $6,886.30 c) To better support homeless and foster youth, the school will create and integrate dedicated resources within the school's **Mental Health and Wellness Hub**, providing access to essential services and information. d) **Healthy Youth Therapists** will offer counseling services, facilitate connections to school-based and community-based mental health supports, and manage student cases to ensure access to comprehensive services that address their social-emotional, mental health, and physical well-being. e) To promote student emotional well-being and enhance self-regulation skills, the school will deploy **calming carts** to designated areas. These carts will contain a variety of sensory tools, mindfulness resources, and calming activities, directly supporting social-emotional learning (SEL) initiatives.	$68,194	Yes

4	Collaborative Support Systems for Foster Youth	a. School **enrollment staff will identify and tag incoming Foster Youth students within the Student Information System (SIS)**. This process will enable the Homeless and Foster Youth Liaison to provide targeted support and ensure that these students' academic, physical, mental health, and social-emotional needs are comprehensively met. b. The **Homeless and Foster Youth Liaison will provide ongoing case management services** to support students and will collaborate with instructional staff to coordinate resources and interventions as needed.	$76,273	Yes

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The school is committed to developing innovative, community-based resource centers that provide holistic support for students. These resource centers will integrate advanced technologies, promote well-being, and foster strong community connections to enhance the educational experience. By creating these dynamic spaces, we aim to ensure every student has access to the tools and support necessary to reach their full potential, fostering a culture of growth and collaboration within our community.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.1	100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning	**2023-24 Results** 100% of school facilities **Data Source**: Locally Reported	**2024-25 Results** 100% of school facilities **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of school facilities**	There was no change from the 100% baseline
M5.2	Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events	**2023-24 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels **Data Source**: Locally Reported	**2024-25 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels • LCAP Engagement Surveys • Mental Health Parent Notifications • ParentSquare Weekly Communication **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students**	Increased opportunities for parental and family participation

M5.3	Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences	**2023-24 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways		**2024-25 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways	Available in 2026-27 LCAP	**Maintain or expand opportunities for parental and family member participation for students with exceptional needs**	Maintained opportunities for parental and family participation
M5.4	Maintain connections to community partners that support the academic, physical, and social-emotional needs of students, parents, and family members	**2023-24 Results** 25 community-based partnerships **Data Source**: Locally Reported		**2024-25 Results** 23 community-based partners and alliances **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 25 community partners**	Declined 2

M5.5	Provide six Family Learning Series Trainings to all parents and family members	**2023-24 Results** 12 Family Learning Series were provided **Data Source**: Locally Reported	**2024-25 Results** 11 Family Learning Series were provided **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 6 trainings**	Declined 1
M5.6	90% of parents will report that Resource Centers provide innovative learning opportunities for students	**2023-24 Results** 100% of parents and family members **Data Source**: Locally Reported	**2024-25** 100% of parents and family members **Data Source**: Locally Reported	Available in 2026-27 LCAP	**More than 90%**	There was no change from the 100% baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 5 focuses on establishing innovative community-based resource centers that actively engage students, parents, and families. Recognizing the school's non-classroom based instructional model, leadership is committed to providing a physical school environment that fosters student interaction, live instruction, access to resources, and regular engagement with school staff throughout the week. The two Actions within Goal 5 are closely aligned in their purpose. Upon review, school staff have determined that there are **no substantive differences to report between their implementation**. A summary of these key Actions follows.

- **Action 1**: School staff offered information and resources at Open House and Senior Night events and provided a Family Learning Series with training and collaboration opportunities. Instructional staff delivered individualized support to families on web-based programs like the SIS Portal, Edgenuity, Achieve3000, and Naviance. The school maintained an Alumni Community to keep graduates connected and involved. Furthermore, Technology and Operations staff maintained innovative resource centers enhanced with educational technology to engage students.

- **Action 2**: The school demonstrated its commitment to accessibility by providing an annual Family Resource Night to educate parents on available programs and services, particularly aimed at historically underserved students. To further enhance access, transportation services were coordinated for Foster Youth to enable their participation at the resource center. The school actively sought input from English Learner families by facilitating interactive ELAC meetings focused on the English Learner Plan and its needs assessment. Moreover, they utilized ELD progress report cards to involve these families in understanding progress and setting goals, alongside offering translated materials and ensuring bilingual staff were available at resource centers.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences to report for Goal 5.

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

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

- School facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning.
- The school expanded opportunities for parental and family member participation for low-income, English learners, and foster youth students in trainings, advisory meetings, and school events.
- Staff increased opportunities for parental and family member participation for students with exceptional needs.
- Formal partnerships with community-based organizations were maintained by the school to ensure comprehensive support for the well-being of every child.
- Monthly Family Learning Series offered to parents and family members.
- Parents and family members who completed an LCAP Survey reported that the Resource Center provided their child with innovative learning opportunities.

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

All Goal 5 Metrics will remain unchanged for the 2025-26 school year, as educational partners are satisfied with their effectiveness. This continuity demonstrates a strong confidence in the current metrics' ability to accurately assess and support the ongoing efforts to establish innovative community-based resource centers that actively engage students, parents, and family members.

However, based on reflections and input from educational partners, the following Actions have been adjusted for the 2025-26 school year to better meet our goals and enhance our initiatives:

- **5.2b**: To further enhance innovative teaching, the school is integrating 3D printing with the acquisition of MakerBot Sketch Large printers. This initiative will offer all students hands-on STEAM exploration. Comprehensive teacher training will support effective technology integration, equipping students for 21st-century careers.

- **5.2d**: To foster instructional innovation, the school will provide instructional staff with access to MagicSchool AI. This will empower them to optimize instructional planning, personalize learning pathways, and develop curriculum that integrates responsible AI usage, leading to more dynamic and effective teaching.

- **5.2e**: Demonstrating a commitment to innovation, the school's California Cadet Corps will offer a novel Aviation Program focused on hands-on learning with unmanned drones. This program is strategically designed to equip students with foundational knowledge and practical skills vital for future careers in piloting and related aerospace industries.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1	Strengthening Community: Communication, Support, and Access	a) The school will enhance communication by hosting **Open House and Senior Night events**, providing students and families with direct access to key school information and resources, including academic programs, student support services, and graduation requirements. b) Altus Schools will launch a comprehensive **Family Learning Series** that will empower families in supporting student success. The series will cover key areas including advanced academic programs (AP and Early College Credit), student support services, mental health, responsible technology use, and career pathways. c) Building upon its established **Alumni Community**, the school will further expand opportunities for graduates. Alumni will continue to engage through guest speaking, panel participation in Senior Exhibitions, and ongoing networking initiatives. d) Instructional staff will employ **ParentSquare** to ensure accessible and timely information sharing with students, parents, and families regarding the educational program. This proactive communication will keep everyone informed about academic progress, events, and resources, fostering active participation and a strong school-home partnership. e) To evaluate student well-being and school climate, the school will **administer the California Healthy Kids Survey (CHKS)**, gathering data on student perceptions of mental health, social-emotional health, and their sense of belonging within the school community. f) The school will embed a **confidential feedback form within the Mental Health and Wellness Hub** to facilitate collaborative support. This will allow educational partners to share insights and request assistance while maintaining privacy. g) The school will continue to provide **AltusGo**, a web-based platform that offers students streamlined access to essential school resources, including key instructional tools, resources, and support services. h) The school will leverage technology platforms, including **DocuSign, Zoom, and Adobe**, to enhance collaboration with educational	$47,124	N

partners. DocuSign will streamline digital signatures, Zoom will facilitate virtual meetings, and Adobe will support document sharing and editing. This integrated approach will foster efficient and effective partnerships, ultimately benefiting student outcomes.

i) The Communications Department will **enhance the school website** to provide accurate and timely information to parents and community members, ensuring compliance with all educational requirements. The website will also feature interactive elements, allowing visitors to easily ask questions, provide feedback, and connect with school staff.

j) To maximize reach and recruit students and families in need of innovative learning methods, the school will conduct a **broad marketing initiative encompassing diverse formats** such as bus advertisements, television and radio spots, print materials, and targeted online search campaigns, all focused on re-engagement and post-high school preparation.

k) To recognize and celebrate student accomplishments, the school will provide **promotion and graduation ceremonies** at the end of the academic year. Families and guests are invited to attend these special events, which honor the hard work and achievements of our students.

2	Integrating Advanced Technologies into Education	a) Enhance career exploration and workforce readiness by providing students with immersive **Transfr Virtual Reality** simulations, leading to increased engagement, improved skill retention, and greater confidence in their future career choices. b) The school is expanding its innovative teaching methods by introducing **3D printing with MakerBot Sketch Large printers**. This initiative will provide all students with opportunities to explore STEAM fields through practical, hands-on projects. Teachers will receive thorough training to ensure effective integration of this technology, preparing students for the evolving demands of the 21st century workforce. c) To ensure optimal learning experiences aligned with Next Generation Science Standards, school staff will proactively maintain and enhance facilities, equipment, and instructional materials. This includes integrating **Vernier temperature probes, pH sensors, and motion detectors** into lab activities, allowing students to gather accurate, real-time data for experiments in physics, chemistry, and biology. This commitment to 'best practices' will provide students with a safe and effective lab environment for scientific exploration and discovery, aligning with modern scientific practices. d) Provide instructional staff with access to **MagicSchool AI** to optimize instructional planning, personalize learning pathways, and develop curriculum that integrates responsible AI usage. This will enable educators to effectively leverage AI tools and guide students in navigating the ethical and practical aspects of AI technology. e) The school's California Cadet Corps will offer an innovative **Aviation Program centered on hands-on experience with unmanned drones**. This program is strategically designed to equip students with foundational knowledge and practical skills vital for future careers in piloting and related aerospace industries.	$483,594	No

3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	a) The school will continue to host our annual **Family Resource Night** at the beginning of the school year. This event will empower families, especially those from historically underserved communities, with information about our educational programs and services. We will focus on ensuring equitable access and opportunities for all students. b) To enhance accessibility for foster youth, we will provide **coordinated transportation services** to our resource center. This will enable them to fully utilize the educational support and services offered, fostering their academic success. c) To foster collaborative partnerships, we will facilitate interactive **English Learner Advisory Committee (ELAC) meetings**. These meetings will empower parents to provide valuable input into the English Learner Plan. We will include an annual Needs Assessment within these meetings to directly inform and improve our services. This process will ensure our services are responsive to the needs of English Learners. d) Instructional staff will use **ELD Progress Reports as a tool to initiate meaningful conversations with families of English Learners**. These conversations will focus on assessing student needs and collaboratively developing personalized learning goals. This approach will foster active family involvement in their child's language development. e) The school will ensure accessibility for all families by **providing translated materials and resources** for parents and family members of English Learners. Additionally, we will staff resource centers with **designated translators or bilingual staff** in locations with high enrollment of non-English speaking families. This will facilitate clear communication and support. f) The school will actively facilitate communication by **arranging translation services** in all languages for non-English-speaking parents. These services will be provided for both in-person and virtual parent-teacher conferences and school meetings.	$11,392	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$451,742	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12.302%	0%	$0	12.302%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 5a	CAASPP data highlights significant disparities in academic achievement in both English Language Arts (ELA) and Mathematics, particularly when comparing the performance of English Learners (EL) and Students with Disabilities (SWD) to the schoolwide average. While the school would like to improve performance on both ELA and Mathematics, the data indicates that EL and SED students face considerably greater academic challenges relative to their peers. To address these inequities and foster a more inclusive learning environment, the school will implement a comprehensive support system. This system will integrate academic, social-emotional, and behavioral supports to ensure all students have equitable access to the resources and opportunities they need to succeed. A central focus of this initiative will be to close the identified achievement gaps for our EL and SWD student populations in comparison to the broader student body.	To address the holistic needs of each student, the school has designed a **comprehensive Multi-Tiered System of Support** (MTSS) that teachers, staff, and administrators use to provide targeted support. MTSS is fundamentally proactive, aiming to identify and address student needs before they escalate into more significant issues. This approach benefits all students by maintaining continuous monitoring and support, but it is especially critical for underserved students who may not have access to similar support outside of school. Because MTSS is focused on early intervention, tailored support, and data-driven decision-making, it is especially advantageous for underserved and marginalized student groups, helping to bridge the gap in educational equity.	CAASPP ELA and Math
Goal 1, Action 5b	CAASPP data reveals an achievement gap in both English Language Arts (ELA) and Math, with the school performing below standard. This gap is particularly pronounced for English Learners (EL), Students with Disabilities (SWD) and some other student groups. To address this, the school will implement targeted interventions, including assigning additional support staff to focus on improving ELA and Math skills for targeted student groups. This strategy aims to provide these students with the necessary support to excel in core subjects and close the achievement gap.	To increase academic progress and credit completion rates for targeted student groups, the school will employ additional **instructional support staff that can provide individualized attention** and tailored tutoring to students. While support staff can work with all students, this personalized support is particularly beneficial for students from underserved backgrounds who might face additional barriers to learning, such as language challenges, limited access to educational resources at home, or cultural differences.	CAASPP ELA and Math

Goal 1, Action 5c	Analysis of graduation rates and chronic absenteeism among unduplicated students, particularly Socioeconomically Disadvantaged (SED), indicates an engagement gap compared to their peers. This suggests that SED students face challenges in consistently attending school and completing their education, highlighting the need for targeted interventions and support to improve their engagement and overall academic success.	To improve students' daily study habits and academic proficiency in core subjects, the school will partner with a non-profit organization that can provide **high dosage tutoring opportunities** for students throughout the school week. While this high dosage tutoring will be offered LEA-wide, it will help address and close achievement gaps by providing extra tutoring, mentoring, and academic support. This is crucial for students who might not receive adequate educational support outside of school, helping these students keep up with their peers and grade level expectations.	DASS One-Year Graduation Rate, Combined Four-Year and Five-Year Graduation Rate, CAASPP ELA and Math
Goal 1, Action 5d	Unduplicated students require targeted social-emotional support to address heightened stress and anxiety stemming from personal challenges. These challenges hinder their academic focus, engagement, and post-secondary planning. To thrive academically and personally, these students need a supportive environment that prioritizes their emotional well-being in conjunction with their academic development.	To meet the social-emotional needs of students, **counselors** are trained to provide not only academic but also social-emotional support. This is particularly important for underserved students who may experience high levels of stress and anxiety related to their personal circumstances. Counselors can help students develop coping strategies and resilience in education.	Chronic Absenteeism and Student Attendance
Goal 1, Action 5e	Students require a learning environment that fosters a strong sense of belonging, values diversity, and actively promotes equity and inclusion. This necessitates specialized Equity and Inclusion staff to advocate for underrepresented students, address potential biases, provide access to essential resources, and create safe spaces for students to discuss their identities and experiences. All students deserve to feel valued, empowered, and supported in their academic and personal growth.	To help meet the needs of learners from diverse backgrounds, the school will provide **Equity and Inclusion staff** that can act as advocates for underserved students, ensuring their needs are met within the school system. Equity and Inclusion staff can play a key role in bridging the gap between schools and communities, particularly in marginalized areas. This can help with navigating the educational landscape, assist in accessing services, and providing equitable treatment and opportunities.	Chronic Absenteeism and Student Attendance

Goal 1, Action 5f	NWEA assessment data in Reading, Mathematics, and Language Usage reveals areas for growth. While the schoolwide performance is excellent, there are some student groups that need targeted intervention and support. To address this disparity and equip all students with the necessary skills for future success, the school will implement the AVID program. This program focuses on building academic skills, fostering knowledge acquisition, and preparing students for college and career pathways.	To build academic skills, knowledge, and preparation for future pathways, the school will provide an **AVID Program**. While AVID will be offered LEA-wide, educational partners report that the program provides them with more opportunities to build close relationships with students, which can be especially important for marginalized students who may feel disconnected from the traditional school activities and structures. These relationships can foster a sense of belonging, enhancing a students' academic engagement and motivation to succeed in school.	NWEA Reading, Language, and Mathematics
Goal 2, Action 2a	A significant number of students lack equitable access to essential learning resources, specifically computers and reliable internet service at home. This digital divide hinders their ability to complete assignments, develop 21st-century skills, and access online educational opportunities, ultimately limiting their academic success and future. To ensure equitable access to learning and opportunities, these students need to be provided with the necessary technology and internet connectivity.	To close the digital divide, the school will **provide a Chromebook and/or internet service**s to all families in need to help bridge the digital divide and promote equity in education. Research shows that students from socio-economically disadvantaged backgrounds are more likely to lack access to technology and the internet at home, creating a 'homework gap' that can hinder their ability to fully participate in the educational program. Providing all students with technology and internet access helps ensure equal opportunities for learning and reduces disparities in educational outcomes. The school expects the Altus Connect Program to improve digital access and equity, expand learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication.	Chronic Absenteeism and Student Attendance

Goal 2, Action 2b	While the current curriculum provides a solid foundation, English Learners and students with unique learning profiles require a more inclusive and effective learning experience to ensure equitable access to meaningful and challenging opportunities. To achieve this, the school needs to prioritize the ongoing development and refinement of a blended curriculum model incorporating Universal Design for Learning (UDL) guidelines. This approach will personalize learning experiences, promote greater engagement, and lead to improved outcomes for all students.	To meet the diverse learning needs and styles of all students, the school's curriculum departments (APAC), integrates **Universal Design for Learning (UDL) Guidelines** into the core curriculum. While UDL will benefit all students, educational research indicates that it is vital for underserved students because it creates an inclusive environment that proactively addresses diverse learning needs, including language barriers, disabilities, or different cultural backgrounds. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students.	NWEA Reading, Language, and Mathematics
Goal 2, Action 2c	English Learners (ELs) require enhanced instructional support to accelerate their literacy development and access grade-level content. While existing practices provide a foundation for language acquisition, they do not fully address the diverse learning needs and reading levels within the EL population. To ensure equitable access and accelerate learning gains, ELs need a comprehensive literacy program, such as Achieve3000, that provides differentiated instruction tailored to individual student needs and empowers them to build essential literacy skills.	To improve English language proficiency rates, the school will implement **Achieve3000**, an online literacy platform designed to enhance reading comprehension and vocabulary for all students, including English Leaners. This platform adapts content to individual reading levels and includes a variety of tools and activities to aid in language development. Educational partners indicate that Achieve3000 will likely boost English learners' performance on the ELPAC by aligning texts with students' reading abilities, offering personalized learning paths, and progressively adjusting the difficulty level. Although primarily aimed at English learners, school staff believe this program will also assist other students identified as struggling readers.	CAASPP ELA, ELPI, EL Reclassification

Goal 2, Action 2d	English Learners (ELs) require additional support to accelerate English language acquisition and access core academic content. To enhance language proficiency and ensure equitable learning opportunities, ELs need a supplemental learning program, such as BrainPop and BrainPop ELL, that provides explicit instruction in grammar, builds academic vocabulary, and supports access to core content, ultimately empowering them to thrive academically.	To build literacy skills and content knowledge of English Learner students, the school will utilize BrainPop and BrainPOP ELL as an educational tool that will be integrated into the school's English Language Development (ELD) Program. These resources support ELs through engaging animated videos, comprehensive activities, vocabulary building, grammar lessons, and opportunities for writing and speaking practice, along with promoting cultural awareness. We anticipate that these tools will not only help improve our school's English Language Proficiency Indicator (ELPI) and other engagement metrics, such as attendance rates, but also benefit other students by making learning more enjoyable and aiding in language skill development across various subjects.	CAASPP ELA, ELPI, EL Reclassification, EL Attendance
Goal 2, Action 2e	English Learners (ELs) require proactive support and outreach to ensure equitable access and participation in advanced learning opportunities, including Accelerated, Honors, Advanced Placement (AP), Gifted and Talented Education, and Early College Credit Programs. Currently, ELs may be underrepresented in these programs due to limited awareness among EL families and a lack of targeted recruitment efforts. To address this inequity and ensure that ELs can reach their full potential, the school must implement targeted outreach and recruitment strategies designed to engage EL students and families and provide clear information about advanced learning opportunities.	To increase college and career readiness for English Learners, the school will conduct targeted recruitment of English Learner students to participate in Honors and Advanced Placement (AP) coursework. This initiative not only aims to bridge opportunity gaps but also promotes educational equity by ensuring that ELs have access to challenging academic programs. By encouraging EL participation in these advanced courses, we anticipate a rise in the number of EL students taking advanced coursework and meeting the CCI Prepared criteria as reported on the School Dashboard. Furthermore, as we create and distribute flyers and other informational materials about these opportunities, we expect to see a broader impact on the school community. This visibility will likely encourage greater overall student interest and participation in our Honors and AP programs, thereby enhancing academic engagement and achievement LEA-wide. Participation in AP Courses, Exams, and Early College Credit	Participation in AP Courses, Exams, and Early College Credit

Goal 3, Action 3a	Students require educators to have strong instructional skills in mathematics, particularly in data analysis, and to be equipped with effective teaching strategies that support all learners, including those with special needs. Currently, a lack of support in these areas may hinder students' mathematical development. To ensure students develop strong math skills, educators need professional development opportunities, such as a Math Literacy Summit, focused on data analysis techniques, research-based strategies, and differentiated instruction for diverse learners.	To meet the diverse and unique learning needs of special populations, the school will provide a full day of math professional learning (Math Literacy Summit) focused on evaluating individual student mathematics achievement data and implementing appropriate teaching strategies. By applying evidence-based methods, educators can specifically address and support the unique challenges faced by special populations such as low-income students, foster youth, and English learner students, promoting equity in educational outcomes. This targeted approach not only boosts overall student engagement and achievement but significantly aids those who may lack additional educational support outside of school, leveling the playing field.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3b	Students from diverse cultural backgrounds require culturally responsive instruction in mathematics to ensure equitable learning experiences and outcomes. Currently, educators need further support in implementing these practices effectively. To create inclusive and engaging learning environments that value students' cultural identities and prior knowledge, the school needs to invest in a partnership with a mathematical expert or organization to provide ongoing professional learning in culturally responsive mathematics instruction. This will lead to improved student engagement, achievement, and a deeper appreciation for the cultural relevance of mathematics.	To meet the cultural needs of special populations, the school will partner with a mathematical expert or organization that can provide ongoing and sustained professional learning centered on culturally responsive teaching practices. Culturally responsive mathematical instruction ensures that teaching practices and curricular materials reflect the diverse backgrounds and experiences of all students, making learning more relevant and accessible. This approach is especially beneficial for English learners, low-income, and foster youth as it acknowledges and integrates their unique cultural contexts, thereby increasing their engagement and connection to the material. By fostering a more inclusive and understanding academic environment, students are more likely to participate actively and perform better academically. Ultimately, this leads to higher levels of college and career readiness by equipping students with the confidence and skills necessary to succeed in a diverse and competitive world.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3c	Students require educators who are consistently supported and engaged in ongoing professional learning in mathematics instruction. This includes opportunities for collaboration, exploration of new pedagogical techniques, and effective integration of technology into the curriculum. By investing in a Math Study Group, educators will deepen their understanding of key standards and topics, share best practices, and refine their instructional approaches, ultimately creating a more engaging and effective learning environment where all students have access to high-quality mathematics instruction.	To provide staff with additional collaboration opportunities, the school will organize a Math Study Group that regularly explores new pedagogical techniques. This group's focus on analyzing key standards and discussing effective teaching and intervention methods ensures that instruction is aligned with best practices and tailored to meet diverse learning needs. English learners, low-income, and foster youth students particularly benefit from this action as it fosters an environment of targeted support and intervention, addressing educational gaps and promoting equity in learning opportunities. These improvements in teaching quality and relevance can significantly enhance engagement, understanding, and academic success for these vulnerable student groups, better preparing them for future educational and career challenges.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math
Goal 3, Action 3d	Students require educators who are equipped to effectively utilize the California Educators Reporting System (CERS) to improve math achievement. Currently, a lack of expertise and resources in data analysis and instructional planning may lead to missed opportunities for identifying learning gaps and providing effective interventions. To ensure that all students have access to high-quality instruction and achieve improved math outcomes, educators need dedicated time and professional development focused on CERS data analysis, enabling them to make data-driven decisions, differentiate instruction, and implement targeted interventions.	To enhance student achievement data analysis, the school will provide professional learning focused on how to utilize the California Educators Reporting System (CERS) to aid instructional planning practices. This targeted analysis helps educators identify specific areas where students, particularly those from underperforming groups, are struggling and adjust teaching strategies accordingly. For English learners, low-income, and foster youth, this personalized attention can significantly close achievement gaps by addressing the unique challenges they face. Consequently, this approach not only enhances learning outcomes for all students but is particularly transformative for those who traditionally lack support, thereby boosting their academic achievement and future educational prospects.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3e	Students, particularly English Learners, foster youth, and students from under-resourced communities, require educators who are knowledgeable and skilled in effectively integrating Virtual Reality (VR) technology into mathematics instruction. Currently, a lack of preparedness in this area may create inequitable access to powerful learning opportunities. To ensure that all students benefit from the use of VR in mathematics, educators need professional learning and guidance from a Math Specialist to establish schoolwide protocols and design engaging learning activities that leverage VR to deepen students' understanding of mathematical concepts.	To provide students with innovative teaching and learning methods, the school will provide professional learning centered on effective implementation of Virtual Reality (VR) mathematics. Implementing VR into the math curriculum through established protocols can significantly boost engagement among historically underserved students, as immersive learning environments often increase motivation and understanding by providing interactive and contextual experiences. This strategy aligns with findings that suggest technology-enhanced instruction can lead to improved academic outcomes, particularly in complex subjects like mathematics.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math, Innovative Learning Opportunities for Students
Goal 3, Action 3f	English Learners (ELs) require specialized support and differentiated instruction in mathematics to access grade-level content, develop academic language, and achieve their full potential. Currently, educators may lack the specific training and resources needed to effectively support ELs in mathematics, potentially leading to gaps in understanding, limited engagement, and hindered progress in this critical subject area. To address this, educators need targeted professional development from a Math Specialist, focused on effective strategies for supporting ELs, including curriculum modification, culturally responsive teaching practices, and language acquisition support. This will ensure that ELs can confidently engage with grade-level content, develop essential academic vocabulary, and succeed in mathematics.	To ensure that each instructional staff can tailor teaching strategies to meet the diverse needs of all students, the school will employ a Math Specialist to provide personalized professional learning. The Math Specialist will provide targeted approaches to benefit special populations like low income, English learner students, and foster youth, who may face unique educational challenges that require specialized support to achieve academic success. By equipping teachers with the skills to differentiate instruction and engage these students effectively, the specialist helps create a more inclusive and equitable learning environment where every student can excel.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3g	Based on data analysis and teacher insights, the school has identified a critical need for a supplemental math program with the following key features: rapid identification and remediation of student skill deficiencies, an engaging and user-friendly interface, built-in gamification to enhance motivation, immediate and actionable learning feedback, and robust differentiated instruction to personalize the learning experience and drive significant improvement in math skills.	Data analysis revealed math learning gaps, particularly for English Learners, Students with Disabilities, and other unique learners, necessitating focused intervention for specific student groups. Leveraging allowable LREBG funds, the school will implement IXL Learning, an evidence-based platform providing personalized math instruction and immediate feedback to directly address these needs while also offering supplementary support for all students schoolwide. Comprehensive staff training will ensure effective IXL integration, maximizing its impact on accelerating targeted student progress and fostering mathematical proficiency for everyone. This strategic action directly addresses individual student needs for both remediation and growth, benefiting both identified learners and the wider student body.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math
Goal 4, Action 3a	Students, particularly those navigating challenging personal circumstances, greatly benefit from dedicated programs focused on character and leadership development. Acquiring skills in areas like resilience, problem-solving, and positive communication can provide crucial support and empower them to overcome adversity. Integrating a focus on health and wellness, including mental health strategies, offers vital coping mechanisms and promotes stability, ultimately fostering their academic engagement and overall well-being.	To address this identified need of students, the Character and Leadership Development Program will be particularly beneficial for those navigating challenging personal circumstances, offering crucial support in developing character and leadership skills alongside promoting their health, wellness, and academic achievement. However, it also provides valuable opportunities and resources that can positively impact all students. This includes emphasizing mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices, which are beneficial to everyone.	Student Attendance, Chronic Absenteeism, Student Confidence

Goal 4, Action 3b	To thrive academically and beyond, students need explicit and consistent support in developing their social and emotional learning (SEL) competencies. Implementing AVID's SEL framework will address their diverse needs by equipping them with essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By fostering these competencies, students will be better prepared to navigate their academic journeys, pursue their college and career aspirations with greater confidence, and effectively utilize their college and career readiness skills.	To foster student success, the school will implement AVID's social and emotional learning (SEL) framework, which will be particularly impactful in supporting students with diverse needs and backgrounds as they navigate challenges and pursue their academic and career goals. This implementation will also provide a valuable foundation for all students to enhance their well-being and effectively leverage their college and career readiness skills.	Graduation Rate, Student Attendance, Student Confidence, UC a-g Completion
Goal 4, Action 3c	Students from under-resourced homes, English Learners (ELs), and foster youth often face significant barriers to consistent access to nutritious food, which can negatively impact their health, well-being, and academic success. The implementation of a universal Meal Program addresses these critical needs by ensuring that all students, regardless of their socioeconomic background, language proficiency, or living situation, have access to free and nutritious breakfast and lunch daily. This program will alleviate food insecurity and create a more equitable and supportive learning environment where all students can thrive.	Our school will implement a universal Meal Program to support student health and well-being by providing free breakfast and lunch to all. This ensures consistent access to nutritious food, especially for under-resourced students, fostering a more equitable and supportive environment. By removing financial barriers and stigma, all students can benefit from improved concentration and overall health, leading to greater academic success. We will follow all regulations and provide information on additional food assistance for families.	Student Attendance, Student and Parent Satisfaction
Goal 4, Action 3d	Homeless and foster youth in our school community require equitable access to comprehensive support services that address their unique challenges. Integrating dedicated resources within the Mental Health and Wellness Hub is crucial to ensure these students can readily connect with essential mental health support, information about housing and basic needs, and advocacy, fostering their well-being and academic success.	To effectively address the distinct challenges faced by homeless and foster youth, the school will proactively create and embed targeted resources within the Mental Health and Wellness Hub. This strategic integration will facilitate vital connections to essential health support, provide readily accessible information regarding housing and basic needs, and ensure access to dedicated advocacy services.	Student & Parent Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate

Goal 4, Action 3e	English Learner Students, Foster Youth, and Low-Income students often face unique challenges that can significantly impact their emotional well-being and academic success. These students may experience language barriers, cultural adjustment difficulties, trauma, unstable living situations, and limited access to resources. These factors can lead to increased stress, anxiety, and social-emotional difficulties that hinder their ability to thrive in school.	To address these needs, the school will employ a licensed therapist to provide on-site counseling services. This vital support will offer a safe and confidential space for students to process their emotions, develop coping strategies, and build resilience. By addressing their mental health needs, the school aims to improve students' overall well-being, enabling them to better focus on their academics, engage more fully in school activities, and cultivate a positive sense of self within the school environment.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate
Goal 4, Action 3f	Students need access to resources and strategies that support their social-emotional learning (SEL) to promote their emotional well-being and enhance self-regulation skills. The deployment of calming carts with sensory tools, mindfulness resources, and calming activities will address this need. This initiative is particularly beneficial for multilingual students, who may experience heightened stress due to language barriers; for foster youth, who often require additional support in managing complex emotions; and for students from under-resourced households, who may have limited access to such resources outside of school. By providing these tools, the school aims to create a more supportive and equitable environment, enabling all students to develop essential self-regulation skills and improve their overall emotional well-being.	Calming carts strategically placed throughout the school will be accessible to all students, providing immediate support for emotional regulation. While particularly beneficial for students with sensory processing sensitivities, anxiety, or difficulty managing intense emotions, all students can utilize the carts to practice mindfulness, de-escalate stressful situations, or simply take a moment for quiet reflection, thus fostering a school-wide culture of emotional well-being and self-awareness.	Student Attendance, Suspension Rate, Student and Parent Satisfaction

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 2a	English Learner (EL) students need individualized support to thrive academically and integrate smoothly into the school. These students arrive with diverse language backgrounds and varying English proficiency levels. A quick assessment of their needs is critical, and the school will use a Home Language Survey to determine each student's English abilities. This information will be used to create customized EL plans that provide the specific language support and resources needed for success.	To provide language support and educational resources for EL students upon their initial enrollment in a California public school, the school will utilize a Home Language Survey to quickly assess the English proficiency levels of new students. This initial evaluation is crucial for designing customized English Learner (EL) plans that cater specifically to each student's language needs. By providing tailored support from the outset, these plans help EL students acclimate faster and more effectively, enhancing their overall academic success and integration into the school environment.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2b	English Learner (EL) students need ongoing monitoring of their language development to ensure they receive effective instruction and support tailored to their individual needs. To achieve this, the school will administer the ELPAC, which will provide valuable data to inform teaching strategies and resource allocation.	To accurately monitor the language development of English Learner students over time, the school will administer the ELPAC. Staff will use ELPAC data to make informed decisions about teaching strategies and resource allocation, ensure that instruction is effectively tailored to meet the needs of EL students. By identifying areas where students require additional support or intervention, the school can provide targeted assistance to help ELs overcome specific challenges in language acquisition. Additionally, the results from the ELPAC play a critical role in determining when a student has met the criteria for reclassification from English Learner status, which can significantly impact their educational trajectory and access to a broader range of opportunities.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2c	English Learner (EL) students with disabilities require specialized support that addresses both their language acquisition needs and their individual learning differences. To ensure these students receive a truly equitable education, the school will incorporate academic language development goals into their Individualized Education Programs (IEPs).	To meet the unique needs of English Learners with disabilities, the school will incorporate academic language development goals into their IEPs. This comprehensive approach facilitates a more inclusive learning environment, enabling students with disabilities who are also ELs to make meaningful progress both linguistically and academically. Ultimately, such targeted and integrated support structures are crucial for ensuring that all students have the opportunities and resources necessary to succeed in school and beyond.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2d	English Learner (EL) students require teaching strategies that are specifically tailored to their unique learning needs and language acquisition stages. To achieve this, the school's English Learner Achievement Department (ELAD) will take a data-driven approach to inform and continuously improve teaching practices.	To develop schoolwide teaching strategies that meet the unique learning needs of EL students, the school's English Learner Achievement Department (ELAD) will meet regularly, collaborate, conduct data analysis, and share best practices with instructional staff. By analyzing performance and engagement data of EL students, ELAD can identify what methods are most effective in various aspects of education such as curriculum design, instructional strategies, and family involvement. This data-driven approach allows for continuous improvement in teaching practices and learning materials, ensuring they are aligned with the actual needs of EL students. Additionally, leveraging insights from data analysis ensures that professional development for teachers is relevant and impactful, promoting better outcomes for students.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2e	English Learner (EL) students require ongoing monitoring of their language development through personalized assessments to ensure they receive targeted instruction and support. To achieve this, the school will design and implement evidence-based formative and summative assessments conducted in personalized academic settings.	To monitor and respond to EL student language acquisition, the school will design and implement evidence-based formative and summative assessments by staff in personalized academic settings. Conducting these assessments one-on-one or in small groups ensures a tailored approach, allowing educators to precisely gauge each student's language proficiency and progress. This personalized assessment method helps identify individual strengths and areas needing improvement, facilitating targeted instruction that effectively addresses specific learning needs. Additionally, this strategy enhances the reliability of the data collected, enabling schools to make informed decisions about language support programs and instructional interventions.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2f	English Learner (EL) students need integrated language and content instruction to effectively acquire English proficiency while simultaneously mastering grade-level academic material. To address this need, the school will implement dynamic Integrated ELD strategies.	To support EL students, acquire language proficiency and understanding of core content, the school will implement dynamic Integrated ELD strategies. By embedding language development within the teaching of subjects like math, science, and social studies, instructional staff will provide ELs with constant, context-rich opportunities to practice and enhance their English skills. This integrated approach ensures that ELs are not isolated in language classes but are actively applying and expanding their language skills in meaningful, academic contexts. As a result, it supports dual objectives—boosting English fluency and achieving grade-level content mastery—thus promoting overall academic success and equity in education.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2g	English Learner (EL) students need personalized and rigorous Designated ELD instruction to effectively develop the language skills necessary for academic success. To meet this need, the school will implement a blended learning approach, combining instructional tools like Summit K12 with ELD Courses.	To offer a personalized and rigorous Designated ELD, the school will blend instructional tools such as Summit K12 with ELD Courses. This personalized approach ensures that instruction is precisely calibrated to each student's unique learning profile, promoting more effective language acquisition. By focusing on critical language skills that are essential for understanding and engaging with English-based academic content, this strategy supports ELs in becoming more proficient in English. Ultimately, such tailored instruction not only enhances the students' ability to perform in English-speaking academic environments but also lays a strong foundation for their future educational success.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2h	Emerging English Learner (EL) students need their native language literacy skills accurately assessed to ensure equitable access to rigorous academic content and effective language support. To achieve this, the school will research and implement valid and reliable assessments to measure these skills	To support the unique needs of emerging EL students, the school will research valid and reliable assessments to measure their native literacy skills. By accurately assessing these skills, school staff can ensure ELs have equitable access to rigorous, standards-aligned courses that are appropriate for their linguistic and academic levels. Additionally, providing primary language assistance and supporting biliteracy not only aids in the retention and development of the students' first language but also enhances their English acquisition. This comprehensive approach fosters academic success in both languages, supporting overall educational equity and proficiency.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 7a	EL students represent a diverse group with varying levels of English language proficiency, cultural backgrounds, and academic needs. To ensure their academic success and future opportunities, these students require individualized support tailored to their unique circumstances. This includes differentiated instruction, targeted interventions, and access to appropriate resources that address their language and learning needs. Early identification of any learning gaps or challenges is essential, allowing educators to provide timely support and prevent these challenges from hindering their progress. Furthermore, educators need access to comprehensive and current data on each EL student's language development and academic performance to make informed decisions about instruction and support. Equitable access to the same academic opportunities and resources as their native English-speaking peers is crucial to ensure EL students are fully prepared for college and careers.	To monitor and analyze the academic progress of EL students, school staff will utilize Ellevation. This centralized tracking system enables educators to tailor instructional and supplemental support specifically to the needs of these students, promoting better educational outcomes by addressing individual and group challenges directly and timely. By consistently monitoring student progress and adjusting supports as needed, the school can ensure that all English Learner students are advancing towards fluency and academic success, crucial for their college and career readiness.	ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate, College and Career Indicator (CCI)

Goal 1, Action 7b	Long-Term English Learners (LTELs), students who have been learning English for an extended period but haven't yet attained proficiency, require ongoing support and targeted interventions to ensure continued academic progress. These students often face unique challenges that can hinder their learning, such as gaps in academic content knowledge, difficulty with complex language structures, and potential social-emotional barriers. To address these needs, LTELs benefit from consistent monitoring of their academic performance and timely adjustments to their educational strategies. This requires collaborative efforts among educators to identify areas where LTELs are excelling or struggling and to develop individualized support plans that address their specific needs. A structured approach to collaboration and data analysis is essential to ensure that LTELs receive the appropriate support to accelerate their language development and achieve academic success.	The planned PPEP meetings in July, October, and January directly address the needs of LTELs by providing a structured framework for ongoing monitoring and collaboration. These regular meetings will bring together school instructional leaders, counselors and teachers to analyze student data, identify trends, and make data-driven decisions about instructional strategies and interventions. This collaborative approach ensures that LTELs receive consistent support throughout the school year and that any emerging needs or challenges are addressed promptly. By fostering a unified approach to supporting LTELs, these PPEP meetings will help create a learning environment where these students can thrive academically and progress towards English proficiency and overall academic success.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 7c	EL students are on a unique language learning journey, and their progress towards English proficiency needs to be carefully monitored, documented, and communicated effectively to all stakeholders involved in their education. Clear and comprehensive progress reports are essential to track their development across different domains, identify areas of strength and weakness, and inform targeted support and interventions. These reports should be aligned with established language development frameworks, such as the CA EL Roadmap, to provide a standardized and consistent measure of progress. Furthermore, EL students and their families benefit from transparent and accessible communication about their language acquisition journey, including their achievements, challenges, and the strategies being implemented to support their growth. This shared understanding fosters a collaborative partnership between school, families, and students, empowering everyone to contribute to the student's success.	Creating semesterly EL Progress Reports aligned to the CA EL Roadmap directly addresses these needs. These reports will provide a detailed account of each EL student's language development and academic progress, highlighting their achievements and pinpointing areas where they may be facing challenges. By utilizing a standardized framework, the reports will offer a clear and consistent measure of progress, enabling educators to identify specific needs and tailor interventions accordingly. Moreover, the progress reports will serve as a valuable communication tool, ensuring that teachers, parents, and administrators are well-informed about the student's language acquisition journey and can work together to provide the necessary support. This collaborative approach, facilitated by the progress reports, will empower EL students to overcome obstacles, accelerate their language development, and ultimately achieve reclassification as Fluent English Proficient.	Attendance, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate
Goal 1, Action 7d	EL students need their families to be active partners in their education. Families need to understand how their children are doing in school, both with learning English and in their other subjects. They also need to know how they can help their children at home. To do this, families need clear information about their child's progress and a chance to talk with teachers about what they can do to support their child's learning.	The school will give families ELD Progress Reports that are easy to understand. These reports will show how their child is doing with English and in their school subjects. The school will also invite families to meet with teachers and talk about the reports. This will help families understand their child's progress and learn how they can help at home.	Attendance, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate

Goal 1, Action 7e	EL students often require specialized support to succeed academically. Schools need to closely monitor their progress, identify achievement gaps, and implement timely strategies to address these challenges. This requires a robust system of data analysis that disaggregates data to understand the unique needs of ELs. By analyzing data through an equity lens, schools can pinpoint areas where EL students may be struggling and develop targeted interventions to close those gaps. This data analysis should also inform professional development for educators, equipping them with the knowledge and skills to effectively support EL students.	The Monthly Storybook created by the Data and Assessment Department will provide a regular snapshot of student achievement, specifically for ELs. This disaggregated data will offer valuable insights into trends, areas needing attention, and potential opportunity gaps. By focusing on equity, the Storybook will help identify any disparities in outcomes. This will enable the school to implement targeted professional development, adjust practices, and allocate resources effectively to ensure that all EL students receive the support they need to succeed. This data-informed approach will promote a more equitable learning environment where EL students can thrive.	Attendance, Chronic Absenteeism, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate
Goal 3, Action 2a	English Learner (EL) students require targeted support to develop language proficiency and achieve academic success. Many struggle to access core content due to language barriers, hindering their progress and limiting future opportunities. To address this, teachers need ongoing professional development on effective instructional strategies for ELs, including training on the CA EL Roadmap. This will create a more inclusive and equitable learning environment, ultimately preparing all students for college and career readiness.	To meet the professional learning needs of staff, the school will provide ongoing and sustained training focused on the key components of the CA EL Roadmap. This will ensure teachers are equipped to deliver effective, research-based instruction tailored to English learner (EL) students, thereby enhancing their language proficiency and academic success. This training fosters an inclusive and equitable learning environment, promoting cultural understanding and respect for diversity. Ultimately, it supports compliance with state mandates, improves overall school performance, and prepares all students for college and career readiness.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2b	English Learner (EL) students at Altus Schools have diverse learning needs that require targeted support to ensure their academic success and well-being. Teachers and staff need comprehensive training and support in implementing the Altus Schools English Learner Plan, including professional development on effective instructional strategies, accurate assessment, and data-driven decision-making. This will help address the unique academic and social-emotional needs of ELs, creating a more inclusive, equitable, and supportive learning environment where all students can thrive.	To ensure that the Altus Schools English Learner Plan is effectively implemented schoolwide, the English Learner Achievement Department (ELAD) will provide training, support, and coaching to instructional staff. This targeted professional development promotes the use of evidence-based instructional strategies, accurate assessment, and data-driven decision-making, fostering a more inclusive and equitable educational environment. Additionally, addressing both the academic and social-emotional needs of different EL typologies helps create a supportive and responsive learning atmosphere for all English learners.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2c	EL students have diverse learning needs and require personalized instruction to reach their full potential. To achieve this, teachers need training and support in effectively utilizing Summit K12, a platform that provides targeted resources and strategies for differentiated instruction. Mastery of this platform will allow educators to better monitor student progress, make data-driven decisions, and provide individualized support, ultimately leading to increased student success.	To ensure effective utilization of Summit K12, the school will provide professional learning to staff. This will equip teachers with targeted resources and strategies to deliver effective, personalized instruction, ensuring that students' diverse needs are met. Additionally, the curriculum supports ongoing progress monitoring, allowing educators to make data-driven decisions that further support student success.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2d	Our analysis of English Learners' performance, particularly in math, ELA, and graduation rates, indicates a need for focused and sustained support. To address this, instructional staff will utilize the Ellevation Strategies platform, which offers tailored professional learning and data-driven instructional resources specifically aimed at enhancing outcomes in these key areas for EL students.	Recognizing the need for ongoing and specialized support based on EL student performance on SBAs and graduation rates, instructional staff will utilize the Ellevation Strategies platform. This platform offers personalized, on-demand professional learning modules and instructional activities, including research-based strategies and differentiated instruction techniques. Connected to real-time EL data, these resources enable targeted and data-informed instruction aimed at improving performance outcomes.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2e	Newcomer, immigrant, and refugee students often arrive with diverse needs, including language barriers, cultural differences, and potential trauma. To support their academic success and well-being, staff require training in cultural competence, trauma-informed practices, and language acquisition strategies. Providing access to ongoing coaching, multilingual resources, and community partnerships will further equip educators to create a welcoming and supportive learning environment where these students can thrive.	To meet the professional learning needs of staff, the school will provide staff training focused on how to support and integrate newcomer, immigrant, and refugee students in the school system. Training will focus on cultural competence, trauma-informed teaching practices, and language acquisition strategies. Additionally, offering ongoing coaching and access to resources, such as multilingual support materials and community partnerships, ensures staff are well-prepared to address the diverse needs of these students. Creating opportunities for staff to collaborate and share best practices fosters a supportive learning environment for both educators and students.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2f	Our analysis of state and local assessment results for English Learners and Low-Income students points to areas where literacy skills can be significantly enhanced. This data underscores the importance of implementing targeted strategies to support their academic growth in literacy.	Informed by state and local assessment data identifying opportunities to improve literacy skills for English Learners and Low-Income students, instructional staff will receive specialized professional learning, including the SDCOE's WRITE program, focused on implementing targeted strategies to accelerate their literacy and academic achievement.	Professional Development Hours, Training Relevance, NWEA Reading & Language, SBA ELA
Goal 3, Action 2g	English learners require differentiated instruction and support to accelerate literacy development and achieve academic success. Teachers need professional development on effectively implementing Achieve3000, including best practices and data analysis techniques. This will empower them to personalize learning, track progress, and provide targeted instruction, ultimately leading to improved literacy skills and academic outcomes for English learners.	To improve educators' ability to integrate Achieve3000 into their teaching, the school will provide professional learning focused on how to effectively implement the program and review best practices. The focus on data analysis enables teachers to track progress and tailor instruction to meet individual student needs, ensuring targeted support. This comprehensive approach leads to improved academic outcomes and greater overall success for English learners.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2h	Low-income, foster youth, and EL students face barriers to accessing and navigating the college application process. These students need specialized support to pursue higher education. School counselors require training to address the unique challenges these students face, including financial aid and scholarships. This will ensure equitable access to post-secondary education and increase college enrollment for these underserved populations.	To increase the rate of EL students, low-income, and foster youth enrolling in college, the school will provide specialized training to counselors. This will ensure all school counselors are equipped to support and provide tailored guidance on the college application process, including financial aid opportunities and scholarship applications. They can offer targeted workshops and one-on-one advising sessions to address the unique challenges faced by low-income, foster youth, and first-generation students. Additionally, counselors can create partnerships with community organizations and colleges to provide resources and support systems that facilitate college readiness and enrollment.	Student Satisfaction, Parent Satisfaction, UC a-g Requirements
Goal 4, Action 4a	Foster youth often experience unstable living situations, leading to frequent school changes, gaps in learning, and difficulty building relationships within the school community. They may also face social and emotional challenges stemming from trauma and separation from family. These factors can significantly impact their academic performance and overall well-being.	To proactively address these needs, the school will employ a Foster Youth Liaison. This dedicated advocate will work closely with students, families, and school staff to ensure coordinated services and a supportive learning environment. By addressing the unique educational and emotional needs of foster youth, the school aims to improve their academic success and foster a sense of belonging.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate

Goal 4, Action 3b	Foster youth face unique challenges that can significantly impact their educational experience and overall well-being. These students often experience academic instability due to frequent school changes and may struggle with social and emotional difficulties stemming from trauma and separation from family.	To ensure these vulnerable students receive the necessary support, the school's Homeless and Foster Youth Liaison will provide comprehensive case management services. This includes coordinating with teachers, counselors, and community resources to develop individualized plans that address each student's academic, physical, and emotional needs. The liaison will closely monitor student progress, offer ongoing mentorship, and facilitate access to essential services such as tutoring, mental health counseling, and necessities. Furthermore, the liaison will act as an advocate, ensuring that the rights of foster youth are protected, and their voices are heard within the school system. This proactive and holistic approach aims to create a stable and supportive learning environment where foster youth can thrive academically and personally.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate
Goal 5, Action 3a	Families of historically underserved student groups often face barriers to accessing information and resources regarding specialized programs and services offered by the school. This lack of awareness can limit their ability to effectively advocate for their children and support their academic success.	To address this need, the school will host an annual Family Resource Night. This event will provide a welcoming and informative space for families to learn about available programs, connect with school staff and community partners, and gain the knowledge and tools needed to navigate the educational system. By fostering stronger school-family partnerships and promoting open communication, this initiative aims to empower families and ensure equitable access to resources for all students, ultimately leading to improved academic outcomes and a stronger sense of community engagement.	Parental Involvement, Chronic Absenteeism, Attendance Rate, Graduation Rate, Parent Satisfaction

Goal 5, Action 3b	Foster youth frequently experience placement changes and instability, which can disrupt their education and negatively impact their academic progress and emotional well-being. These disruptions often result in frequent school transfers, making it difficult for these students to maintain consistent learning environments, build relationships with peers and teachers, and access essential academic support.	To address this, the school will coordinate transportation services to ensure that foster youth can remain in a familiar school setting even if their living situation changes. By providing this stability, the school aims to improve academic outcomes, promote a sense of belonging, and support the emotional well-being of foster youth. This initiative also ensures compliance with legal mandates designed to protect the educational rights of this vulnerable population, promoting equity and educational continuity.	Community Partners, Chronic Absenteeism, Attendance Rate, Graduation Rate
Goal 5, Action 3c	English Learner (EL) students and their families often face unique challenges in navigating the educational system and advocating for their specific needs. Limited English proficiency can create barriers to communication and participation in school activities, potentially hindering students' academic progress and overall school experience.	To address this, the school will facilitate interactive English Learner Advisory Committee (ELAC) meetings. These meetings will foster a collaborative environment where parents can actively engage with school staff, share their insights and concerns, and contribute to the development of strategies that support EL students. This increased parental engagement will lead to more tailored support, improved communication, and a stronger sense of partnership between the school and EL families. Additionally, conducting an annual Needs Assessment will ensure that the school's English Learner Plan remains responsive to the evolving needs and challenges faced by EL students and their families, promoting equitable access to educational opportunities and resources.	Parent Involvement, ELPI, EL Reclassification, Parent Satisfaction

Goal 5, Action 3d	Parents of English Learners (EL) can find it challenging to fully understand their child's language development and academic progress. Traditional report cards may not adequately capture the nuances of language acquisition.	To address this, the school will develop and share comprehensive English Language Development (ELD) Progress Reports through parent-teacher conferences. These reports will provide detailed information on students' language proficiency growth, highlighting their strengths and areas for improvement. This increased transparency and communication will empower parents with a deeper understanding of their child's learning journey and enable them to actively participate in setting goals and contributing to their child's education. This collaborative approach ensures that educational strategies are personalized and effective in supporting the success of EL students.	Parent Involvement, ELPI, EL Reclassification, Parent Satisfaction
Goal 5, Action 3e	Students with parents and family members with limited English proficiency often face barriers to accessing and understanding essential school information, hindering their involvement in their child's education.	To meet this need for seamless communication and inclusive support for all families, especially our English Learner community, the school will implement a proactive translation protocol for all key school documents and announcements. Simultaneously, we will strategically allocate bilingual staff to resource centers serving a significant number of non-English speaking families. This will enable immediate and effective communication, fostering stronger home-school connections.	Parental Involvement, Parent Satisfaction
Goal 5, Action 3f	The substantial communication challenges faced by many non-English-speaking parents limit their full participation in their children's educational journey, affecting involvement in teacher conferences and other school activities.	To foster equitable partnerships and ensure all parents can actively participate in school conferences and meetings, there is a crucial need for comprehensive translation services in all languages, both in person and virtually. Providing these services will create a more inclusive and supportive school environment for all families.	Parental Involvement, Parent Satisfaction

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Audeo Charter School II does not qualify for additional concentration grant funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:76
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:17

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 3,672,100	$ 451,742	12.302%	0.000%	12.302%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,984,333	$ 854,352	$ -	$ 513,914	$ 4,352,599.00	$ 3,070,472	$ 1,282,127

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	All	No	LEA-wide	All	All	Ongoing	$ 74,562	$ 4,538	$ 67,815	$ 4,448	$ -	$ 6,837	$ 79,100	0.000%
1	2	English Learner Assessment and Support Framework	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 115,515	$ 1,255	$ 102,021	$ 10,152	$ -	$ 4,597	$ 116,770	0.000%
1	3	Personalized Academic Instruction and Support for All Students	All	No	LEA-wide	All	All	Ongoing	$ 419,670	$ 32,720	$ 425,401	$ 17,795	$ -	$ 9,194	$ 452,390	0.000%
1	4	Targeted Math Interventions and Resources	All	No	LEA-wide	All	All	Ongoing	$ 84,415	$ 11,279	$ 77,668	$ 15,230	$ -	$ 2,796	$ 95,694	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 218,047	$ 260,446	$ 118,360	$ -	$ -	$ 360,133	$ 478,493	0.000%
1	6	Academic Instruction and Support for Students with Disabilities	SWD	No	Limited	SWD	All	Ongoing	$ 570,315	$ 4,000	$ 251,941	$ 287,719	$ -	$ 34,655	$ 574,315	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 180,302	$ -	$ 116,809	$ 8,896	$ -	$ 54,597	$ 180,302	0.000%
2	1	Dynamic, Engaging and Standards-Aligned Curriculum	All	No	LEA-wide	All	All	Ongoing	$ 142,452	$ 222,220	$ 277,414	$ 82,568	$ -	$ 4,690	$ 364,672	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 115,889	$ 148,487	$ 250,451	$ 9,328	$ -	$ 4,597	$ 264,376	0.000%
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	All	No	LEA-wide	All	All	Ongoing	$ 289,821	$ 29,200	$ 151,628	$ 162,797	$ -	$ 4,596	$ 319,021	0.000%
3	1	Professional Learning Focused on Improving Academic Performance for All Students	All	No	LEA-wide	All	All	Ongoing	$ 173,810	$ 10,055	$ 110,463	$ 72,933	$ -	$ 469	$ 183,865	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 130,449	$ 3,885	$ 116,956	$ 12,781	$ -	$ 4,597	$ 134,334	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 125,076	$ 5,729	$ 109,999	$ 8,897	$ -	$ 11,909	$ 130,805	0.000%
4	1	Safe and Supportive School Environment for All Students	All	No	LEA-wide	All	All	Ongoing	$ 63,162	$ 69,800	$ 64,357	$ 64,473	$ -	$ 4,132	$ 132,962	0.000%
4	2	Social, Emotional, and Behavioral Support Systems for All Students	All	No	LEA-wide	All	All	Ongoing	$ 156,817	$ 2,106	$ 131,886	$ 25,715	$ -	$ 1,322	$ 158,923	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Low Income & Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	Ongoing	$ 60,654	$ 7,540	$ 48,450	$ 19,744	$ -	$ -	$ 68,194	0.000%
4	4	Collaborative Support Systems for Foster Youth	Foster Youth	Yes	Limited	Foster Youth	All	Ongoing	$ 76,273	$ -	$ 74,318	$ 1,955	$ -	$ -	$ 76,273	0.000%
5	1	Strengthening Community: Communication, Support, and Access	All	No	LEA-wide	All	All	Ongoing	$ 47,124	$ -	$ 45,203	$ 1,921	$ -	$ -	$ 47,124	0.000%
5	2	Integrating Advanced Technologies into Education	All	No	LEA-wide	All	All	Ongoing	$ 14,727	$ 468,867	$ 431,801	$ 47,000	$ -	$ 4,793	$ 483,594	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 11,392	$ -	$ 11,392	$ -	$ -	$ -	$ 11,392	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,672,100	$ 451,742	12.302%	0.000%	12.302%	$ 948,756	0.000%	25.837%	**Total:**	$ 948,756
								LEA-wide Total:	$ 527,260
								Limited Total:	$ 421,496
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	English Learner Assessment and Support Framework	Yes	Limited	English Learners	All	$ 102,021	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 118,360	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	Limited	English Learners	All	$ 116,809	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 250,451	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 116,956	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 109,999	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	$ 48,450	0.000%
4	4	Collaborative Support Systems for Foster Youth	Yes	Limited	Foster Youth	All	$ 74,318	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 11,392	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,889,455.39	$ 3,463,572.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	No	$ 4,854	$ 4,532
1	2	English Language Learner Assessment and Support Framework	Yes	$ 115,222	$ 125,414
1	3	Personalized Academic Instruction and Support for All Students	No	$ 1,014,660	$ 571,561
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	$ 588,685	$ 591,993
1	5	Academic Instruction and Support for Students with Disabilities	No	$ 658,225	$ 598,544
1	6	Systematic Approach to Monitor Academic Engagement and Achievement for All Students	No	$ 12,761	$ 12,107
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	$ 148,848	$ 160,202
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	$ 234,743	$ 213,265
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	Yes	$ 116,828	$ 175,994
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	No	$ 202,250	$ 206,093
3	1	Professional Learning Focused on Improving Academic Performance for All Students	No	$ 41,399	$ 44,674
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	$ 8,106	$ 11,061
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	$ 9,139	$ 9,143
4	1	Safe and Supportive School Environment for All Students	No	$ 75,694	$ 82,427
4	2	Social, Emotional, and Behavioral Support Systems for All Students	No	$ 44,322	$ 45,180
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	$ 82,312	$ 50,154
5	1	Engagement Opportunities and Innovative Teaching Approaches for All Students	No	$ 446,984	$ 479,009
5	2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	$ 84,424	$ 82,219

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 425,101	$ 940,530	$ 942,462	$ (1,932)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	English Language Learner Assessment and Support Framework	Yes	$ 101,975	$ 110,913.00	0.000%	0.000%
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	$ 445,152	$ 405,565.00	0.000%	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	$ 129,630	$ 140,984.00	0.000%	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	Yes	$ 94,329	$ 156,235.00	0.000%	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	$ 1,111	$ 1,666.00	0.000%	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	$ 3,546	$ 3,550.00	0.000%	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	$ 80,363	$ 41,330.00	0.000%	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	$ 84,424	$ 82,219.00	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,559,715	$ 425,101	0.000%	11.942%	$ 942,462	0.000%	26.476%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

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

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

How the Action(s) are Designed to Address Need(s)

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

Metric(s) to Monitor Effectiveness

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

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access

to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 1 are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

· Number/percentage of students at **Audeo Charter II** without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**

· Number of identified instances where facilities at **Audeo Charter II** do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0**

· The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp

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

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

· The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

· The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Local Control Funding Formula (LCFF) Priority 2 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 2 are provided below.

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts

- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

Audeo Charter II's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Audeo Charter II's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Audeo Charter II's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Audeo Charter II's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Support for Teachers and Administrators

Audeo Charter II's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered					X

Optional Narrative (Limited to 1,500 characters)

Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board. **N/A**

Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 3 are provided below.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	**5 – Full Implementation and Sustainability**
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	**5 – Full Implementation and Sustainability**
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	**5 – Full Implementation and Sustainability**
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	**5 – Full Implementation and Sustainability**

Building Relationships Dashboard Narrative Boxes

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**

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

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

These efforts collectively enhance the relationship between school staff and families, ensuring that students receive the support they need to succeed both academically and socially. Parents are provided with opportunities to provide input into their student's education plan and into the school's overarching goals, actions, and services. Results from the school's annual survey indicate that 100% of parents report being able to provide input and feedback to the school through multiple ways. The school values the partnership between school staff and families as the foundation of parent and family engagement. Over 100% of parents report that they have a high satisfaction rate with their student's teacher. To further engage parents and families in the instructional program, the school has prioritized providing learning environments that are innovative and engaging. 92.9% of parents report that the school provides innovative and engaging learning environments.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.**

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community The school regularly consults with educational partners throughout the school year to understand the academic, social-emotional and physical needs of students and families. The school utilizes multiple methods to conduct meaningful engagement,

including school events, trainings, meetings, committees and surveys. Additionally, the school's educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

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

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.**

To improve the engagement of underrepresented families the schools will address needs on several fronts. School materials will be translated, and interpreters have been made available for calls and meetings. The school will issue continue to Chromebooks and internet data plans to households in need of home technology. Increased Family Learning Series offerings to families focused on how to best support their child in academics, college/career interests, instructional support and health and safety for parents and families will be available. Parent Square further provides communication and engagement opportunities between the educational partners and the school.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	**5 – Full Implementation and Sustainability**
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	**5 – Full Implementation and Sustainability**
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	**5 – Full Implementation and Sustainability**
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	**5 – Full Implementation and Sustainability**

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.**

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

The school establishes formal partnerships with community-based organizations and non-profit organizations to provide services and support for students and families in the areas of family, food, housing, health, mental health, and college and career. The school has several formal partnerships providing services and support to families throughout the school year.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

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

Based upon information collected from students, the school will maintain or expand Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways. In addition, the school is focused on providing students with additional counseling services to support and plan for post-high school pathways. The school will issue Chromebooks and internet data plans to households in need of home technology through the school's connect program, managed by the school's Equity and Inclusion Department which is focused on increasing opportunities for all students to succeed. In addition, a partnership with a local non-profit tutoring organization will provide additional academic tutoring opportunities for their students – particularly focused in Mathematics and ELA.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

Audeo Charter II is fully committed to continuously improving the engagement of underrepresented families with our partnerships supporting student outcomes. This includes working to increase community-based partnerships that support the needs of our educational partners. These include resources for academic, physical, and social emotional needs of students to eliminate barriers to each student successfully achieving their Personalized Pathway Educational Plan goals. To better facilitate school to home two-way communication and input with English Learner households, school materials will be translated as translators provided when needed. Demographically, the LEA is majority-minority, majority SED, and a higher percentage of students with disabilities than the surrounding community. All students have full access to the courses and opportunities offered at the school. The school continues to solicit input from educational partners to identify and address student and family needs and to break down barriers to success.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	**5 – Full Implementation and Sustainability**
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	**5 – Full Implementation and Sustainability**
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	**5 – Full Implementation and Sustainability**
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	**5 – Full Implementation and Sustainability**

Seeking Input for Decision-Making Dashboard Narrative Boxes

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

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

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

school provides training for SSC members annually and holds regular meetings to develop, refine, and update the LCAP. The school provides training for English Learner Advisory Committee members annually and holds regular meetings to develop refine and update the English Learner Plan. The families of students in Special Education are engaged through the Community Advisory Committee that provides training, resources, support, and feedback opportunities throughout the school year. In 2024-2025 the school received input from nearly 70 students and parents and used the results in the development of the 2025-2026 LCAP.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

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

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.**

School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events. The school has also enhanced the Family Learning Series, which is ongoing and sustained training for parents and family members focused on their individual needs. The Family Learning Series is also committed to empowering parents and family members to be part of the school planning process – which includes reviewing schoolwide student engagement, achievement, and college/career readiness data. Instructional staff utilize ParentSquare to engage in two-way communication with students, parents and family members regarding the educational program and opportunities for input and engagement. Interactive English Learners Advisory Committee (ELAC) meetings will seek to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment. The school will continue to provide translated materials and resources for parents and family members of English Learners.

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

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (Dashboard) to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 6 are provided below.

School Climate (LCFF Priority 6)

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

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

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

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

1) **DATA:** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

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

Over the last five years, LCAP survey results indicate that the number one key requirement of students and parents is a safe and supportive learning environment. This requirement has directly impacted on the development of the school's LCAP. To monitor the success of **Audeo Charter II's** LCAP Goal 4: *Provide a Safe Environment and Supportive School Culture*, the school has established a metric of maintain or achieve a 90% or higher safety satisfaction rating. In 2024-2025, **Audeo Charter II** exceeded this metric.

Student participation in the CHYS is voluntary. An important factor affecting the quality of survey results on the CHYK survey is participation rate. The validity and representativeness of the results is diminished if the student response rate is lower than 70 percent. **Audeo Charter II's** response rate on the CHYS Core was 53% for grade 7, 52% for grade 9 and 54% for grade 11, and for CHYS Behavioral Health was 40% for grade 7, 34% for grade 9 and 42% for grade 11.

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

In 2024-2025, 100% of students reported that they felt safe at **Audeo Charter II** and 100% of parents reported that they feel their child is safe at the school. Additionally, the school establishes metrics for suspension and expulsion rates to reflect the effectiveness of the school's Multi-Tiered Systems of Supports (MTSS) that incorporates academic, social/emotional, and behavioral supports and interventions. In 2024-2025 **Audeo Charter II's** suspension rate was 0% and expulsion rate was 0%.

Results are not provided by CHYS if there are fewer than 10 responses for a grade level and/or student group. **Audeo Charter II** didn't receive disaggregated results for EL's, LTEL's, Foster/Homeless or any Ethnic Subgroup. Key learnings from the CHYS included that 9% of grade 9 and 20 % of grade 11% of students reported having every used alcohol or drugs in their lifetime. 0 % reported current alcohol or drug use. 0% of students reported they currently use tobacco and 8% have tried vaping. On the CHYS, 72% in grade 9 and 73$% in grade 11 reported caring adult relationships in school. 47% of grade 9 and 45% of grade 11 reported 3 or more monthly absences in the past month. 19% of students reported bedtime of 12am or later. 67% in grade 9 reported eating breakfast today and 91% in grade 11. 26% of grade 9 reported social emotional stress in the past year, 20% chronic sadness/hopelessness and 0% considered suicide. For grade 11 these results were 18% reporting social emotional stress in the past year, 0% chronic sadness/hopelessness and 10% considered suicide. In the past 12 months 70% of surveyed grade 9 students reported wanting to receive mental health services, 50% reported receiving mental health services and 208% reported barriers to receiving services. For grade 11, 10% of surveyed students reported wanting to receive mental health services and 10 reported receiving mental health services. services. For life satisfaction, 70% in grade 9 and 78% in grade 11 reported being satisfied or very satisfied with life.

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

implement for continuous improvement purposes.

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

Local Control Funding Formula (LCFF) Priority 7 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for LCFF Priority 7 are provided below.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. **Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

As of CBEDS 2024-2025 **Audeo Charter II** served 239 students in grades k-12. The student demographics include:

- Percentage of Students with Disabilities: 27.2%
- Percentage of English Learners: 14.2%
- Percentage of Socioeconomically Disadvantaged: 62.3%
- Percentage of Homeless and Foster Youth (FY): 7.5%

Audeo Charter II qualifies as a Dashboard Alternative School Status (DASS) program. This status holds schools accountable for the same state indicators, some with modified methods. The school is approved as a DASS school through the eligibility criteria of serving “high risk” student groups; the school has an unduplicated count of over 70% of students in that qualify as “high risk”, including credit deficient students and high transient students.

Audeo Charter II uses the Pathways Personalized Education Plan (PPEP) process to plan, deliver and ensure all students across all student groups have access to a broad and rigorous course of study.

2. **Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to,**

and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

The school's leadership team analyzes the results of the measures listed above annually. The results demonstrate that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad and rigorous course of study. At **Audeo Charter II**, students take one to two courses at a time and students take the required grade level core courses within an academic school year. Course planning is individualized within the Pathways Personalized Education Planning (PPEP) Process. This process allows the instructional team to design a course plan based on the student's skill levels, interests, and post-high school goals. All courses leading to a high school diploma are UC-ag approved and NCAA approved. Students have access to Advanced Placement (AP) courses, honors courses, dual-enrollment, and articulated courses, CTE courses and courses based on their PPEP. There are no differences in accessibility to courses across student groups at our school.

3. **Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

There are no barriers preventing **Audeo Charter II** from providing access to a broad course of study for all students. Currently, 100% of the students have access to a broad and rigorous course of study. This includes UC-ag approved, NCAA approved, Advanced Placement (AP) courses, honors courses, dual-enrollment, articulated and CTE courses. The school will continue to monitor its available course of study to ensure continued equitable access for all students.

4. **In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

Due to the success **Audeo Charter II** has demonstrated in providing all students with access to a broad and rigorous course of study, no changes are currently planned. However, this data continues to be reviewed as part of our cycles of continuous improvement.

ALTUS SCHOOLS SOUTHERN CALIFORNIA

Dba

Audeo Charter School II ▪ Audeo Valley Charter ▪ Altus Schools Coachella Valley
Altus Schools East County ▪ Altus Schools North County ▪ Altus Schools South Bay ▪ Mirus Secondary

June 18, 2025

AUDEO VALLEY CHARTER
NOTICE OF PUBLIC HEARING

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

TOPICS OF HEARING:

2025-2026 Local Control Accountability Plan (LCAP)

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

HEARING DATE:	Tuesday, June 24, 2025
TIME:	*1:05 p.m., or soon thereafter as such item may be heard
LOCATION:	3252 Bonita Road, Chula Vista, CA 91910 or at Audeo Valley Charter Resource Center and/or via the following link Audeo Valley: https://www.altusaudeovalley.com/about/board-of-directors

* The public, open session of the Altus Schools Southern California Board Meeting will begin at 1:00 p.m.

LCFF Budget Overview for Parents

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

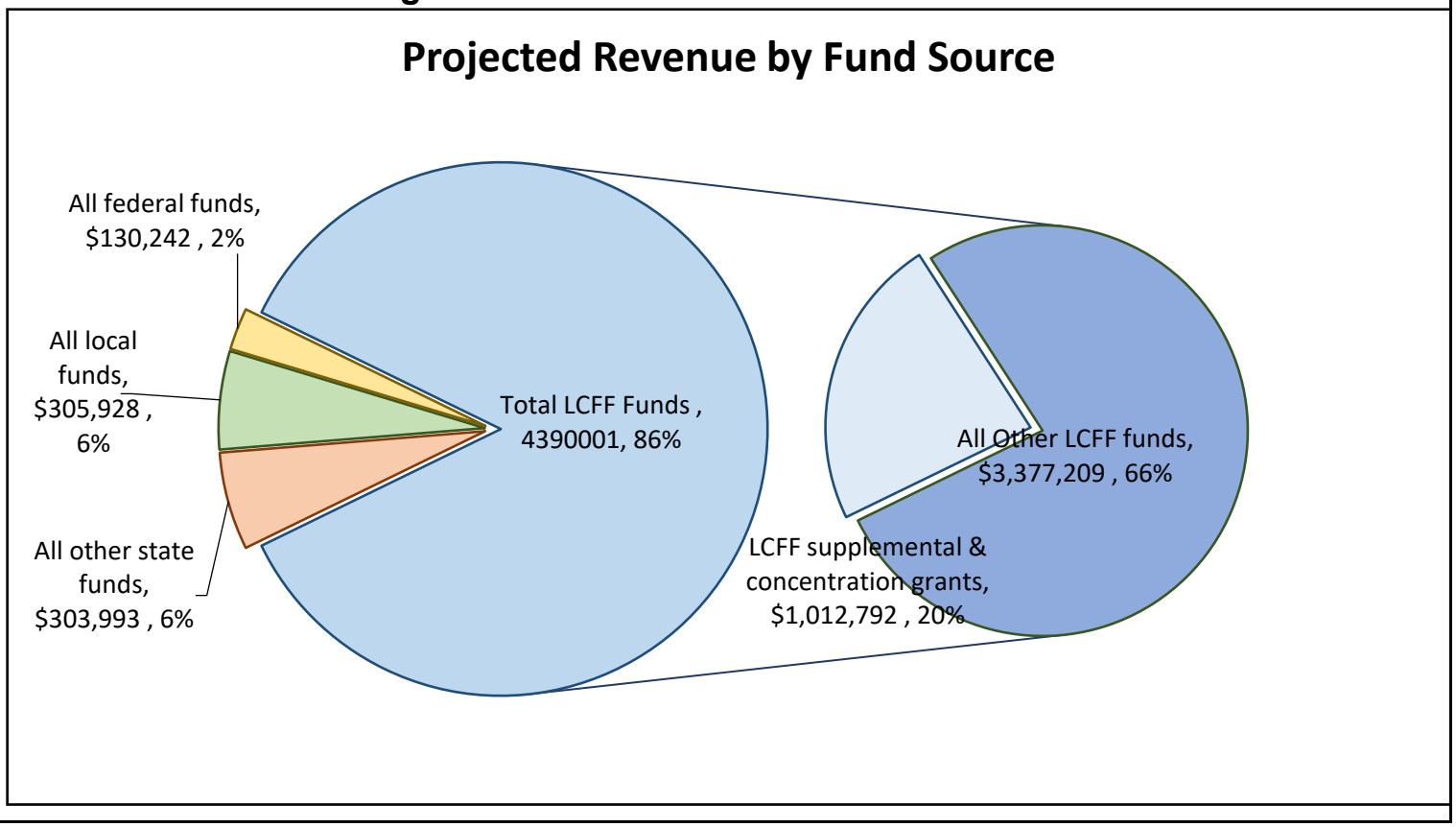
CDS Code: 33103300140780

School Year: 2025-26

LEA contact information: Sharnita Foster, Ph: (858) 214-2511, Email: sfoster@altusschools.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

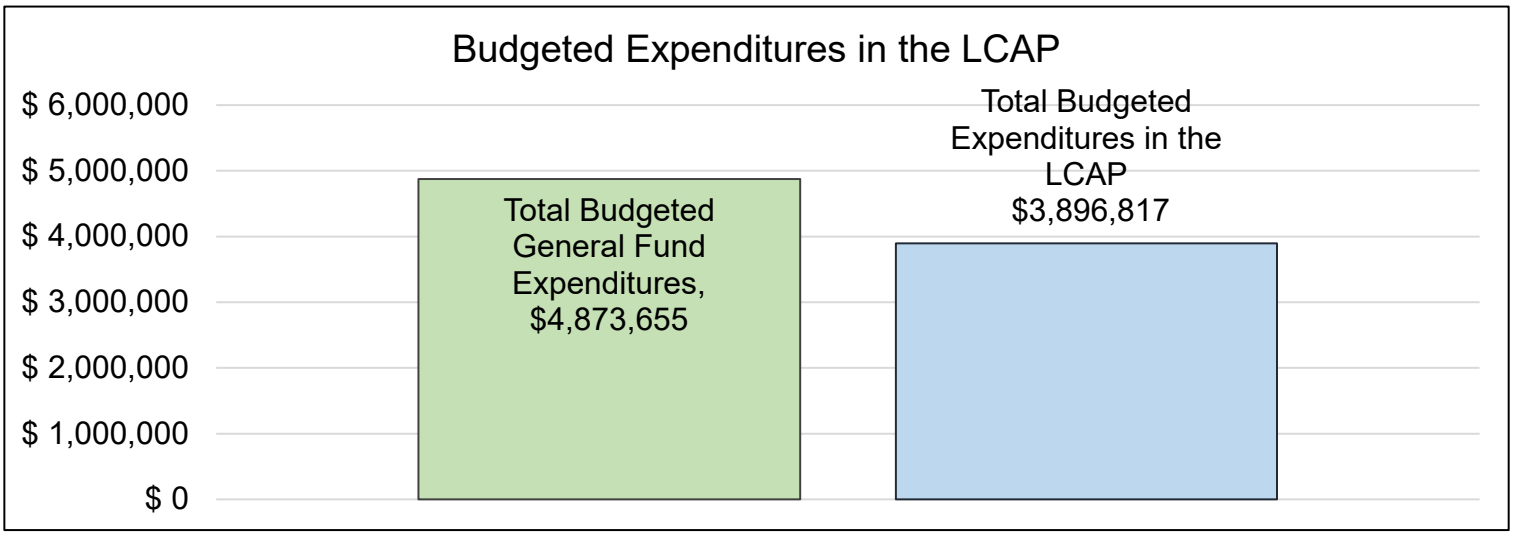


This chart shows the total general purpose revenue Audeo Valley Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Audeo Valley Charter School is $5,130,164.00, of which $4,390,001.00 is Local Control Funding Formula (LCFF), $303,993.00 is other state funds, $305,928.00 is local funds, and $130,242.00 is federal funds. Of the $4,390,001.00 in LCFF Funds, $1,012,792.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Audeo Valley Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Audeo Valley Charter School plans to spend $4,873,655.00 for the 2025-26 school year. Of that amount, $3,896,817.00 is tied to actions/services in the LCAP and $976,838.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

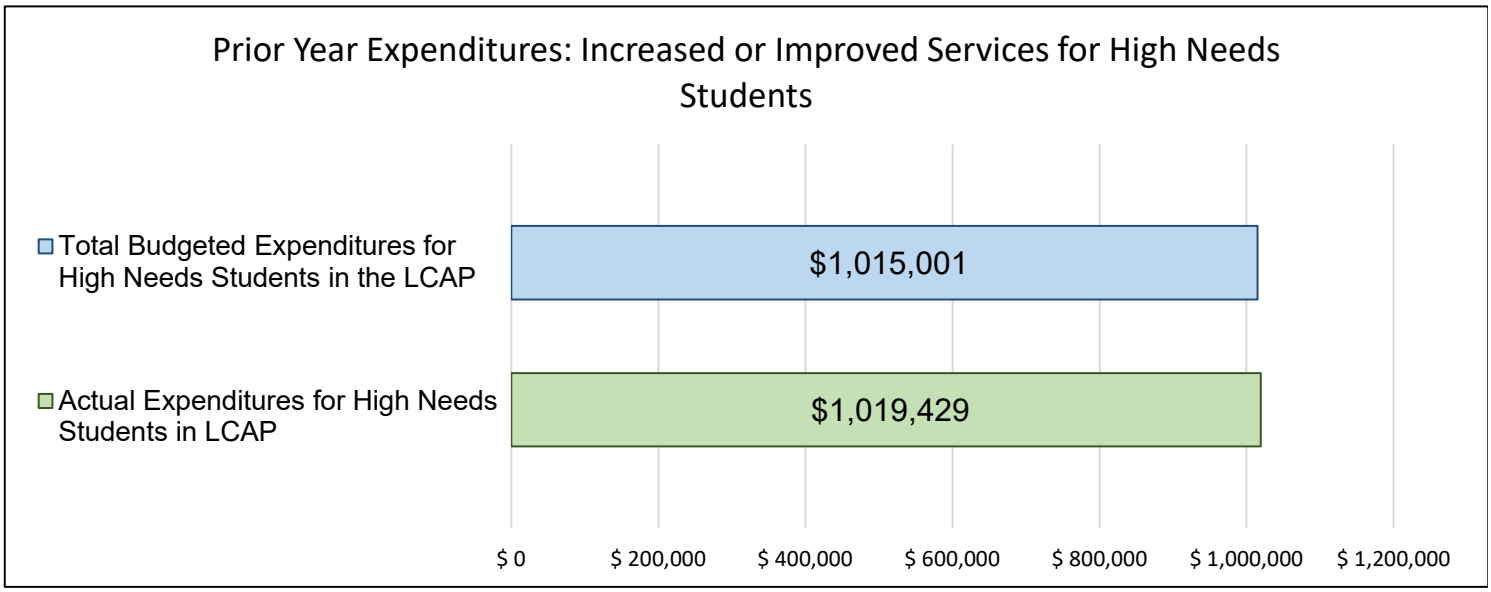
The budgeted expenditures that are not included in the Local Control Accountability Plan (LCAP) are salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Audeo Valley Charter School is projecting it will receive $1,012,792.00 based on the enrollment of foster youth, English learner, and low-income students. Audeo Valley Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Audeo Valley Charter School plans to spend $1,022,244.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Audeo Valley Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Audeo Valley Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Audeo Valley Charter School's LCAP budgeted $1,015,001.00 for planned actions to increase or improve services for high needs students. Audeo Valley Charter School actually spent $1,019,429.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Audeo Valley Charter School	**Sharnita Foster** *School Coordinator*	sfoster@altusschools.net (951) 247-6646

Plan Summary: 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Audeo Valley Charter School (Audeo Valley), a free public school serving students in grades 6-12, began operating in the 2021-22 school year under the **authorization of the Riverside County Office of Education**. Leveraging the success of the Moreno Valley Resource Center (operated by Audeo Charter School since 2012), Audeo Valley focuses on academic intervention with the core mission of empowering each student with enhanced motivation to achieve success.

Audeo Valley received Accreditation Status by WASC through June 30, 2026. Audeo Valley operates one neighborhood resource center in Moreno Valley. Students and families visit this neighborhood resource center by appointment, or as needed, to participate in the instructional program and meet with school staff in a quiet, distraction-free, and safe environment. Audeo Valley is a non-classroom based independent study program.

Audeo Valley is part of Altus Schools. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform. At Audeo Valley, every student's progress and academic achievement is important to us.

Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging with parents on a weekly basis through formal meetings, home visits, phone calls, and emails. Families are considered part of the learning 'team' and an integral part of the learning process.

Our school's standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Academic instruction is presented individually and in small groups. Courses at Audeo Valley are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, Audeo Valley works to alleviate social and personal pressures that can impact academic performance. We also have many partnerships and alliances to provide community resources to students and families.

Audeo Valley is identified by the California Department of Education (CDE) as Dashboard Alternative School Status (DASS). DASS schools must have an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups, to be eligible for DASS. The high-risk groups include the following:

a) Expelled

b) Suspended more than 10 days in a school year

c) Wards of the Court

d) Pregnant and/or parenting

e) Recovered Dropouts

f) Habitually Truant

g) Retained more than once in kindergarten through grade eight

h) Students who are credit deficient

i) Students with a gap in enrollment

j) Students with a high-level transiency

k) Foster youth

l) Homeless youth

In March 2025, Audeo Valley had a total enrollment of 290 students. Here's a summary of the student demographics and special populations:

Special Populations:

- Socioeconomically Disadvantaged: 76%
- Students with Disabilities: 21%
- GATE (Gifted and Talented Education): 5%
- English Learners: 11%
- Homeless: 6%
- Foster Youth: 0.7%

Ethnicity Summary:

- Hispanic: 61%
- White: 14%
- Black or African American: 18%
- Other Ethnicities: 7%

These figures highlight the diversity and the specific needs of the student population in Audeo Valley.

Reflections: Annual Performance

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

Audeo Valley's educational partners consistently express satisfaction with the school's personalized instruction, which addresses the unique needs of each student. This commitment resulted in numerous **successes** reflected in the 2024 School Dashboard:

- **Chronic Absenteeism** was a **Blue (Very Low) Performance Level**. There were no student groups with a Red performance level.
- **Suspension Rate** was a **Blue (Very Low) Performance** Level. There were no student groups with a Red performance level.
- **English Language Arts** was at the **Yellow (Medium) Performance Level**, showing a 17.1 point increase from the previous year. No student groups performed at the Red (Very Low) Level. Recognizing the importance of continued growth in this area, the school, as part of Goal 2, Action 1a, will develop and implement enhanced ELA coursework via Canvas, a Learning Management System selected to better support the unique needs of our independent study students.
- Despite Audeo Valley's **Mathematics** achievement in an **Orange (Low) Performance Level,** student achievement increased 22.5 points from the prior year, and there were no student groups performing in the Red (Very Low) Performance Level. Educational partners continue to prioritize mathematics and are dedicated to improving student engagement and achievement in this area. Consequently, through Goal 1, Action 4, the school will implement a multifaceted approach to mathematics. This strategy involves data analysis, collaborative communities, cultivating a positive math culture, and utilizing tools like IXL Math for personalized learning, Desmos Math Classroom for visual and exploratory learning, and Virtual Reality for immersive, standards-aligned experiences.
- Our educational partners are also quite proud of our achievement in **College/Career** preparedness. Audeo Valley's achievement was in a **Yellow (Medium) Performance Level,** with student achievement increasing 24.4 points from the prior year. These are graduates who were placed at the Prepared level on the College/Career Indicator.
- In addition, educational partners remain very satisfied with the school's **DASS One-Year Grad Rate**, summarized in the table provided below. The schoolwide graduation rate average was 98.8%.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	82	81	98.8%
English Learners	8	*	*
Long-Term English Learners	8	*	*
Homeless	2	*	*
Socioeconomically Disadvantaged	58	57	98.3%
Students with Disabilities	11	11	100.0%
African American	10	*	*
Asian	2	*	*
Filipino	1	*	*
Hispanic	57	56	98.2%
White	9	*	*
Two or More Races	3	*	*

Based upon a thorough analysis of the 2024 School Dashboard, Audeo Valley will continue to focus resources and develop strategies to **strengthen** the student outcomes identified below:

- Audeo Valley did not receive a Performance Level for the **English Learner Progress** indicator because there were fewer than 30 students in the current or prior year. Nevertheless, English Learner progress remains an area for improvement, with 51.7% of these students making progress towards English language proficiency and having declined the year prior.

- **Combined Four-and Five-Year Graduation Rate** was a **Green (High) Performance Level**, however, there was one Student Group that performed lower than others: Students with Disabilities (summarized in the table provided below). Our school is committed to graduating every student prepared for success. To improve graduation rates, we implement targeted initiatives offering comprehensive support,

including individualized academic counseling, a robust tutoring program to enhance engagement and credit attainment, addressing the digital divide through home computers for students in need, and expanded opportunities in specialized programs like AVID, Character and Leadership Development, CTE Pathways, and Early College Credits.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	88	76	13	86.4%
English Learners	12	10	2	83.3%
Long-Term English Learners	12	10	2	83.3%
Foster Youth	1	*	0	*
Homeless	12	11	4	91.7%
Socioeconomically Disadvantaged	80	68	13	85.0%
Students with Disabilities	15	10	2	66.7%
African American	9	*	1	*
Filipino	1	*	0	*
Hispanic	65	56	9	86.2%
White	8	*	2	*
Two or More Races	4	*	0	*

Through a comprehensive analysis of our Annual Performance reflection, we have identified key areas for improvement and allocated **Learner Recovery and Emergency Block Grant** (LREBG) funds for the 2025-26 school year. These funds will strategically support the following goal-aligned actions: **Goal 1** (Actions 2, 4, 5, 6, and 7), **Goal 2** (Actions 1 and 2), **Goal 3** (Actions 1, 2, and 3), and **Goal 4** (Action 3). The rationale and detailed information for each LREBG-funded action is clearly articulated within the action descriptions, demonstrating our approach and commitment to continuous improvement.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Not Applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	The 2025-26 LCAP was directly informed by teacher perspectives gathered through a variety of engagement strategies, including the Staff LCAP Engagement Survey, School Site Council (SSC), English Learner Advisory Committee (ELAC), Instructional Meetings, All Staff Meetings, and Altus University (AU) Professional Learning. This comprehensive data collection process allowed us to develop actionable, student-centered priorities that directly address the needs identified by our educators, fostering a collaborative and impactful school environment.
Principals and Learning Leads	Principals and Learning Leads directly influenced the 2025-26 LCAP by actively participating in various forums, including weekly Learning Lead Huddles, surveys, and committee meetings. Their expertise in data analysis and instructional programming enabled the creation of a strategic, student-centered LCAP designed to maximize learning and achievement.
Administrators	Administrators initiated the LCAP development through a collaborative approach, prioritizing meaningful engagement with all educational partners. Utilizing platforms such as Leadership Huddles, School Site Council, ELAC, Instructional and All-Staff meetings, strategic planning sessions, and AU Professional Learning, they actively sought and integrated diverse input. This engagement directly translated into actionable LCAP strategies aligned with school goals, promoting a transparent and inclusive environment for sustained improvement.
Other school personnel or staff	School staff and personnel collaboratively developed the 2025-26 LCAP through regular engagement and consultation. The Staff LCAP Engagement Survey, SSC, Instructional and Staff Meetings, and professional learning facilitated diverse input, ensuring LCAP actions align with the school's Vision, Mission, and Values. This inclusive process resulted in a comprehensive LCAP that addresses community needs and supports school-wide goals.

Parents	Parent engagement was strategically prioritized to directly inform and shape the school's LCAP, ensuring alignment with the diverse needs and perspectives of our community. Multiple avenues for consultation were implemented to maximize parent voice and participation. • **Data-Driven Feedback:** The Parent LCAP Engagement Survey provided quantifiable data and qualitative insights, enabling the school to understand parent priorities and tailor programs accordingly. • **Direct Interaction and Dialogue:** Open House and Senior Night Events facilitated direct communication between parents, teachers, and administrators, fostering collaborative partnerships. Parent-Teacher Conferences offered personalized conversations to address individual students' needs and progress. • **Shared Decision-Making:** Active participation in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings empowered parents to directly contribute to school-wide decisions regarding instructional strategies and resource allocation. • **Empowering Educational Partnerships:** The Family Learning Series provided targeted workshops and resources, equipping parents with the tools to actively support their children's academic and social-emotional development. • **Community Vision:** Parent participation in Board Meetings fostered meaningful contributions and increased awareness of broader school policies and initiatives. Recognizing the pivotal role of parent perspectives in shaping school communication, climate, and student holistic development, the school actively sought and integrated parent feedback throughout the LCAP development process. This commitment to collaborative decision-making resulted in a more inclusive, responsive, and student-centered learning environment, ultimately enhancing outcomes for all students.

Students	At the core of our LCAP development lies a commitment to centering student voice. We recognize that authentic student input is crucial for creating a responsive and effective learning environment. To ensure their perspectives were not only heard but actively valued, we implemented a multi-faceted approach to student engagement. • **Direct Feedback through the Student LCAP Engagement Survey:** Students were empowered to provide candid feedback and constructive suggestions, directly influencing the LCAP's direction. • **Meaningful Participation in Decision Making:** Student representation in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings facilitated collaborative discussions on critical school initiatives and policies. • **Diverse Avenues for Input:** Events like Open House, Senior Night, College and Career Week, Senior Exhibition Panels, and Health & Wellness Week provided platforms for students to share their experiences and insights, fostering open dialogue with educators and administrators. • **Personalized Student-Teacher Conferences:** These conferences created individualized opportunities for students to discuss their academic progress, goals, and challenges, ensuring their individual needs were addressed. By actively integrating student perspectives throughout the LCAP development process, we are building a student-centered learning environment that prioritizes academic achievement, social-emotional well-being, and positive behavioral development. This commitment reflects our dedication to creating a school where every student feels heard, valued, and empowered to succeed.

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

Engaging our educational partners remains a continuous and integral process as we collaboratively design an educational program that effectively addresses the evolving needs of our students and the wider community. This partnership ensures that all students have access to enriched opportunities and achieve improved outcomes. The valuable insights gathered through this engagement directly inform our school's comprehensive strategic planning, accountability measures, and ongoing improvement efforts within the framework of California's State Priorities.

Feedback from our educational partners indicates continued satisfaction with our current initiatives focused on improving the educational program. As a result, for the 2025-26 school year, our school will continue to prioritize five Local Control and Accountability Plan (LCAP) goals. These goals strategically address key areas: 1) High-quality Instruction, 2) Standards-aligned Curriculum and Course of Study, 3) Professional Learning System, 4) School Climate, and 5) Innovative Teaching and Engagement Methods.

Each LCAP Goal, along with its corresponding Metrics, is carefully aligned not only with State and Local priorities but also with the specific metrics and targets established by our charter authorizer. This intentional alignment ensures a cohesive and focused approach to accountability and continuous improvement.

The Metrics incorporated into the 2025-26 LCAP emphasize both Status and Change, mirroring the California School Dashboard's Five-by-Five Placement methodology. Furthermore, certain Metrics utilize locally established targets, informed by historical data or tailored to the specific needs of our student population, including those within our alternative education setting (DASS).

Teachers and Staff:

Valuable insights from our teachers and staff regarding instructional strategies, curriculum design, professional development needs, and student support services have directly informed the following additions and refinements to the 2025-26 LCAP:

- **Instructional Support:** Recruit and hire additional staff to enhance student supervision, tutoring, and learning feedback.
- **Learning Management System:** Design and develop an improved LMS with enhanced course structures and activities.
- **Technology Access:** Continue providing Chromebooks and internet services to students and families with home technological needs.
- **Early College Credit:** Expand opportunities for all students to earn college credit while in high school.
- **Professional Learning:** Continue offering ongoing professional development focused on the effective integration of Virtual Reality, IXL Mathematics, Summit K12, and Culturally and Linguistically Responsive Teaching.
- **Mental Health Support:** Expand systems to better support student mental health.

Principals, Learning Leads, and Administrators:

These educational partners shared valuable insights into the school's operations, encompassing strategic planning, data analysis, engagement methods, resource allocation, program evaluation, alignment with state priorities, and communication systems. Their feedback has directly informed us of the following 2025-26 Local Control and Accountability Plan (LCAP) Actions:

- **Mathematics**: Increase student engagement, achievement, and confidence by expanding the use of Virtual Reality Math and IXL Math. We will also support this through monthly Math Study Groups focused on research-based strategies and ongoing high-quality professional learning for our math instructional staff.
- **Instructional Support**: Enhance support for teachers and education specialists by recruiting and hiring additional support staff.
- **Targeted Student Support**: Expand our tutoring program in Math and English Language Arts to provide high-dosage support for academic growth and increased graduation rates.
- **English Learners**: Ensure effective integration of Summit K12 resources for English Learners through ongoing professional learning for teachers.
- **Students With Disabilities:** Ensure that Students with Disabilities receive high-quality Specialized Academic Instruction (SAI) and supports, including effective differentiation and the maintenance of high academic standards.
- **Counseling**: Enhance counseling and advising sessions with a focused approach on ensuring students are on track for graduation, thoughtfully planning their future pathways, and demonstrating robust college and career preparedness.
- **Safety**: Maintain safe learning environments through the consistent operation of our Brivo card access system.

Parents, Family Members, and Advisory Committees:

These educational partners offered valuable perspectives on school communication, family engagement strategies, academic support services, and initiatives for social-emotional learning. Based on their feedback, the school will implement the following 2025-26 LCAP Actions and/or Metrics:

- **Tutoring Support:** Continue to provide targeted tutoring opportunities for English Learners, Foster Youth, and underserved students.
- **Reading Proficiency:** Highly recommend the use of Achieve3000 as an educational tool to improve student reading proficiency and meet the needs of unique learners.
- **Meal Program:** Maintain the school's meal program to ensure students from under-resourced homes and communities have access to healthy nutrition, supporting their readiness to learn.
- **Individualized Guidance:** Offer individualized counseling and advising sessions focused on course planning, goal setting, and preparation for future pathways.
- **Character and Leadership Development:** Support the Character and Leadership Development program with Cadet Corps, which offers students opportunities for physical fitness, team building competitions, and social skills development.
- **Safe and Supportive Environment:** Provide a safe and supportive bully-free school environment.
- **Positive School Culture:** Provide a positive school climate characterized by clean facilities, clear channels for communication with staff regarding any concerns, and school staff who are consistently responsive, energetic, helpful, optimistic, and caring.

Students:

These educational partners provided first-hand insights into school communication, instructional methods, curriculum design, health, and safety. Based on their input, the following Actions have been prioritized for the 2025-26 LCAP:

- **Field Trips:** Students expressed a desire for field trips that connect to their interests and future goals.
- **Comprehensive Mental Health Resources:** Recognizing students' call for greater mental health support, the school will provide accessible counselors, informative workshops, and readily available wellness resources.
- **Real-World Experiences:** Students want learning that connects to their lives and helps them solve real problems.
- **Meal Program:** Students highlighted the need for consistent access to healthy food while at school.
- **Equitable Access to Technology:** Students voiced the importance of having the necessary technology at home to access school activities and assignments.
- **Curriculum Integration:** Students expressed interest in using 3D Printers and Virtual Reality in their courses and course of study.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

Priority 5: Student Engagement (Engagement)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Recognizing that students entering the school often face significant educational challenges, including credit deficiencies and below-grade-level performance in Reading, Language, and Mathematics (as indicated by NWEA assessments), the program provides comprehensive academic intervention and support. The school is dedicated to fostering student growth through Pathways Personalized Education Plans (PPEP), designed to accelerate learning, address individual needs, and prepare students for college, career, and future endeavors.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Independent Study Program: Teacher Credentials	**2023-24 Results** 100% of teachers **Data Source**: Locally Reported	**2024-25 Results** 100% of general and special education teachers with a teaching credential and EL Authorizations as of October 2025 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	Maintained 100%
M1.2	Teachers Appropriately Assigned and Credentialed	**2021-22 Results** Total teaching FTE: 6.48 Clear: 14% **Data Source**: Teaching Assignment Monitoring Outcomes, DataQuest	**2022-23 Results** Total teaching FTE: 7 Clear: 30.1% **Data Source**:	Available in 2026-27 LCAP	**Exceed the baseline results**	Total teaching FTE: Increased 0.52 Clear: Increased 16.1%
M1.3	DASS One-Year Graduation Rate	**2022-23 Results** Schoolwide: 98.3% Hispanic: 100% White: * African American: 90.9% 2+ Races: * EL: * SED: 97.5% SWD: * **Data Source**: CA School Dashboard (Additional Reports) * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 98% Hispanic: 98.2% White: * African American: * 2+ Races: * EL: * SED: 98.3% SWD: 100% **Data Source**: CA School Dashboard (Additional Reports) * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 68.8% Riverside County: 83.1%	Schoolwide declined 0.3%

M1.4	Combined Four- and Five-Year Graduation Rate	**2022-23 Results** Schoolwide: 64.5% Hispanic: 62.5% White: * African American: 80% 2+ Races: * EL: * SED: 64.3% SWD: 64.7% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 86.4% Hispanic: 86.2% White: * African American: * 2+ Races: * EL: 83.3% SED: 85% SWD: 66.7% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 54.2% Riverside County: 76.5%	Schoolwide increased 21.9%
M1.5	Chronic Absenteeism Rate	**2022-23 Results** Schoolwide: 6.8% Hispanic: 6.1% White: * African American: 9.1% 2+ Races: * EL: * SED: 5.1% SWD: 7.15 **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 0% Hispanic: 0% White: 0% African American: * 2+ Races: * EL: 0% SED: 0% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 47.1% Riverside County: 50.1%	Schoolwide improved 6.8%

M1.6	CAASPP ELA: Average Distance from Standard	**2022-23 Results** Schoolwide: -36.1 Hispanic: -27 White: * African American: -57.4 2+ Races: * EL: -58.5 SED: -57 SWD: -126.1 **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: -18.9 Hispanic: -19 White: * African American: * 2+ Races: * EL: * SED: -9.7 SWD: -117.7 **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -118.2 Riverside County: -122.6	Schoolwide improved 17.1 points
M1.7	CAASPP Math: Average Distance from Standard	**2022-23 Results** Schoolwide: -129.1 Hispanic: -123.2 White: * African American: -167.4 2+ Races: * EL: -146.1 SED: -140.7 SWD: -206.5 **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: -106.6 Hispanic: -101.1 White: * African American: * 2+ Races: * EL: * SED: -113.5 SWD: -136.6 **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -192.8 Riverside County: -197.2	Schoolwide improved 22.5 points
M1.8	Grade 11 CAASPP ELA: Met or Exceeded Standard	**2022-23 Results** ELA: 44.45% **Data Source**: DataQuest CAASPP Results	**2023-24 Results** ELA: 57.14% **Data Source:** DataQuest CAASPP Results	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 21.8% Riverside County: 14.1%	Improved 12.69%

M1.9	Grade 11 CAASPP Math: Met or Exceeded Standard	**2022-23 Results** Mathematics: 15.55% **Data Source**: DataQuest CAASPP Results	**2023-24 Results** Mathematics: 14.28% **Data Source:** DataQuest CAASPP Results	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 3.8% Riverside County: 2%	Declined 1.27%
M1.10	English Learner Progress Indicator (ELPI)	**2022-23 Results** English Learners: 68.2% **Data Source**: CA School Dashboard	**2023-24 Results** English Learners: 51.7% **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 32.5% Riverside County: 36.62%	Declined 16.5%
M1.11	English Learner Reclassification Rate	**2022-23 Results** Audeo Valley Reclassification Rate: 16% **Data Source**: Locally Reported	**2023-24 Results** School Reclassification Rate: 8% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 10%**	Declined 8%
M1.12	Measures of Academic Progress by NWEA: Reading	**2022-23 Results** Schoolwide: 71% Hispanic: 73% White: * African American: 65% 2+ Races: * EL: 62% SED: 72% SWD: 52% **Data Source**: Locally Reported * Less than 10 students – data not displayed for privacy	**2024-25 Results** Schoolwide: 67% Hispanic: 61% White: 80% African American: 83% 2+ Races: * EL: 58% SED: 64% SWD: 86% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Schoolwide declined 4%

M1.13	Measures of Academic Progress by NWEA: Language	**2022-23 Results** Schoolwide 79% Hispanic 80% White 82% African American 67% 2+ Races * EL 73% SED 82% SWD 74% **Data Source**: Locally Reported ***** Less than 10 students – data not displayed for privacy	**2024-25 Results** Schoolwide 74% Hispanic 73% White 87% African American * 2+ Races * EL 60% SED 71% SWD 81% **Data Source**: Locally Reported ***** Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Schoolwide declined 5%
M1.14	Measures of Academic Progress by NWEA: Math	**2022-23 Results** Schoolwide 71% Hispanic 67% White 73% African American 80% 2+ Races * EL 71% SED 74% SWD 77% **Data Source**: Locally Reported ***** Less than 10 students – data not displayed for privacy	**2024-25 Results** Schoolwide 65% Hispanic 63% White 72% African American 73% 2+ Races * EL 69% SED 68% SWD 71% **Data Source**: Locally Reported ***** Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Schoolwide declined 6%

M1.15	California Science Test	**2022-23 Results** Schoolwide: 11.27% Hispanic: 9.62% White: * African American: * 2+ Races: * EL: * SED: 8.16% SWD: 0% **Data Source**: DataQuest CAASPP Results * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 12.5% Hispanic: 14.81% White: * African American: * 2+ Races: * EL: * SED: 13.21% SWD: 0% **Data Source**: DataQuest CAASPP Results * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the Statewide or County DASS school average:** Statewide: Not available Riverside County: Not available	Schoolwide improved 1.23%
M1.16	Student Attendance or Participation Rate	**2023-24 Results** Schoolwide: 98.3% Hispanic: 98.1% White: 99.2% African American: 97.9% EL: 98.5% SED: 98.4% SWD: 99% Foster Youth: * Homeless: * Cadet Corps: 99.7% Pregnant/Parent: * **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy **Note:** Cumulative Attendance Rate as of March 2024	**2024-25 Results** Schoolwide: 96.2% Hispanic: 96.4% White: 97.1% African American: 94.4% EL: 97.6% SED: 96.6% SWD: 96.1% Foster Youth: * Homeless: 97.2% Cadet Corps: 98.5% Pregnant/Parent: * **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy **Note:** Cumulative Attendance Rate as of April 2025	Available in 2026-27 LCAP	**Greater than 84%**	Schoolwide declined 2.1%

M1.17	Middle School Dropout Rate	**2023-24 Results** Middle School: 0% **Data Source**: Locally Reported **Note:** Middle School Dropout Rate as of March 2024	**2024-25 Results** Middle School: 0% **Data Source**: Locally Reported **Note:** Middle School Dropout Rate as of April 2025	Available in 2026-27 LCAP	**Less than 5%**	There was no change from the 0% baseline
M1.18	High School Dropout Rate	**2023-24 Results** High School: 0% **Data Source**: Locally Reported **Note:** High School Dropout Rate as of March 2024	**2024-25 Results** High School: 0% **Data Source**: Locally Reported **Note:** High School Dropout Rate as of April 2025	Available in 2026-27 LCAP	**Less than 5%**	There was no change from the 0% baseline
M1.19	Student Confidence Survey	**2023-24 Results** Schoolwide: 95% **Data Source**: Locally Reported **Note:** Results as of March 2024	**2024-25 Results** Schoolwide: 94% **Data Source**: Locally Reported **Note:** Results as of April 2025	Available in 2026-27 LCAP	**Greater than 90%**	Declined 1%

Goal Analysis for 2024-25

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

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

Goal 1 aims to increase student engagement and academic achievement by developing, implementing, and adjusting a Pathways Personalized Education Plan (PPEP) for each student. There are seven actions under this goal. **A careful review of each action reveals no substantive differences to report**. Below is a summary of these actions:

- **Action 1**: Fully implemented the use of MAPs by NWEA, Smarter Balanced Interim Assessments, California Educators Reporting System (CERS) and Renaissance (Illuminate) Assessments to inform teaching and learning systems.
- **Action 2**: The school's English Language Development (ELD) Plan was fully implemented to provide comprehensive support for all English Learner students.
- **Action 3**: Each student had a fully developed and implemented Pathways Personalized Education Plan (PPEP). To ensure progress toward individual academic goals and successful postsecondary transitions, which included participation in enriching field trip experiences, school staff leveraged key platforms such as School Pathways and Naviance for ongoing monitoring. Learning Leads and counselors actively participated in the school's Multi-Tiered System of Supports (MTSS) to address students' unique needs and provided

guidance to both students and parents on multiple graduation pathways. Furthermore, teachers delivered live academic instruction specifically designed to enhance student skills in Math and English Language Arts (ELA) and other academic subjects.

- **Action 4**: To further support unduplicated pupils, the school provided additional academic tutoring through instructional support staff and a sustained partnership with a non-profit tutoring organization. Additionally, Learning Leads provided instructional coaching with teachers, focusing on the effective implementation of the Multi-Tiered System of Supports (MTSS). Recognizing the unique needs of special populations and further empowering all students with strong study skills and habits through the AVID program, Counselors, Equity and Inclusion staff, and the Homeless and Foster Youth Liaison offered tailored support and diligently coordinated necessary services.
- **Action 5**: Fully implemented all Special Education services for qualifying students as outlined in their IEP.
- **Action 6**: Conducted systematic monitoring of student engagement and achievement using key Data Integration System platforms, including Naviance, NWEA, Renaissance, and Achieve3000. Published and updated local monitoring tools and instruments to allow timely monitoring of key performance indicators by staff.
- **Action 7**: Staff utilized Ellevation for English Learner monitoring and instructional planning all year. To further support this work, the Data and Assessment Department consistently delivered timely Monthly Storybooks. These reports summarized the progress and achievement of unduplicated English Learners on key indicators, directly informing staff decisions about current programs and services.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.3 decreased by 44% compared to the planned budget. The preliminary budget included teaching positions for the new resource center, but they remained unfilled due to a delay in possession of the leased building by the landlord.

Additional details related to 1.3:

- Budgeted Expenditures: $990,127
- Estimated Actual Expenditures: $555,167
- Material Difference: Decrease $434,961

There are no other material differences to report for Goal 1.

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

The school is confident that all actions under Goal 1 are effectively contributing to successful student outcomes, appropriate for a DASS-identified school. The school has successfully met or is on track to meet the desired outcomes for the current three-year LCAP cycle, as detailed below:

- Independent Study Program: Teacher Credentials
- Teachers Appropriately Assigned & Credentialed
- DASS 1-Year Graduation Rate
- Combined 4- and 5-Year Graduation Rate
- Chronic Absenteeism Rate

- CAASPP ELA & Mathematics
- Grade 11 CAASPP ELA & Mathematics
- English Learner Progress Indicator (ELPI)
- English Learner Reclassification Rate
- NWEA Reading, Language & Mathematics
- California Science Test
- Student Attendance (Independent Study Participation)
- Middle School & High School Dropout Rate
- Student Confidence Survey

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

In anticipation of the 2025-26 school year, a key priority for the school is to significantly enhance student mathematics engagement and achievement through the implementation of **Action 4**. This comprehensive initiative will encompass targeted math interventions, the strategic allocation of resources, and the establishment of a **Math Study Group**. This group will foster regular collaboration and professional growth among instructional staff and leaders. Furthermore, the school will integrate two new supplemental math programs into the curriculum: Amplify Desmos and IXL Math.

Based on thoughtful reflections and valuable input from our educational partners, the following actions have been strategically adjusted or added to our plan for the 2025-26 school year:

- **1.3j:** To further cultivate student engagement and ensure equitable access to the full spectrum of school activities, including enriching field trip experiences, the school will utilize sprinter vans.
- **1.6g:** Recognizing the diverse needs of our student population, the school will strategically expand its special education support staff to provide more comprehensive and individualized assistance.

It is important to note that all established targets within Goal 1 will remain consistent for the 2025-26 school year, underscoring our ongoing commitment to these key performance measures.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	a) School staff will administer **Measures of Academic Progress by NWEA** to students in the fall and spring semesters. This data will inform targeted adjustments to curriculum and instructional strategies, ensuring we effectively address achievement gaps and support all students' academic success. b) School staff will administer the **Smarter Balanced Interim Assessments** to students in the fall semester. This data will empower instructional staff to analyze student understanding of grade-level standards and develop systematic strategies for continuous improvement in teaching and learning. c) Using the **California Educators Reporting System (CERS)**, teachers will analyze student progress and create targeted interventions to meet the diverse needs of all students, ensuring success in core subjects. d) To enhance student learning, instructional staff will strategically integrate **Instructure Mastery Connect** formative and summative assessments within the core curriculum. This data-driven approach will enable teachers to analyze student achievement, identify areas for growth, and refine teaching practices to meet the diverse needs of all learners, and inform core curriculum development and adjustments. e) Teachers will analyze student data from **Naviance**, specifically focusing on career exploration, college interests, and learning styles, to create personalized and engaging instructional plans. f) **Data and Assessment Department staff** will systematically collect and analyze data on key student achievement metrics, including student participation, chronic absenteeism, credit completion, potential dropout rates, AP course performance, and Naviance student confidence—and disseminate these findings in **Monthly Storybooks.**	$86,191	No

2	English Learner Assessment and Support Framework	a) School staff will conduct a **Home Language Survey** to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans. b) Instructional staff will **administer the ELPAC** to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification. c) Instructional staff will **collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities**, incorporating academic language development goals to ensure comprehensive support. d) **English Learner Achievement Department (ELAD)** will utilize data analysis to develop evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems. e) Instructional staff will integrate evidence-based **formative and summative English Language proficiency assessments** in personalized one-on-one or small group settings to accurately measure language acquisition. f) Instructional staff will implement **Integrated English Language Development (ELD)** strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners. g) **LREBG Action**: To fully meet the needs of the educational program, instructional staff will provide engaging and dynamic Designated ELD instruction. Utilizing **Summit K12** and blended courses, this personalized instruction will foster essential language skills for content learning, with content and delivery specifically aligned to each student's grade, proficiency, and individual learning needs. This initiative represents an allowable use of funds, as it is specifically designed to address the unique language needs of English Learners. • Metric being used to monitor action: M1.10, M1.11	$153,041	Yes

		• LREBG funds supporting this action: $1,115.04 h) School staff will **research valid and reliable assessments to measure emerging English Learners' native language literacy** to provide equitable access to standards-aligned and rigorous courses of study, provide primary language assistance, and support biliteracy.		

3	Personalized Academic Instruction and Support for All Students	a) To strengthen student support, **Human Resources staff will prioritize the hiring of Resource Center Associates, Learning Associates, and Certificated Teacher Resources**, who will provide tutoring, deliver student learning feedback, and perform other critical instructional support functions. b) **The Student Services Center (SSC) staff will gather comprehensive student data**, including transcripts, report cards, attendance, behavior, and IEP/504 plans, to create Pathways Personalized Education Plans (PPEPs). c) **Teachers will create and manage Pathways Personalized Education Plans (PPEPs)** for each student, using educational records, assessments, academic progress, and post-secondary goals to guide student growth d) Instructional staff will utilize the **School Pathways Student Information System (SPSIS)** to streamline student support by documenting attendance, tracking MTSS interventions, monitoring progress, and recording grades. e) **Counselors** will work with students to develop personalized graduation plans**, offering multiple pathways to a diploma or equivalent**, and facilitating successful post-high school transitions. f) **Teachers will implement live, small-group instruction** designed to provide individualized skill support, enabling students to achieve mastery of course objectives and content standards, and create interactive opportunities to build student connectedness. g) Instructional staff will implement **Spring Academies in April**, providing targeted test preparation in Math and ELA to equip students with the skills/knowledge needed to maximize their proficiency in key claims and targets. h) **Learning Leads** and school administrators will offer support and guidance for **effective MTSS implementation**, facilitating timely interventions to meet the diverse academic, behavioral, and social-emotional needs of all students, and systematically monitoring the	$460,963	No

impact of these interventions.

i) Instructional staff will plan and provide **personalized field trip experiences**, focusing on student interests in career and college pathways, to enhance their exploration of future possibilities.

j) The school will deploy **sprinter vans** to support student engagement in a range of activities, including field trips, school events, and Cadet Corps. This transportation solution will enhance accessibility for students.

k) Identified students will be provided with access to rigorous **GATE programs**, facilitated by specially trained teachers, which will cultivate their talents and intellectual abilities through a challenging and stimulating academic environment, enabling them to reach their full potential.

4	Targeted Math Interventions and Resources	a) Using data analysis, the **Math Study Group** will identify and prioritize key math standards and themes, informing daily instruction and targeted interventions throughout the school year. b) To support effective math instruction, the school will create a centralized, web-based **Teacher Math Resource**, offering readily accessible materials including key math themes, test preparation strategies, tutoring and intervention tools, VR integration guides, lesson plans, and targeted resources for English learners. c) Integrate the interactive features of **Amplify Desmos Curriculum** into weekly math tutorials, enabling students to explore mathematical concepts visually, manipulate variables, and receive immediate feedback, thereby fostering active learning and improved problem-solving skills. **LREBG Action**: Recent data reveals a critical need to improve student performance on the Summative SBA mathematics, particularly for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. To address this, and in accordance with LREBG's allowance for evidence-based learning supports to close learning gaps, we are **implementing IXL Math**. This platform offers personalized learning paths, immediate feedback, and motivational rewards to enhance student math proficiency. By leveraging IXL's adaptive technology, we aim to accelerate learning and effectively target areas of weakness, significantly improving student outcomes and directly contributing to learning recovery for these targeted student groups. • Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7 • LREBG funds supporting this action: $664.44 d) Utilize **Prisms Virtual Reality** mathematics to provide students with hands-on, spatial learning experiences, enabling them to visualize and manipulate mathematical concepts, thus building a strong foundation for grade-level math mastery.	$115,662	No

5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	a. **Learning Leads** and school administrators will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and **implementing the school's MTSS with fidelity**. b. To significantly increase graduation rates, the school will deploy additional **instructional support staff**, including Resource Center Associates, Learning Associates, and Certificated Teacher Resources, who will provide targeted tutoring. This focused support will address specific academic needs, ensuring students successfully complete the required graduation coursework and progress towards their diplomas. c. **LREBG Action**: Our Annual Performance Review, which included analysis of SBA results, and the Graduation Rate reported in the California School Dashboard, identified the need to improve student academic performance in ELA and Mathematics, and increase on-time graduation rates. To address these areas, and in accordance with LREBG's allowable use category of 'Accelerating progress,' we are partnering with a **community-based organization for high-dosage tutoring throughout the school week**. This tutoring is designed to target unique learner needs, focusing on developing effective study habits and accelerating Math and ELA growth. This approach will directly support improved academic outcomes and contribute to closing identified learning gaps. • Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7 • LREBG funds supporting this action: $45,234 d. **Counselors** will facilitate individualized student meetings focused on collaborative course planning and goal setting. These meetings will empower students to identify their academic, social-emotional, and behavioral needs, and work with counselors to develop tailored strategies for success, including **personalized course recommendations and support plans**. e. To drive increased graduation rates, the **Equity and Inclusion Department will focus on removing barriers to student success**. Through close collaboration with school staff, Equity and Inclusion	$338,686	Yes

		staff will identify and address the holistic needs of individual students, particularly those facing unique challenges. This includes coordinating academic support, social-emotional resources, and family assistance, ultimately creating a supportive environment that empowers all students to achieve graduation. f. Full implementation of the **AVID Program** to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness.		

6	Academic Instruction and Support for Students with Disabilities	a) **Special Education (SPED) staff** will implement a system of frequent IEP reviews to facilitate timely adjustments and ensure personalized learning for all students with disabilities. These reviews will focus on maintaining alignment between IEPs, students' current needs, and evolving goals, enabling responsive and effective educational support. b) **Special Education Learning Lead** will offer support and guidance for compliance and specialized instruction for students with disabilities. c) **Special Education (SPED) staff will collaborate with general education teachers** and support staff to ensure the effective implementation of accommodations, modifications, and supplementary aids as specified in each student's Individualized Education Program (IEP). d) Provide ongoing professional development for all staff members to ensure understanding of **Free Appropriate Public Education (FAPE) requirements** and best practices for supporting students with disabilities. e) Education Specialists will provide **Specialized Academic Instruction (SAI)**. This instruction will be tailored to each student's unique learning needs. They will focus on targeted instruction in areas of need. This ensures individualized support for students with disabilities. f) Education Specialists will coordinate **supplemental services as needed**. Students requiring additional support, such as speech therapy or occupational therapy, will receive services from a nonpublic agency (NPA) certified by the California Department of Education (CDE). This ensures individualized support for students with disabilities. g) **LREBG Action**: To address identified needs highlighted by state and local academic and engagement data, specifically for Students with Disabilities, and focus on improving their performance on SBAs and ensuring graduation within four years of high school, the school is committed to expanding its **special education support team**. This	$618,613	No

resource allocation, an allowable use of LREBG funds, directly impacts student success by integrating evidence-based staff support and ensuring all Students with Disabilities receive the personalized attention and specialized services essential for their academic and personal growth.

- Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7
- LREBG funds supporting this action: $189

h) Special Education (SPED) staff will offer **ongoing support and consultation to general education teachers** to facilitate the effective implementation of accommodations and modifications within core curriculum areas.

i) By integrating the **principles of Universal Design for Learning (UDL),** we will proactively customize learning activities and materials, ensuring multiple means of engagement, representation, and action/expression, thus fostering accessibility for all students, including those with disabilities.

j) Utilize the California **Practitioners' Guide for Educating English Learners with Disabilities** to ensure effective instruction for dually identified students.

a) The **progress of students with disabilities will be systematically monitored through data-driven assessments**, allowing for timely and targeted adjustments to their intervention strategies. This process will ensure that interventions are responsive to their unique needs and promote optimal learning outcomes.

7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	a) **LREBG Action**: An analysis of English Learner performance metrics, including data related to Long-Term English Learners, Newcomers, and Reclassified Fluent English Proficient (RFEP) students, has informed our instructional strategy. To ensure adequate academic progress, instructional staff will utilize **Ellevation as a comprehensive monitoring system**. This utilization, an allowable use of LREBG funds for additional academic services, specifically diagnostic, progress monitoring, and benchmark assessments of pupil learning, enables the timely adjustment of instructional and supplemental supports • Metric being used to monitor action: M1.10 and M1.11 • LREBG funds supporting this action: $1,119.59 b) Instructional staff will **monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students** through the PPEP Phase Meetings in July, October, January, and other instructional meetings. c) School leadership will implement a **semesterly ELD progress report**, aligned with the CA EL Roadmap, to track student progress in designated ELD courses, attendance, and reclassification readiness. d) To support English Learner success, teachers will provide families with ELD progress reports and **facilitate collaborative meetings** to discuss language acquisition, academic growth, and individual student needs. b) **Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners** performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.	$184,358	Yes

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

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

Priority 4: Student Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The school is committed to providing a rigorous and relevant curriculum that prepares students for success in the 21st century. This curriculum is grounded in the development of essential learning skills, including critical thinking, collaboration, creativity, and communication, which are vital for navigating the complexities of the modern global landscape. Adherence to California Content Standards ensures that students not only meet state-mandated educational requirements but also experience high academic expectations. Furthermore, the school prioritizes accessibility and inclusivity, ensuring that all students have equitable opportunities to thrive academically and pursue diverse college and career pathways, thereby maximizing their potential.

<table>
<tr><th>Metric #</th><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Target for Year 3 Outcome</th><th>Current Difference from Baseline</th></tr>
<tr><td>M2.1</td><td>Availability of standards aligned instructional materials to every student</td><td><table><tr><th>2023-24 Results</th></tr><tr><td>100% of students</td></tr></table>Data Source: Locally Reported</td><td><table><tr><th>2024-25 Results</th></tr><tr><td>100% of students</td></tr></table>Data Source: Locally Reported</td><td>Available in 2026-27 LCAP</td><td>100%</td><td>There was no change from the 100% baseline</td></tr>
<tr><td>M2.2</td><td>Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Science, World Language, Visual & Performing Arts, Career Technical Education, and Physical Education</td><td><table><tr><th colspan="2">2023-24 Results</th></tr><tr><td>Course Content</td><td>Course Ernollment</td></tr><tr><td>Social Science</td><td>72</td></tr><tr><td>English</td><td>92</td></tr><tr><td>Mathematics</td><td>117</td></tr><tr><td>Science</td><td>46</td></tr><tr><td>World Language</td><td>25</td></tr><tr><td>Arts</td><td>17</td></tr><tr><td>CTE</td><td>38</td></tr><tr><td>PE</td><td>27</td></tr></table>Data Source: CALPADS Fall 2 Reporting Course Data</td><td><table><tr><th colspan="2">2024-25 Results</th></tr><tr><td>Course Content</td><td>Course Enrollment</td></tr><tr><td>Social Science</td><td>54</td></tr><tr><td>English</td><td>101</td></tr><tr><td>Mathematics</td><td>80</td></tr><tr><td>Science</td><td>30</td></tr><tr><td>World Language</td><td>23</td></tr><tr><td>Arts</td><td>18</td></tr><tr><td>CTE</td><td>40</td></tr><tr><td>PE</td><td>27</td></tr></table>Data Source: CALPADS Fall 2 Reporting Course Data

Note: Note: Students are assigned only 1-2 courses at a time. Each course is designed to be completed in 3 to 4 weeks. This October course enrollment data will not reflect total course enrollments from November to June</td><td>Available in 2026-27 LCAP</td><td>100%</td><td><table><tr><th colspan="2">Year-to-Year Change</th></tr><tr><td>Course Content</td><td>Course Enrollment</td></tr><tr><td>Social Science</td><td>-18</td></tr><tr><td>English</td><td>9</td></tr><tr><td>Mathematics</td><td>-37</td></tr><tr><td>Science</td><td>-16</td></tr><tr><td>World Language</td><td>-2</td></tr><tr><td>Arts</td><td>1</td></tr><tr><td>CTE</td><td>2</td></tr><tr><td>PE</td><td>No change</td></tr></table></td></tr>
</table>

M2.3	Design and implement programs and services to **pupils with exceptional needs** that promote enrollment in college/career-focused courses, successful transitions, and social-emotional skill development	**2023-24 Results for Students with Disabilities** *Course Content* / *Course Ernollment* Social Science: 7 English: 12 Mathematics: 13 Science: 6 World Language: 5 Arts: 3 CTE: 5 PE: 3 **Data Source**: CALPADS Fall 2 Reporting Course Data	**2024-25 Results for Students with Disabilities** *Course Content* / *Course Ernollment* Social Science: 9 English: 27 Mathematics: 20 Science: 7 World Language: 5 Arts: 5 CTE: 8 PE: 6 **Data Source**: CALPADS Fall 2 Reporting Course Data **Note:** Students are assigned only 1-2 courses at a time. Each course is designed to be completed in 3 to 4 weeks. This October course enrollment data will not reflect total course enrollments from November to June	Available in 2026-27 LCAP	**100%**	**Year-to-Year Change** *Course Content* / *Course Enrollment* Social Science: 2 English: 15 Mathematics: 7 Science: 1 World Language: No change Arts: 2 CTE: 3 PE: 3

M2.4	Design and implement programs and services to **unduplicated students** that promote enrollment in college/career focused courses, successful transitions, and social-emotional skill development	**2023-24 Results for English Learners** *Course Content* / *Course Enrollment* Social Science: 4 English: 17 Mathematics: 13 Science: 5 World Language: 2 Arts: 3 CTE: 4 PE: 1 **Data Source**: CALPADS Fall 2 Reporting Course Data	**2024-25 Results for English Learners** *Course Content* / *Course Enrollment* Social Science: 5 English: 19 Mathematics: 6 Science: 3 World Language: 0 Arts: 3 CTE: 3 PE: 1 **Data Source**: CALPADS Fall 2 Reporting Course Data **Note:** Students are assigned only 1-2 courses at a time. Each course is designed to be completed in 3 to 4 weeks. This October course enrollment data will not reflect total course enrollments from November to June			**Year-to-Year Change** *Course Content* / *Course Enrollment* Social Science: 1 English: 2 Mathematics: -7 Science: -2 World Language: -2 Arts: No change CTE: -1 PE: No change
M2.5	Increase the annual number of students completing college credit courses	**2022-23 Results** Dual Enrollment: 15 Articulated Credit: 30 Total early college credit: 45 **Data Source**: Locally Reported	**2023-24 Results** Dual Enrollment: 33 Articulated Credit: 38 Total early college credit: 71 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 97 early college courses**	Schoolwide increased 26
M2.6	Maintain a comprehensive selection of college-aligned Advanced Placement and Honors course offerings	**2023-24 Results** Advanced Placement Courses Available: 10 Honors Courses Available: 10 Total offerings: 20	**2024-25 Results** Advanced Placement Courses Available: 10 Honors Courses Available: 10 Total offerings: 20	Available in 2026-27 LCAP	**Greater than 140 AP courses**	There was no change from the baseline

M2.7	Maintain High-Quality and relevant established CTE Career Pathways	**2023-24 Results** Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported	**2024-25 Results** Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 11 CTE Career Pathways**	There was no change from the baseline
M2.8	100% of Core Courses will be aligned to CCSS	**2023-24 Results** Core Courses Aligned to CCSS: 100% **Data Source**: Locally Reported	**2024-25 Results** Core Courses Aligned to CCSS: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.9	100% of Science Courses will be aligned to NGSS	**2023-24 Results** Science Courses Aligned to NGSS: 100% **Data Source**: Locally Reported	**2024-25 Results** Science Courses Aligned to NGSS: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.10	100% of ELA and Social Science Courses will be aligned to ELD Standards	**2023-24 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	**2024-25 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline

M2.11	100% of Core Courses will be UC A-G approved	**2023-24 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	**2024-25 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.12	100% of CTE Courses will be aligned to CTE Model Curriculum Standards	**2023-24 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	**2024-25 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.13	Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway	**2022-23 Results** Schoolwide: 3.9% Hispanic: 2.1% White: * African American: 6.7% 2+ Races: * EL: * SED: 2.9% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 10.2% Hispanic: 9.2% White: * African American: * 2+ Races: * EL: 8.3% SED: 10% SWD: 6.7% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide increased 6.3%

M2.14	Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU	**2022-23 Results** Schoolwide: 2.6% Hispanic: 4.2% White: * African American: 0% 2+ Races: * EL: * SED: 2.9% SWD: 5.9% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 18.2% Hispanic: 20% White: * African American: * 2+ Races: * EL: 25% SED: 17.5% SWD: 20% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide increased 15.6%
M2.15	Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway	**2022-23 Results** Schoolwide: 0% Hispanic: 0% White: * African American: 0% 2+ Races: * EL: * SED: 0% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 3.4% Hispanic: 1.5% White: * African American: * 2+ Races: * EL: 0% SED: 3.8% SWD: 6.7% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide improved 3.4%

M2.16	Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher	**2022-23 Results** Schoolwide: 0% Hispanic: 0% White: * African American: 0% 2+ Races: * EL: * SED: 0% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 0% Hispanic: 0% White: * African American: * 2+ Races: * EL: * SED: 0% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	There was no change from the baseline
M2.17	Maintain a compliant and accessible Work Experience Education (WEE) Program	**2023-24 Results** WEE Program remains compliant and available to all students for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** WEE Program remains compliant and available to all students for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Fully compliant and accessible WEE Program**	There was no change from the baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 2 aims to provide all students with a comprehensive, rigorous, and accessible course of study that prepares them for college and career pathways. This goal includes three actions**, none of which presented substantive differences upon review**. A summary of these actions is as follows:

- **Action 1**: The school's APAC department effectively aligned courses with State Standards, UC a-g, and NCAA requirements. APAC also updated and aligned the school's online curriculum to the Smarter Balanced ELA and Mathematics Assessments Blueprint. Furthermore, based on teacher and student feedback, APAC adjusted both online and textbook curricula. Demonstrating a commitment to inclusivity, the department refined curriculum and materials to be multicultural and diverse. The school also continued its efforts to recruit and challenge students to enroll in advanced curriculum offerings and provided on-site AP Exams.

- **Action 2:** The school ensured equitable access to technology by providing all students requiring home devices with a school-issued Chromebook and internet connectivity. Moreover, the school's ELD program is fully implemented and consistently maintained. Historically underserved student groups continue to have access to a challenging curriculum, including Honors and AP courses, as well as targeted instructional materials and coursework designed to accelerate foundational skills, literacy development, and credit recovery for grade-level advancement and graduation. School counselors and Equity & Inclusion (E&I) staff offered continuous academic advising, support services, and coaching to the school community.

- **Action 3:** School staff benefited from continuous and in-depth professional learning focused on preparing students for their post-secondary journeys. Counselors actively engaged the school community through various informational sessions and training programs covering crucial college and career elements. These included understanding the College Career Indicator (CCI) Prepared Criteria, navigating financial aid applications, earning early college credit, exploring Career Technical Education (CTE) pathways, utilizing the Early Assessment Program (EAP), managing AP exam registration, and engaging in work experience education. To further elevate awareness of college and career requirements, timelines, and processes, the school hosted a dedicated College and Career Week featuring guest speakers from diverse professional fields and higher education institutions. Moreover, the school offered eleven fully developed Career CTE Pathways accessible to all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.1 decreased by 30% compared to the planned budget. When the preliminary budget was developed, Audeo Valley budgeted additional FTE for teachers to align with action 2.1. The budgeted positions were unfilled due to a delay in possession of the leased building by the landlord.

Additional details related to 2.1:

- Budgeted Expenditures: $209,291
- Estimated Actual Expenditures: $ 147,192
- Material Difference: Decrease $62,099

There are no other material differences to report for Goal 2.

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

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

- Availability of standards aligned instructional materials to all students
- Provide all students with access to a broad course of study
- Design and implement programs and services to pupils with exceptional needs that promote successful transitions
- Students earning early college credits

- Maintain a comprehensive selection of AP and Honors course offerings
- Availability of CTE Career Pathways to all students
- Core courses aligned to CCSS
- Science courses aligned to NGSS
- ELA and Social Science courses aligned to ELD Standards
- Core courses are UC a-g approved
- CTE courses aligned to CTE Model Curriculum Standards
- Students completing a CTE Career Pathway and UC a-g Requirements
- Compliant and accessible Work Experience Education Program

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

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

The school remains dedicated to increasing the number of students who graduate with a diploma and meet the College/Career Indicator (CCI) prepared criteria. While our commitment is to enhance the CCI for all students, we are particularly focused on supporting our lowest-performing student groups. Consequently, based on reflections and feedback from educational partners, the following Actions have been adjusted for the 2025-26 school year:

- **2.1a**: The school will develop and implement a new Learning Management System (LMS) in Canvas to provide students with enhanced instruction, engaging activities, and timely feedback. This upgrade aims to offer more accessible resources, personalized learning pathways, and clearer communication of progress, ultimately helping more students earn credits, advance grade levels, and graduate on time.

- **2.1c**: The school is strategically prioritizing the Visual and Performing Arts (VAPA) Department to enrich and innovate art activities, with the goal of increasing student participation in the arts and fostering exploration of diverse art forms.

- **2.3i**: To enhance program monitoring and analysis, particularly regarding equitable access for diverse student groups, staff will develop an Early College Credit Storybook.

Furthermore, Metrics 2.2, 2.3, and 2.4 now focus on course enrollment data for all students, with a specific emphasis on unique learners, including Students with Disabilities and English Learners. This data is crucial for informing targeted support and ensuring equitable access to courses.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Continuating

1	Dynamic, Engaging and Standards-Aligned Curriculum	a) **LREBG Action**: To elevate student engagement and academic outcomes, the school conducted a comprehensive evaluation of student achievement and engagement data and actively listened to the insights of students and teachers. Based on these findings, the school will develop a tailored **Learning Management System (LMS) on the Canvas platform**. This initiative, an allowable use of LREBG funds for integrating evidence-based pupil support to address other barriers to learning, will focus on designing and implementing interactive content and engaging activities that directly support student learning, promote academic growth, and improve overall achievement. • Metric being used to monitor action: M1.4, M1.6, M1.7, and M1.15 • LREBG funds supporting this action: $24,353.16 b) APAC will maintain course alignment with **Common Core, ELD, and NGSS standards** through continuous review and updates. c) The **Visual and Performing Arts (VAPA) Department** will annually revise its comprehensive arts curriculum to align with state standards and integrate the arts across core subjects. Furthermore, VAPA will explore innovative opportunities, such as virtual reality and local partnerships, to enrich learning through hands-on experiences and cross-curricular projects, ultimately aiming to increase student participation and foster exploration of diverse art forms. d) APAC will regularly review curriculum to ensure alignment with **Smarter Balanced ELA and Math Assessment blueprints**. e) APAC will ensure course alignment with **UC a-g and NCAA requirements** to maximize student college and athletic eligibility. f) APAC will develop and enhance curriculum and instructional resources that integrate **culturally and linguistically responsive content and activities.** g) Instructional staff and counselors will actively **promote the benefits of advanced coursework** (Accelerated, Honors, AP) to students and families.	$251,192	No

2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	a) Provide **Chromebooks and internet services to families** in need of home technology to increase access and equity to the instructional program – close the digital divide. b) APAC will develop curriculum that is customized and blended for English Learners, with the **Universal Design Learning (UDL) Guidelines** to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities. c) Utilize **Achieve3000** as a differentiated literacy program, tailored to individual reading levels, to accelerate learning gains and build content knowledge for English Learners within the school year. d) **LREBG Action**: An analysis of English Learner student achievement data has revealed the need for targeted language and content support. In response, instructional staff will utilize **BrainPop and BrainPop ELL**, a web-based supplemental English language learning platform. This utilization, an allowable use of LREBG funds as a learning recovery program for English Learner students, will provide ELL-specific support, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge. • Metric being used to monitor action: M1.6, M1.10, and M1.11 • LREBG funds supporting this action: $383.12 e) Instructional staff will conduct outreach and recruitment to English Learner, Foster Youth, and Low-Income students with the focus **on providing equitable access to the same educational program** and services as all students, including access to Accelerated, Honors and Advanced Placement (AP), Gifted and Talented Education, and the Early College Credit Program.	$194,238	Yes

3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	a) Curriculum and Professional Development staff will regularly evaluate and update the course offerings list to ensure it reflects the current requirements for **college, university, career, and military pathways**. b) School staff will continue to offer **CTE courses and Certification programs** which are aligned to CTE Model Curriculum Standards. c) School staff will organize an engaging annual **College and Career Week**, connecting students with field experts and representatives through informational presentations and interactive workshops focused on post-secondary opportunities. d) Create a comprehensive **Early College Credit Resource Guide**, including a clear vision and mission, to ensure consistent program implementation school wide. e) Expand **Early College Credit access** for all students through strategic Dual Enrollment and Articulation partnerships with local colleges. f) Proactively inform students and families about Early College Credit academic and social emotional benefits, deadlines and course offerings through **comprehensive counseling outreach**. g) Deliver targeted Early College Credit **information and training through diverse platforms**, including Open House, Senior Night, Family Learning Series, and college workshops. h) **Collaborate with local colleges** to offer comprehensive Early College Credit onboarding, including informational sessions, application support, and orientations. i) **Track and analyze Early College Credit participation** and outcomes through a comprehensive "storybook" approach, with specific attention to diverse student populations (Special Education, English Learners, GATE, Homeless). j) Utilize **professional learning communities to analyze Early College Credit data** ("storybook") and identify trends, strengths, and	$171,664	No

		areas for improvement. k) Proactively collaborate with support staff and homeless liaison to identify and eliminate barriers, guaranteeing **equitable access to tuition-free Early College Credit** for all students, supported by the College & Careers Access Pathways Grant. l) Counseling staff will actively promote and educate students on the benefits of work-based learning opportunities, including the **Work Experience Education Program and Service Learning**, to prepare them for future careers. m) School staff will coordinate and oversee the administration of **Advanced Placement (AP) exams** during designated testing windows, providing students the opportunity to earn college credit and placement. n) To ensure grade 12 students are effectively prepared for diverse post-high school pathways, including college, university, military, and workforce entry, instructional staff will provide **targeted support in the development of their Pathways Portfolio**. This graduation requirement emphasizes the development of digital literacy and strategic planning.		

Goal

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

State Priorities addressed by this goal.

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

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The school prioritizes data-informed professional learning, designed to align teaching strategies with the specific academic needs and strengths of students. By analyzing performance data, the school ensures that professional development is relevant and effective, enhancing instructional quality and maximizing teacher impact. This data-driven approach also facilitates ongoing adaptation and refinement of teaching practices to meet evolving educational standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	90% of teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for all pupils, including English Learners	**2022-23 Results** 100% of teachers as of April 2023 **Data Source**: Locally Reported	**2024-25 Results** Not Available **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	N/A
M3.2	90% of teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards	**2022-23 Results** 100% of teachers as of April 2023 **Data Source**: Locally Reported	**2024-25 Results** Not Available **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	N/A
M3.3	English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction	**2023-24 Results** 6 ELAD trainings **Data Source**: Locally Reported	**2024-25 Results** 10 ELAD trainings **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least six English Learner trainings offered throughout the school year**	Increased 4

M3.4	90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	**2023-24 Results** 100% of teachers **Data Source**: Locally Reported	**2024-25 Results** 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	There was no change from the 100% baseline
M3.5	90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	**2022-23 Results** 99% of staff as of April 2024 **Data Source**: Locally Reported	**2023-24 Results** 99% of staff as of March 2025 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	Declined 1%
M3.6	90% of students surveyed will report high levels of satisfaction with their overall educational experience	**2023-24 Results** 96% of students **Data Source**: Locally Reported	**2024-25 Results** 96% of students surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	There was no change from the 96% baseline
M3.7	90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience	**2023-24 Results** 94% of parents and family **Data Source**: Locally Reported	**2024-25 Results** 100% of parents and family members surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	Improved 6%

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 3 centers on equipping instructional staff with continuous support and professional learning to effectively address the diverse needs of students and their families. This goal encompasses three key actions. A comprehensive review indicated that nearly all planned strategies were successfully implemented. Below is a summary of the actions within Goal 3:

- **Action 1**: The Curriculum and Professional Development Department designed and developed a comprehensive Professional Learning Calendar and Catalog based on strategic goals, staff needs, and educational partner feedback. Altus University (AU) provided various professional development opportunities focused on enhancing teacher effectiveness in core standards (CCSS, NGSS, ELD), CTE, online instruction (including LEC certification), curriculum differentiation (including GATE), staff leadership development, and support for new and select teachers. Specialized training was available for Special Education staff (IEP, assessment, differentiation) and instructional staff (WRITE literacy program). Furthermore, the school embedded social-emotional learning in all offerings and provided specific training in college/career readiness (AVID), whole-child support (YMHFA, suicide prevention), and safety protocols (ALICE). Learning Leads utilized a Teaching Observation rubric to conduct observations, ensuring the implementation of professional development learnings.

- **Action 2**: This school year, instructional staff received comprehensive training on the CA EL Roadmap and various aspects of the English Learner Plan, including Designated ELD, ELPAC administration, data analysis, and effective strategies. Specialized training was also provided on implementing the Summit K12 curriculum and addressing the unique needs of newcomer, immigrant, and refugee students. Furthermore, staff received support utilizing Achieve3000 to enhance EL literacy, while counselors focused on college preparation for vulnerable student populations, and all staff learned trauma-informed practices to support Homeless and Foster Youth.

- **Action 3**: In the fall semester, the school provided a Math Literacy Summit centered on data analysis, evidence-based instruction, and support for special populations. The school partnered with a math expert/organization to deliver ongoing professional learning focused on culturally responsive math instruction. Additionally, a Math Study Group met regularly to discuss effective intervention and instruction in independent study. The school also provided training and time for staff to use the California Educators Reporting System (CERS) to analyze student math data and inform instruction for underperforming groups, and the Math Specialist offered professional learning on VR mathematics and strategies for supporting English Learners in math.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

3.1 decreased by 28% compared to the planned budget. When the preliminary budget was developed, Audeo Valley budgeted additional FTE for teachers to support professional development. Due to the budgeted FTE positions not being filled, estimated actuals decreased by $13,680.

Additional details related to 3.1:

- Budgeted Expenditures: $48,638
- Estimated Actual Expenditures: $34,958

There are no other material differences to report for Goal 3.

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

Goal 3 Actions have significantly enhanced high-quality teaching and learning at the school for **all students**, including unduplicated pupils. Goal 3 Metrics were met for the 2024-25 school year, demonstrating the **effectiveness of these initiatives**. A summary of these achievements is provided below:

- Teachers participated in at least 60 hours of annual professional learning.
- Teachers participated in at least 10 hours of annual Math professional learning.
- English Learner Achievement Department provided at least six trainings focused on supporting the unique needs of English Learner students.
- Teachers have completed Leading Edge Certification (LEC) within three years of their initial employment.
- Staff report high levels of training relevance at Altus University sessions.
- Students report high levels of satisfaction with their educational experience.
- Parents and family members report high levels of satisfaction with their child's overall educational experience.

Our Professional Learning System effectively addresses the specific needs of our educational partners. While school administration is encouraged by the Goal 3 Metric results, we recognize the necessity for continuous and intensive training and coaching for instructional staff to elevate math and ELA achievement further. This sustained focus will guarantee that all students receive high-quality instruction, setting them up for academic success. Professional development remains a central priority in our commitment to maintaining and strengthening teaching excellence.

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

Goal 3 Metrics will remain unchanged for the 2025-26 school year, as educational partners believe that the current metrics comprehensively measure the effectiveness of the professional learning system.

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

- **3.1c**: Responding to staff and administrator requests, the school will use LREBG funds for the Clifton Strengths assessment to identify employee strengths. This will inform tailored professional development to improve instruction and learning for better student outcomes.

- **3.1m**: Addressing staff and administrator requests to value students' cultural and linguistic diversity, Altus University will provide LREBG-funded training on culturally and linguistically responsive teaching. This evidence-based training will equip teachers to improve student engagement and learning outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Continuating

1	Professional Learning Focused on Improving Academic Performance for All Students	a) Aligning with strategic initiatives, and responding to staff and partner feedback, the Curriculum and Professional Development Department will design and deliver a targeted **Professional Learning Calendar and Catalog**. b) Altus University (AU) will provide **professional development trainings designed to enhance teacher effectiveness** in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards, ultimately improving student learning outcomes. c) **LREBG Action**: Recognizing the importance of customized training and leveraging individual strengths, as directly requested by staff and administrators, the school will provide access to the **Clifton Strengths** assessment. This, an allowable use of LREBG funds for integrating evidence-based pupil support through staff training, will provide employees with a clear understanding of their unique strengths. Professional development will then be tailored to focus on applying these strengths to enhance instructional practices, improve teaching and learning, and ultimately drive positive student outcomes by fostering a more effective and collaborative learning environment. • Metric being used to monitor action: M3.5 • LREBG funds supporting this action: $537.39 d) Learning Leads and school administrators will conduct formal observations using a **Teaching Observation rubric aligned with the 5 Dimensions of Teaching and Learning framework**. These observations will provide teachers with targeted feedback to support the implementation of professional development learnings. e) Altus University (AU) will provide professional development to increase **staff knowledge of CTE standards and instructional strategies**. This will strengthen CTE programs and improve student transitions to post-secondary education and employment f) Altus University (AU) will provide comprehensive professional development designed to improve teacher online instructional delivery. This program will include training on best practices,	$55,722	No

technology integration, and student engagement, with the added benefit of supporting teachers in achieving **Leading Edge Certification (LEC)**, a national certification demonstrating advanced proficiency in educational technology.

g) To enhance Special Education practices, staff will participate in **specialized training on IEP compliance, assessments, and differentiated instruction**, delivered by experts including the Special Education Administrator, Special Education Learning Lead, School Psychologists, and SELPA personnel.

h) Altus University (AU) will offer professional development to advance equitable teaching practices through differentiation of curriculum and instruction, providing opportunities for educators to earn **GATE certification and demonstrate specialized knowledge**.

i) Offer **staff training in AVID strategies** and other college/career readiness best practices, focusing on areas such as academic support, college application guidance, and student motivation, to improve UC a-g completion rates among low-income students.

j) Altus University (AU) will empower staff to become effective leaders through professional development training sessions and mentorships, featuring **Executive Studies and Fellows Projects** that promote strategic innovation and program advancement.

k) AU provided comprehensive **professional development for new teachers**, covering essential areas such as student engagement, data-driven instruction, MTSS implementation, technology integration, independent study compliance, equity and inclusion, and alignment with the school's vision and values.

l) AU will strategically integrate **social-emotional learning (SEL) activities into all professional development** to empower teachers with the knowledge and skills necessary to support student SEL.

m) **LREBG Action**: Based on feedback from instructional staff and school administrators, who emphasized the necessity of an educational approach that recognizes the importance of incorporating students' cultural and linguistic backgrounds into their learning

experiences and valuing their diverse backgrounds as assets in the classroom, Altus University will provide training on **culturally and linguistically responsive teaching and learning**. This training, which integrates evidence-based pupil support through staff training, and is therefore an allowable use of LREBG funds, will provide teachers with the tools and mindset shifts necessary to increase student engagement and learning outcomes.

- Metric being used to monitor action: M3.5
- LREBG funds supporting this action: $2,238.55

n) Targeted professional development to **support teacher growth and address areas identified for improvement** in annual performance evaluations.

o) Implemented comprehensive professional development focused on the whole child, addressing physical, mental, and social-emotional well-being. This included specialized training in **Youth Mental Health First Aid (YMHFA)** and Suicide Prevention and Intervention.

p) Provide **ALICE Training** and collaborative practice for all school personnel, addressing prevention, mitigation, response, and recovery strategies for violent critical incidents.

q) The school will implement a comprehensive **AI training program for all staff**, addressing the safe and ethical deployment of AI technologies in education. This program will focus on practical applications, data security, and the responsible use of AI to support student learning and administrative efficiency.

r) Professional development will be provided to instructional staff on the pedagogical integration of **Magic School AI**, focusing on how to use the platform to create engaging learning experiences and support student achievement.

s) To ensure the successful transition and professional growth of certificated educators seeking to clear their credentials, the school will provide a tuition-free, mentor-driven **Teacher Induction Program**. This program will emphasize collaborative learning, peer observation, and personalized coaching, empowering teachers to

		refine their pedagogical practices and contribute to a culture of continuous improvement.	

2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	a) Instructional staff will **receive training on the CA EL Roadmap** to build understanding and expertise about the needs of ELs and research-based programs and practices. b) **English Learner Achievement Department (ELAD)** will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Integrated and Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies. c) Instructional staff will receive **specialized training on effectively implementing Summit K12** designated ELD curriculum, student engagement, and proficiency level growth. d) **LREBG Grant**: After analyzing EL student performance on SBAs and graduation rates, the school identified this population as requiring ongoing and specialized support. To provide this, and as an allowable use of LREBG funds focused on providing learning recovery programs for ELs and professional learning, instructional staff will access the **Ellevation Strategies platform**. This platform offers **personalized, on-demand professional learning modules and instructional activities**. These resources include research-based strategies and differentiated instruction techniques, all connected to real-time EL data, enabling targeted and data-informed instruction, and improving performance outcomes. • Metric being used to monitor action: M1.4, M1.6, M1.7, M1.10, M1.11, and M3.5 • LREBG funds supporting this action: $91.74 e) Instructional staff will receive specialized training on how to meet the **unique needs of newcomer, immigrant, and refugee students** who may be new to the country/school system. f) Instructional staff will receive specialized professional learning, including the San Diego County Office of Education's (SDCOE) **WRITE program, focused on enhancing literacy skills** and	$140,949	Yes

		academic achievement for underserved students. g) **Achieve3000 training, coaching and support for instructional staff** which is focused on program integration, best practices, and data analysis which will improve English Learner students' literacy skills. h) Offer **specialized counselor training to equip low-income, foster youth, and first-generation students** with resources for successful college transitions, including financial aid, scholarships, and academic preparation. i) The school will implement professional development for staff on research-based strategies and **trauma-informed practices,** specifically designed to increase school engagement and support the unique needs of homeless and foster youth.		

3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	a) The school will implement a **Math Literacy Summit** during the fall semester to enhance teacher capacity in data analysis, evidence-based mathematical instruction, and strategies for effectively supporting special populations, ultimately improving student math achievement. b) The school will develop a **strategic partnership with a mathematical expert or organization** to deliver ongoing and sustained professional learning that centers on culturally responsive instructional practices in mathematics, ultimately enhancing student achievement. c) The school will implement a regular **Math Study Group** to facilitate in-depth discussion and collaboration among educators on effective academic intervention and instruction strategies specifically tailored for independent study environments, with the goal of improving student outcomes. d) To enhance data-driven instruction, instructional staff will receive comprehensive training, ongoing support, and dedicated time to utilize **CERS for analyzing individual student math achievement data**. This analysis will directly inform targeted instructional planning aimed at improving outcomes for underperforming student groups. e) The Math Specialist will lead professional learning and provide ongoing support to staff on the effective **implementation of Virtual Reality (VR) mathematics.** This initiative will establish clear schoolwide instructional protocols for VR integration within the core curriculum, aiming to significantly enhance student engagement and improve overall math achievement. f) To better support English Learners, the Math Specialist will provide **targeted professional development to teachers, education specialists, and CTRs** on effective curriculum implementation and instructional strategies, focusing on grade-level content access and academic vocabulary development. g) **LREBG Action**: An analysis of student math performance data revealed the need for a supplemental targeted mathematics platform,	$146,796	Yes

		as well as training and support in how to effectively implement it. To meet this need, and as an allowable use of LREBG funds for accelerating progress and closing learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, the school will utilize **IXL Learning**. **Comprehensive training and sustained support** will be provided to instructional staff by IXL Learning, ensuring effective program integration. • Metric being used to monitor action: M1.7, M3.5 • LREBG funds supporting this action: $29.15		

Goal

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

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A safe, secure, and supportive educational environment is paramount. This positive school climate fosters belonging, trust, and open communication, empowering students to learn and collaborate. It cultivates resilience, academic persistence, and essential social-emotional skills, crucial for both educational and lifelong success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	Maintain a Suspension Rate at 1.5% or less for All Students and Student Groups	**2023-24 Results** Suspension Rate: 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of May 2024	**2024-25 Results** Suspension Rate: 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of April 2025	Available in 2026-27 LCAP	**Less than 1.5%**	There was no change from the 0% baseline
M4.2	Maintain an Expulsion Rate at 1.0% or less for All Students and Student Groups	**2023-24 Results** Expulsion Rate: 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of May 2024	**2024-25 Results** Expulsion Rate: 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of April 2025	Available in 2026-27 LCAP	**Less than 1%**	There was no change from the 0% baseline
M4.3	More than 90% of students surveyed annually will report high levels of School Safety satisfaction	**2023-24 Results** 100%% of students **Data Source**: Locally Reported	**2024-25 Results** 95% of students surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	Declined 5%
M4.4	More than 90% of parents surveyed annually will report high levels of School Safety satisfaction	**2023-24 Results** 94% of parents and family **Data Source**: Locally Reported	**2024-25 Results** 97% of parents and family surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	Improved 3%
M4.5	Maintain a School Safety Plan that meets the needs of educational partners and is compliant	**2023-24 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Compliant School Safety Plan**	There was no change from the baseline

Goal Analysis for 2024-25

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

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

Goal 4 aimed to foster a safe and supportive school culture for all educational partners. Throughout the 2024-25 school year, the three Actions within this goal were **fully implemented and consistently maintained**, resulting in **no significant changes to report**. These ongoing efforts have helped to cultivate a more inclusive and positive atmosphere, benefiting students, staff, and the wider community. A summary of the key initiatives and their impact under Goal 4 is provided below:

- **Action 1**: During the 2024-25 school year, the school took several actions to promote school safety and well-being. We established regular meetings of the Executive School Safety Committee and designated Safety Ambassadors at each Resource Center who participated in quarterly training. Operations and Facilities staff ensured the review and update of safety equipment, while ZenDesk was consistently used for facility management, and Brivo card access controls were utilized at all school locations. Furthermore, based on survey data, the school enhanced mental health services, provided nursing support, and created a Mental Health & Wellness Hub; they also sought input on safety planning and offered annual professional learning for staff on various safety and health-related topics.

- **Action 2**: The school implemented several actions to support student well-being. Equity and Inclusion staff developed a mental health referral process connecting students and families to various supports. Additionally, a Healthy Youth Therapist began providing counseling and case management, while the Healthy Youth Department organized a Wellness Week and the RISE broadcast series. Furthermore, the school implemented AVID's SEL and the Character and Leadership Development Program, and instructional staff offered supportive small group learning environments. Finally, the school updated its website with information on food and wellness resources, and the Meal and Nutrition Program continued to promote student health.

- **Action 3**: School enrollment staff tagged incoming foster youth in the SIS, allowing the Homeless and Foster Youth Liaison to address their various needs through ongoing case management and collaboration with instructional staff. Furthermore, a Healthy Youth Therapist offered targeted support to low-income students and foster youth, and the school integrated relevant resources into its mental health and wellness hub.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences to report for Goal 4.

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

Educational partners expressed high satisfaction with the Goal 4 Actions, recognizing their significant contributions to creating a safe and supportive school culture conducive to teaching and learning. Due to the successful implementation of these actions, the school was able to meet all 2024-25 Metrics. This achievement reflects the **effectiveness** of the strategies in fostering a secure and nurturing environment for the entire school community. A summary of these achievements is provided below:

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

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

For the 2025-26 school year, all Goal 4 Metrics will remain unchanged, as educational partners are satisfied with them. This continuity reflects confidence in the existing metrics to accurately assess and support the ongoing efforts to maintain a safe and supportive school environment.

However, based upon reflections and educational partner input, the following Actions have been adjusted for SY 2025-26:

- **4.2k**: For the 2025-26 school year, the school will implement an online training curriculum to support lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) cultural competency among teachers and certificated employees, aiming to foster a safe and supportive school environment.

- **4.3e**: the school will deploy calming carts to designated areas to promote student emotional well-being and enhance self-regulation skills. These carts will contain various sensory tools, mindfulness resources, and calming activities, directly supporting social-emotional learning (SEL) initiatives.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Continuating

1	Safe and Supportive School Environment for All Students	a) The **Executive School Safety Committee** will convene regularly to ensure the effective implementation and continuous improvement of the School Safety Plan, fostering a safe and secure learning environment. b) To enhance safety preparedness, each Resource Center will designate a **Safety Ambassador** who will receive quarterly training, serve as an information liaison to colleagues, ensure the implementation of safety protocols, and facilitate discussions on ALICE Training key takeaways regarding preparation for violent critical incidents in the school setting. c) **Operations and Facilities staff** will develop and maintain a comprehensive process for the systematic review and update of critical equipment and tools, including communication systems, emergency response kits, and personal protective equipment, to ensure optimal functionality and readiness. d) The school will ensure healthy and productive learning environments by continuously monitoring and strategically upgrading **HVAC systems** to provide optimal air quality and comfortable temperatures for all students and staff. e) The school will continue to employ the **Brivo Access** system to effectively manage and monitor the flow of students, staff, and visitors into all resource centers, enhancing overall building security. This system ensures that only authorized individuals can access these areas, contributing to a safer learning and working environment. f) To better support student well-being, the school will leverage **California Healthy Kids Survey** data to enhance existing mental health and wellness services and programs. g) The school will provide dedicated **nursing services** to address students' physical health needs and support their social-emotional well-being, fostering a healthy and supportive learning environment. h) **To promote health awareness, the school will display flyers** at each resource center addressing topics such as cold, flu, and	$69,862	No

		COVID-19 symptom differentiation, mental health coping strategies and resources, human trafficking awareness and prevention, suicide prevention, and access to support services. i) The school will expand and maintain the **Mental Health & Wellness Hub**, providing educational partners with consistently updated essential information, evidence-based resources, and strategic partnerships. This hub will continue to address crucial areas such as bullying prevention and intervention, human trafficking of children, mental health support, suicide prevention, teen dating violence, and other related wellness topics. j) The school will conduct **annual professional learning** for all staff, providing essential training on Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR, Fentanyl Awareness, and First Aid to ensure a safe and informed school environment. k) Implement online training curriculum to support lesbian, gay, bisexual, transgender, queer, and questioning **(LGBTQ+) cultural competency training** for teachers and certificated employees to support a safe and supportive school environment. l) School staff will receive training opportunities on **human trafficking prevention,** curriculum and the school's Human Trafficking School Safety Protocol.		

2	Social, Emotional, and Behavioral Support Systems for All Students	a) Equity and Inclusion staff will maintain and strengthen the **mental health referral process**, designed to connect students and families with essential mental health and wellness resources and support systems. This will include facilitating access to school-based services, community-based organizations, and crisis intervention resources such as 988, as well as providing information on key areas like suicide prevention, teen dating violence, and human trafficking awareness. b) To promote student well-being, the Healthy Youth Department will implement a **Wellness Week** focused on key themes of student connection and self-care. Activities and resources will emphasize practical coping strategies, including spending time in nature, staying hydrated, getting enough sleep, exercising, connecting with others, eating healthy food, doing stretches, and practicing gratitude. c) To support students' social-emotional development, the Healthy Youth Department will provide **Resilience in Student Education (RISE)**, a series of live interactive broadcasts focused on building Social and Emotional Core Competencies. These broadcasts will equip students with essential skills for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, contributing to their overall resilience and well-being. d) To foster positive student development, instructional staff will provide **small group learning environments**, both in the resource center and through distance learning, designed to promote positive communication, responsible behavior, and a sense of accountability among students.	$142,939	No

3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	a) The **Character and Leadership Development Program** will provide opportunities for students to develop character and leadership skills while also promoting their health, wellness, and academic achievement. This will include emphasizing the importance of mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices. b) To foster student success, the school will implement **AVID's social and emotional learning (SEL) framework**. This implementation will support students in meeting their diverse needs, pursuing their academic and career goals, and effectively leveraging their college and career readiness skills. e) **LREBG Action**: To support student health and well-being, the school will implement a **Meal Program**. This program will ensure students have access to nutritious meals, with breakfast and lunch provided at no charge. The school will adhere to relevant regulations, and information on additional food assistance programs will be made available to families. • Metric being used to monitor action: M1.16, M4.3, M4.4 • LREBG funds supporting this action: $17,607.27 c) To better support homeless and foster youth, the school will create and integrate dedicated resources within the school's **Mental Health and Wellness Hub**, providing access to essential services and information. d) **Healthy Youth Therapists** will offer counseling services, facilitate connections to school-based and community-based mental health supports, and manage student cases to ensure access to comprehensive services that address their social-emotional, mental health, and physical well-being. e) To promote student emotional well-being and enhance self-regulation skills, the school will deploy **calming carts** to designated areas. These carts will contain a variety of sensory tools, mindfulness resources, and calming activities, directly supporting social-emotional learning (SEL) initiatives.	$31,703	Yes

4	Collaborative Support Systems for Foster Youth	a. School **enrollment staff will identify and tag incoming Foster Youth students within the Student Information System (SIS)**. This process will enable the Homeless and Foster Youth Liaison to provide targeted support and ensure that these students' academic, physical, mental health, and social-emotional needs are comprehensively met. b. The **Homeless and Foster Youth Liaison will provide ongoing case management services** to support students and will collaborate with instructional staff to coordinate resources and interventions as needed.	$62,933	Yes

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The school is committed to developing innovative, community-based resource centers that provide holistic support for students. These resource centers will integrate advanced technologies, promote well-being, and foster strong community connections to enhance the educational experience. By creating these dynamic spaces, we aim to ensure every student has access to the tools and support necessary to reach their full potential, fostering a culture of growth and collaboration within our community.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.1	100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning	**2023-24 Results** 100% of school facilities **Data Source**: Locally Reported	**2024-25 Results** 100% of school facilities **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of school facilities**	There was no change from the 100% baseline
M5.2	Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events	**2023-24 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels **Data Source**: Locally Reported	**2024-25 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels • LCAP Engagement Surveys • Mental Health Parent Notifications • ParentSquare Weekly Communication **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students**	Increased opportunities for parental and family participation

M5.3	Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences	**2023-24 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways	**2024-25 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways	Available in 2026-27 LCAP	**Maintain or expand opportunities for parental and family member participation for students with exceptional needs**	Maintained opportunities for parental and family participation
M5.4	Maintain connections to community partners that support the academic, physical, and social-emotional needs of students, parents, and family members	**2023-24 Results** 8 community-based partnerships **Data Source**: Locally Reported	**2024-25 Results** 8 community-based partners and alliances **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 8 community partners**	Maintained 8 partners

M5.5	Provide six Family Learning Series Trainings to all parents and family members	**2023-24 Results** 12 Family Learning Series were provided **Data Source**: Locally Reported	**2024-25 Results** 11 Family Learning Series were provided **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 6 trainings**	Declined 1
M5.6	90% of parents will report that Resource Centers provide innovative learning opportunities for students	**2023-24 Results** 100% of parents and family members **Data Source**: Locally Reported	**2024-25 Results** 100% of parents and family members **Data Source**: Locally Reported	Available in 2026-27 LCAP	**More than 90%**	There was no change from the 100% baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 5 focuses on establishing innovative community-based resource centers that actively engage students, parents, and families. Recognizing the school's non-classroom based instructional model, leadership is committed to providing a physical school environment that fosters student interaction, live instruction, access to resources, and regular engagement with school staff throughout the week. The two Actions within Goal 5 are closely aligned in their purpose. Upon review, school staff have determined that there are **no substantive differences to report between their implementation**. A summary of these key Actions follows.

- **Action 1**: School staff offered information and resources at Open House and Senior Night events and provided a Family Learning Series with training and collaboration opportunities. Instructional staff delivered individualized support to families on web-based programs like the SIS Portal, Edgenuity, Achieve3000, and Naviance. The school maintained an Alumni Community to keep graduates connected and involved. Furthermore, Technology and Operations staff maintained innovative resource centers enhanced with educational technology to engage students.

- **Action 2**: The school demonstrated its commitment to accessibility by providing an annual Family Resource Night to educate parents on available programs and services, particularly aimed at historically underserved students. To further enhance access, transportation services were coordinated for Foster Youth to enable their participation at the resource center. The school actively sought input from English Learner families by facilitating interactive ELAC meetings focused on the English Learner Plan and its needs assessment. Moreover, they utilized ELD progress report cards to involve these families in understanding progress and setting goals, alongside offering translated materials and ensuring bilingual staff were available at resource centers.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

5.1 decreased by 49% compared to the planned budget. This variance is due to the delay in possession of leased building from the landlord. The original budget included anticipated lease payments as well as the purchase of furniture and technology equipment for the resource center. However, these expenses were postponed as the facility was not available for use.

Additional details related to 5.1:

- Budgeted Expenditures: $773,437
- Estimated Actual Expenditures: $394,921
- Material Difference: Decrease $378,516

There are no other material differences to report for Goal 5.

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

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

- School facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning.
- The school expanded opportunities for parental and family member participation for low-income, English learners, and foster youth students in trainings, advisory meetings, and school events.
- Staff increased opportunities for parental and family member participation for students with exceptional needs.
- Formal partnerships with community-based organizations were maintained by the school to ensure comprehensive support for the well-being of every child.
- Monthly Family Learning Series offered to parents and family members.
- Parents and family members who completed an LCAP Survey reported that the Resource Center provided their child with innovative learning opportunities.

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

All Goal 5 Metrics will remain unchanged for the 2025-26 school year, as educational partners are satisfied with their effectiveness. This continuity demonstrates a strong confidence in the current metrics' ability to accurately assess and support the ongoing efforts to establish innovative community-based resource centers that actively engage students, parents, and family members.

However, based on reflections and input from educational partners, the following Actions have been adjusted for the 2025-26 school year to better meet our goals and enhance our initiatives:

- **5.2b**: To further enhance innovative teaching, the school is integrating 3D printing with the acquisition of MakerBot Sketch Large printers. This initiative will offer all students hands-on STEAM exploration. Comprehensive teacher training will support effective technology integration, equipping students for 21st-century careers.

- **5.2d**: To foster instructional innovation, the school will provide instructional staff with access to MagicSchool AI. This will empower them to optimize instructional planning, personalize learning pathways, and develop curriculum that integrates responsible AI usage, leading to more dynamic and effective teaching.
- **5.2e**: Demonstrating a commitment to innovation, the school's California Cadet Corps will offer a novel Aviation Program focused on hands-on learning with unmanned drones. This program is strategically designed to equip students with foundational knowledge and practical skills vital for future careers in piloting and related aerospace industries.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Continuating

1	Strengthening Community: Communication, Support, and Access	a) The school will enhance communication by hosting **Open House and Senior Night events**, providing students and families with direct access to key school information and resources, including academic programs, student support services, and graduation requirements. b) Altus Schools will launch a comprehensive **Family Learning Series** that will empower families in supporting student success. The series will cover key areas including advanced academic programs (AP and Early College Credit), student support services, mental health, responsible technology use, and career pathways. c) Building upon its established **Alumni Community**, the school will further expand opportunities for graduates. Alumni will continue to engage through guest speaking, panel participation in Senior Exhibitions, and ongoing networking initiatives. d) Instructional staff will employ **ParentSquare** to ensure accessible and timely information sharing with students, parents, and families regarding the educational program. This proactive communication will keep everyone informed about academic progress, events, and resources, fostering active participation and a strong school-home partnership. e) To evaluate student well-being and school climate, the school will **administer the California Healthy Kids Survey (CHKS)**, gathering data on student perceptions of mental health, social-emotional health, and their sense of belonging within the school community. f) The school will embed a **confidential feedback form within the Mental Health and Wellness Hub** to facilitate collaborative support. This will allow educational partners to share insights and request assistance while maintaining privacy. g) The school will continue to provide **AltusGo**, a web-based platform that offers students streamlined access to essential school resources, including key instructional tools, resources, and support services. h) The school will leverage technology platforms, including **DocuSign, Zoom, and Adobe**, to enhance collaboration with educational	$553,164	No

partners. DocuSign will streamline digital signatures, Zoom will facilitate virtual meetings, and Adobe will support document sharing and editing. This integrated approach will foster efficient and effective partnerships, ultimately benefiting student outcomes.

i) The Communications Department will **enhance the school website** to provide accurate and timely information to parents and community members, ensuring compliance with all educational requirements. The website will also feature interactive elements, allowing visitors to easily ask questions, provide feedback, and connect with school staff.

j) To maximize reach and recruit students and families in need of innovative learning methods, the school will conduct a **broad marketing initiative encompassing diverse formats** such as bus advertisements, television and radio spots, print materials, and targeted online search campaigns, all focused on re-engagement and post-high school preparation.

k) To recognize and celebrate student accomplishments, the school will provide **promotion and graduation ceremonies** at the end of the academic year. Families and guests are invited to attend these special events, which honor the hard work and achievements of our students.

2	Integrating Advanced Technologies into Education	a) Enhance career exploration and workforce readiness by providing students with immersive **Transfr Virtual Reality** simulations, leading to increased engagement, improved skill retention, and greater confidence in their future career choices. b) The school is expanding its innovative teaching methods by introducing **3D printing with MakerBot Sketch Large printers**. This initiative will provide all students with opportunities to explore STEAM fields through practical, hands-on projects. Teachers will receive thorough training to ensure effective integration of this technology, preparing students for the evolving demands of the 21st century workforce. c) To ensure optimal learning experiences aligned with Next Generation Science Standards, school staff will proactively maintain and enhance facilities, equipment, and instructional materials. This includes integrating **Vernier temperature probes, pH sensors, and motion detectors** into lab activities, allowing students to gather accurate, real-time data for experiments in physics, chemistry, and biology. This commitment to 'best practices' will provide students with a safe and effective lab environment for scientific exploration and discovery, aligning with modern scientific practices. d) Provide instructional staff with access to **MagicSchool AI** to optimize instructional planning, personalize learning pathways, and develop curriculum that integrates responsible AI usage. This will enable educators to effectively leverage AI tools and guide students in navigating the ethical and practical aspects of AI technology. e) The school's California Cadet Corps will offer an innovative **Aviation Program centered on hands-on experience with unmanned drones**. This program is strategically designed to equip students with foundational knowledge and practical skills vital for future careers in piloting and related aerospace industries.	$106,676	No

3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	a) The school will continue to host our annual **Family Resource Night** at the beginning of the school year. This event will empower families, especially those from historically underserved communities, with information about our educational programs and services. We will focus on ensuring equitable access and opportunities for all students. b) To enhance accessibility for foster youth, we will provide **coordinated transportation services** to our resource center. This will enable them to fully utilize the educational support and services offered, fostering their academic success. c) To foster collaborative partnerships, we will facilitate interactive **English Learner Advisory Committee (ELAC) meetings**. These meetings will empower parents to provide valuable input into the English Learner Plan. We will include an annual Needs Assessment within these meetings to directly inform and improve our services. This process will ensure our services are responsive to the needs of English Learners. d) Instructional staff will use **ELD Progress Reports as a tool to initiate meaningful conversations with families of English Learners**. These conversations will focus on assessing student needs and collaboratively developing personalized learning goals. This approach will foster active family involvement in their child's language development. e) The school will ensure accessibility for all families by **providing translated materials and resources** for parents and family members of English Learners. Additionally, we will staff resource centers with **designated translators or bilingual staff** in locations with high enrollment of non-English speaking families. This will facilitate clear communication and support. f) The school will actively facilitate communication by **arranging translation services** in all languages for non-English-speaking parents. These services will be provided for both in-person and virtual parent-teacher conferences and school meetings.	$11,481	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,012,792	$113,170

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
29.989%	0%	$0	29.989%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 5a	CAASPP data highlights significant disparities in academic achievement in both English Language Arts (ELA) and Mathematics, particularly when comparing the performance of English Learners (EL) and Students with Disabilities (SWD) to the schoolwide average. While the school would like to improve performance on both ELA and Mathematics, the data indicates that EL and SWD students face considerably greater academic challenges relative to their peers. To address these inequities and foster a more inclusive learning environment, the school will implement a comprehensive support system. This system will integrate academic, social-emotional, and behavioral supports to ensure all students have equitable access to the resources and opportunities they need to succeed. A central focus of this initiative will be to close the identified achievement gaps for our EL and SWD student populations in comparison to the broader student body.	To address the holistic needs of each student, the school has designed a **comprehensive Multi-Tiered System of Support** (MTSS) that teachers, staff, and administrators use to provide targeted support. MTSS is fundamentally proactive, aiming to identify and address student needs before they escalate into more significant issues. This approach benefits all students by maintaining continuous monitoring and support, but it is especially critical for underserved students who may not have access to similar support outside of school. Because MTSS is focused on early intervention, tailored support, and data-driven decision-making, it is especially advantageous for underserved and marginalized student groups, helping to bridge the gap in educational equity.	CAASPP ELA and Math
Goal 1, Action 5b	CAASPP data reveals an achievement gap in both English Language Arts (ELA) and Math, with the school performing below standard. This gap is particularly pronounced for English Learners (EL), Students with Disabilities (SWD) and some other student groups. To address this, the school will implement targeted interventions, including assigning additional support staff to focus on improving ELA and Math skills for targeted student groups. This strategy aims to provide these students with the necessary support to excel in core subjects and close the achievement gap.	To increase academic progress and credit completion rates for targeted student groups, the school will employ additional **instructional support staff that can provide individualized attention** and tailored tutoring to students. While support staff can work with all students, this personalized support is particularly beneficial for students from underserved backgrounds who might face additional barriers to learning, such as language challenges, limited access to educational resources at home, or cultural differences.	CAASPP ELA and Math

Goal 1, Action 5c	Analysis of graduation rates and chronic absenteeism among unduplicated students, particularly Socioeconomically Disadvantaged (SED), indicates an engagement gap compared to their peers. This suggests that SED students face challenges in consistently attending school and completing their education, highlighting the need for targeted interventions and support to improve their engagement and overall academic success.	To improve students' daily study habits and academic proficiency in core subjects, the school will partner with a non-profit organization that can provide **high dosage tutoring opportunities** for students throughout the school week. While this high dosage tutoring will be offered LEA-wide, it will help address and close achievement gaps by providing extra tutoring, mentoring, and academic support. This is crucial for students who might not receive adequate educational support outside of school, helping these students keep up with their peers and grade level expectations.	DASS One-Year Graduation Rate, Combined Four-Year and Five-Year Graduation Rate, CAASPP ELA and Math
Goal 1, Action 5d	Unduplicated students require targeted social-emotional support to address heightened stress and anxiety stemming from personal challenges. These challenges hinder their academic focus, engagement, and post-secondary planning. To thrive academically and personally, these students need a supportive environment that prioritizes their emotional well-being in conjunction with their academic development.	To meet the social-emotional needs of students, **counselors** are trained to provide not only academic but also social-emotional support. This is particularly important for underserved students who may experience high levels of stress and anxiety related to their personal circumstances. Counselors can help students develop coping strategies and resilience in education.	Chronic Absenteeism and Student Attendance
Goal 1, Action 5e	Students require a learning environment that fosters a strong sense of belonging, values diversity, and actively promotes equity and inclusion. This necessitates specialized Equity and Inclusion staff to advocate for underrepresented students, address potential biases, provide access to essential resources, and create safe spaces for students to discuss their identities and experiences. All students deserve to feel valued, empowered, and supported in their academic and personal growth.	To help meet the needs of learners from diverse backgrounds, the school will provide **Equity and Inclusion staff** that can act as advocates for underserved students, ensuring their needs are met within the school system. Equity and Inclusion staff can play a key role in bridging the gap between schools and communities, particularly in marginalized areas. This can help with navigating the educational landscape, assist in accessing services, and providing equitable treatment and opportunities.	Chronic Absenteeism and Student Attendance

Goal 1, Action 5f	NWEA assessment data in Reading, Mathematics, and Language Usage reveals areas for growth. While the schoolwide performance is excellent, there are some student groups that need targeted intervention and support. To address this disparity and equip all students with the necessary skills for future success, the school will implement the AVID program. This program focuses on building academic skills, fostering knowledge acquisition, and preparing students for college and career pathways.	To build academic skills, knowledge, and preparation for future pathways, the school will provide an **AVID Program**. While AVID will be offered LEA-wide, educational partners report that the program provides them with more opportunities to build close relationships with students, which can be especially important for marginalized students who may feel disconnected from the traditional school activities and structures. These relationships can foster a sense of belonging, enhancing a students' academic engagement and motivation to succeed in school.	NWEA Reading, Language, and Mathematics
Goal 2, Action 2a	A significant number of students lack equitable access to essential learning resources, specifically computers and reliable internet service at home. This digital divide hinders their ability to complete assignments, develop 21st-century skills, and access online educational opportunities, ultimately limiting their academic success and future. To ensure equitable access to learning and opportunities, these students need to be provided with the necessary technology and internet connectivity.	To close the digital divide, the school will **provide a Chromebook and/or internet service**s to all families in need to help bridge the digital divide and promote equity in education. Research shows that students from socio-economically disadvantaged backgrounds are more likely to lack access to technology and the internet at home, creating a 'homework gap' that can hinder their ability to fully participate in the educational program. Providing all students with technology and internet access helps ensure equal opportunities for learning and reduces disparities in educational outcomes. The school expects the Altus Connect Program to improve digital access and equity, expand learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication.	Chronic Absenteeism and Student Attendance

Goal 2, Action 2b	While the current curriculum provides a solid foundation, English Learners and students with unique learning profiles require a more inclusive and effective learning experience to ensure equitable access to meaningful and challenging opportunities. To achieve this, the school needs to prioritize the ongoing development and refinement of a blended curriculum model incorporating Universal Design for Learning (UDL) guidelines. This approach will personalize learning experiences, promote greater engagement, and lead to improved outcomes for all students.	To meet the diverse learning needs and styles of all students, the school's curriculum departments (APAC), integrates **Universal Design for Learning (UDL) Guidelines** into the core curriculum. While UDL will benefit all students, educational research indicates that it is vital for underserved students because it creates an inclusive environment that proactively addresses diverse learning needs, including language barriers, disabilities, or different cultural backgrounds. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students.	NWEA Reading, Language, and Mathematics
Goal 2, Action 2c	English Learners (ELs) require enhanced instructional support to accelerate their literacy development and access grade-level content. While existing practices provide a foundation for language acquisition, they do not fully address the diverse learning needs and reading levels within the EL population. To ensure equitable access and accelerate learning gains, ELs need a comprehensive literacy program, such as Achieve3000, that provides differentiated instruction tailored to individual student needs and empowers them to build essential literacy skills.	To improve English language proficiency rates, the school will implement **Achieve3000**, an online literacy platform designed to enhance reading comprehension and vocabulary for all students, including English Leaners. This platform adapts content to individual reading levels and includes a variety of tools and activities to aid in language development. Educational partners indicate that Achieve3000 will likely boost English learners' performance on the ELPAC by aligning texts with students' reading abilities, offering personalized learning paths, and progressively adjusting the difficulty level. Although primarily aimed at English learners, school staff believe this program will also assist other students identified as struggling readers.	CAASPP ELA, ELPI, EL Reclassification

Goal 2, Action 2d	English Learners (ELs) require additional support to accelerate English language acquisition and access core academic content. To enhance language proficiency and ensure equitable learning opportunities, ELs need a supplemental learning program, such as BrainPop and BrainPop ELL, that provides explicit instruction in grammar, builds academic vocabulary, and supports access to core content, ultimately empowering them to thrive academically.	To build literacy skills and content knowledge of English Learner students, the school will utilize BrainPop and BrainPOP ELL as an educational tool that will be integrated into the school's English Language Development (ELD) Program. These resources support ELs through engaging animated videos, comprehensive activities, vocabulary building, grammar lessons, and opportunities for writing and speaking practice, along with promoting cultural awareness. We anticipate that these tools will not only help improve our school's English Language Proficiency Indicator (ELPI) and other engagement metrics, such as attendance rates, but also benefit other students by making learning more enjoyable and aiding in language skill development across various subjects.	CAASPP ELA, ELPI, EL Reclassification, EL Attendance
Goal 2, Action 2e	English Learners (ELs) require proactive support and outreach to ensure equitable access and participation in advanced learning opportunities, including Accelerated, Honors, Advanced Placement (AP), Gifted and Talented Education, and Early College Credit Programs. Currently, ELs may be underrepresented in these programs due to limited awareness among EL families and a lack of targeted recruitment efforts. To address this inequity and ensure that ELs can reach their full potential, the school must implement targeted outreach and recruitment strategies designed to engage EL students and families and provide clear information about advanced learning opportunities.	To increase college and career readiness for English Learners, the school will conduct targeted recruitment of English Learner students to participate in Honors and Advanced Placement (AP) coursework. This initiative not only aims to bridge opportunity gaps but also promotes educational equity by ensuring that ELs have access to challenging academic programs. By encouraging EL participation in these advanced courses, we anticipate a rise in the number of EL students taking advanced coursework and meeting the CCI Prepared criteria as reported on the School Dashboard. Furthermore, as we create and distribute flyers and other informational materials about these opportunities, we expect to see a broader impact on the school community. This visibility will likely encourage greater overall student interest and participation in our Honors and AP programs, thereby enhancing academic engagement and achievement LEA-wide. Participation in AP Courses, Exams, and Early College Credit	Participation in AP Courses, Exams, and Early College Credit

Goal 3, Action 3a	Students require educators to have strong instructional skills in mathematics, particularly in data analysis, and to be equipped with effective teaching strategies that support all learners, including those with special needs. Currently, a lack of support in these areas may hinder students' mathematical development. To ensure students develop strong math skills, educators need professional development opportunities, such as a Math Literacy Summit, focused on data analysis techniques, research-based strategies, and differentiated instruction for diverse learners.	To meet the diverse and unique learning needs of special populations, the school will provide a full day of math professional learning (Math Literacy Summit) focused on evaluating individual student mathematics achievement data and implementing appropriate teaching strategies. By applying evidence-based methods, educators can specifically address and support the unique challenges faced by special populations such as low-income students, foster youth, and English learner students, promoting equity in educational outcomes. This targeted approach not only boosts overall student engagement and achievement but significantly aids those who may lack additional educational support outside of school, leveling the playing field.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3b	Students from diverse cultural backgrounds require culturally responsive instruction in mathematics to ensure equitable learning experiences and outcomes. Currently, educators need further support in implementing these practices effectively. To create inclusive and engaging learning environments that value students' cultural identities and prior knowledge, the school needs to invest in a partnership with a mathematical expert or organization to provide ongoing professional learning in culturally responsive mathematics instruction. This will lead to improved student engagement, achievement, and a deeper appreciation for the cultural relevance of mathematics.	To meet the cultural needs of special populations, the school will partner with a mathematical expert or organization that can provide ongoing and sustained professional learning centered on culturally responsive teaching practices. Culturally responsive mathematical instruction ensures that teaching practices and curricular materials reflect the diverse backgrounds and experiences of all students, making learning more relevant and accessible. This approach is especially beneficial for English learners, low-income, and foster youth as it acknowledges and integrates their unique cultural contexts, thereby increasing their engagement and connection to the material. By fostering a more inclusive and understanding academic environment, students are more likely to participate actively and perform better academically. Ultimately, this leads to higher levels of college and career readiness by equipping students with the confidence and skills necessary to succeed in a diverse and competitive world.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3c	Students require educators who are consistently supported and engaged in ongoing professional learning in mathematics instruction. This includes opportunities for collaboration, exploration of new pedagogical techniques, and effective integration of technology into the curriculum. By investing in a Math Study Group, educators will deepen their understanding of key standards and topics, share best practices, and refine their instructional approaches, ultimately creating a more engaging and effective learning environment where all students have access to high-quality mathematics instruction.	To provide staff with additional collaboration opportunities, the school will organize a Math Study Group that regularly explores new pedagogical techniques. This group's focus on analyzing key standards and discussing effective teaching and intervention methods ensures that instruction is aligned with best practices and tailored to meet diverse learning needs. English learners, low-income, and foster youth students particularly benefit from this action as it fosters an environment of targeted support and intervention, addressing educational gaps and promoting equity in learning opportunities. These improvements in teaching quality and relevance can significantly enhance engagement, understanding, and academic success for these vulnerable student groups, better preparing them for future educational and career challenges.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math
Goal 3, Action 3d	Students require educators who are equipped to effectively utilize the California Educators Reporting System (CERS) to improve math achievement. Currently, a lack of expertise and resources in data analysis and instructional planning may lead to missed opportunities for identifying learning gaps and providing effective interventions. To ensure that all students have access to high-quality instruction and achieve improved math outcomes, educators need dedicated time and professional development focused on CERS data analysis, enabling them to make data-driven decisions, differentiate instruction, and implement targeted interventions.	To enhance student achievement data analysis, the school will provide professional learning focused on how to utilize the California Educators Reporting System (CERS) to aid instructional planning practices. This targeted analysis helps educators identify specific areas where students, particularly those from underperforming groups, are struggling and adjust teaching strategies accordingly. For English learners, low-income, and foster youth, this personalized attention can significantly close achievement gaps by addressing the unique challenges they face. Consequently, this approach not only enhances learning outcomes for all students but is particularly transformative for those who traditionally lack support, thereby boosting their academic achievement and future educational prospects.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3e	Students, particularly English Learners, foster youth, and students from under-resourced communities, require educators who are knowledgeable and skilled in effectively integrating Virtual Reality (VR) technology into mathematics instruction. Currently, a lack of preparedness in this area may create inequitable access to powerful learning opportunities. To ensure that all students benefit from the use of VR in mathematics, educators need professional learning and guidance from a Math Specialist to establish schoolwide protocols and design engaging learning activities that leverage VR to deepen students' understanding of mathematical concepts.	To provide students with innovative teaching and learning methods, the school will provide professional learning centered on effective implementation of Virtual Reality (VR) mathematics. Implementing VR into the math curriculum through established protocols can significantly boost engagement among historically underserved students, as immersive learning environments often increase motivation and understanding by providing interactive and contextual experiences. This strategy aligns with findings that suggest technology-enhanced instruction can lead to improved academic outcomes, particularly in complex subjects like mathematics.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math, Innovative Learning Opportunities for Students
Goal 3, Action 3f	English Learners (ELs) require specialized support and differentiated instruction in mathematics to access grade-level content, develop academic language, and achieve their full potential. Currently, educators may lack the specific training and resources needed to effectively support ELs in mathematics, potentially leading to gaps in understanding, limited engagement, and hindered progress in this critical subject area. To address this, educators need targeted professional development from a Math Specialist, focused on effective strategies for supporting ELs, including curriculum modification, culturally responsive teaching practices, and language acquisition support. This will ensure that ELs can confidently engage with grade-level content, develop essential academic vocabulary, and succeed in mathematics.	To ensure that each instructional staff can tailor teaching strategies to meet the diverse needs of all students, the school will employ a Math Specialist to provide personalized professional learning. The Math Specialist will provide targeted approaches to benefit special populations like low income, English learner students, and foster youth, who may face unique educational challenges that require specialized support to achieve academic success. By equipping teachers with the skills to differentiate instruction and engage these students effectively, the specialist helps create a more inclusive and equitable learning environment where every student can excel.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3g	Based on data analysis and teacher insights, the school has identified a critical need for a supplemental math program with the following key features: rapid identification and remediation of student skill deficiencies, an engaging and user-friendly interface, built-in gamification to enhance motivation, immediate and actionable learning feedback, and robust differentiated instruction to personalize the learning experience and drive significant improvement in math skills.	Data analysis revealed math learning gaps, particularly for English Learners, Students with Disabilities, and other unique learners, necessitating focused intervention for specific student groups. Leveraging allowable LREBG funds, the school will implement IXL Learning, an evidence-based platform providing personalized math instruction and immediate feedback to directly address these needs while also offering supplementary support for all students schoolwide. Comprehensive staff training will ensure effective IXL integration, maximizing its impact on accelerating targeted student progress and fostering mathematical proficiency for everyone. This strategic action directly addresses individual student needs for both remediation and growth, benefiting both identified learners and the wider student body.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math
Goal 4, Action 3a	Students, particularly those navigating challenging personal circumstances, greatly benefit from dedicated programs focused on character and leadership development. Acquiring skills in areas like resilience, problem-solving, and positive communication can provide crucial support and empower them to overcome adversity. Integrating a focus on health and wellness, including mental health strategies, offers vital coping mechanisms and promotes stability, ultimately fostering their academic engagement and overall well-being.	To address this identified need of students, the Character and Leadership Development Program will be particularly beneficial for those navigating challenging personal circumstances, offering crucial support in developing character and leadership skills alongside promoting their health, wellness, and academic achievement. However, it also provides valuable opportunities and resources that can positively impact all students. This includes emphasizing mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices, which are beneficial to everyone.	Student Attendance, Chronic Absenteeism, Student Confidence

Goal 4, Action 3b	To thrive academically and beyond, students need explicit and consistent support in developing their social and emotional learning (SEL) competencies. Implementing AVID's SEL framework will address their diverse needs by equipping them with essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By fostering these competencies, students will be better prepared to navigate their academic journeys, pursue their college and career aspirations with greater confidence, and effectively utilize their college and career readiness skills.	To foster student success, the school will implement AVID's social and emotional learning (SEL) framework, which will be particularly impactful in supporting students with diverse needs and backgrounds as they navigate challenges and pursue their academic and career goals. This implementation will also provide a valuable foundation for all students to enhance their well-being and effectively leverage their college and career readiness skills.	Graduation Rate, Student Attendance, Student Confidence, UC a-g Completion
Goal 4, Action 3c	Students from under-resourced homes, English Learners (ELs), and foster youth often face significant barriers to consistent access to nutritious food, which can negatively impact their health, well-being, and academic success. The implementation of a universal Meal Program addresses these critical needs by ensuring that all students, regardless of their socioeconomic background, language proficiency, or living situation, have access to free and nutritious breakfast and lunch daily. This program will alleviate food insecurity and create a more equitable and supportive learning environment where all students can thrive.	Our school will implement a universal Meal Program to support student health and well-being by providing free breakfast and lunch to all. This ensures consistent access to nutritious food, especially for under-resourced students, fostering a more equitable and supportive environment. By removing financial barriers and stigma, all students can benefit from improved concentration and overall health, leading to greater academic success. We will follow all regulations and provide information on additional food assistance for families.	Student Attendance, Student and Parent Satisfaction
Goal 4, Action 3d	Homeless and foster youth in our school community require equitable access to comprehensive support services that address their unique challenges. Integrating dedicated resources within the Mental Health and Wellness Hub is crucial to ensure these students can readily connect with essential mental health support, information about housing and basic needs, and advocacy, fostering their well-being and academic success.	To effectively address the distinct challenges faced by homeless and foster youth, the school will proactively create and embed targeted resources within the Mental Health and Wellness Hub. This strategic integration will facilitate vital connections to essential health support, provide readily accessible information regarding housing and basic needs, and ensure access to dedicated advocacy services.	Student & Parent Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate

Goal 4, Action 3e	English Learner Students, Foster Youth, and Low-Income students often face unique challenges that can significantly impact their emotional well-being and academic success. These students may experience language barriers, cultural adjustment difficulties, trauma, unstable living situations, and limited access to resources. These factors can lead to increased stress, anxiety, and social-emotional difficulties that hinder their ability to thrive in school.	To address these needs, the school will employ a licensed therapist to provide on-site counseling services. This vital support will offer a safe and confidential space for students to process their emotions, develop coping strategies, and build resilience. By addressing their mental health needs, the school aims to improve students' overall well-being, enabling them to better focus on their academics, engage more fully in school activities, and cultivate a positive sense of self within the school environment.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate
Goal 4, Action 3f	Students need access to resources and strategies that support their social-emotional learning (SEL) to promote their emotional well-being and enhance self-regulation skills. The deployment of calming carts with sensory tools, mindfulness resources, and calming activities will address this need. This initiative is particularly beneficial for multilingual students, who may experience heightened stress due to language barriers; for foster youth, who often require additional support in managing complex emotions; and for students from under-resourced households, who may have limited access to such resources outside of school. By providing these tools, the school aims to create a more supportive and equitable environment, enabling all students to develop essential self-regulation skills and improve their overall emotional well-being.	Calming carts strategically placed throughout the school will be accessible to all students, providing immediate support for emotional regulation. While particularly beneficial for students with sensory processing sensitivities, anxiety, or difficulty managing intense emotions, all students can utilize the carts to practice mindfulness, de-escalate stressful situations, or simply take a moment for quiet reflection, thus fostering a school-wide culture of emotional well-being and self-awareness.	Student Attendance, Suspension Rate, Student and Parent Satisfaction

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 2a	English Learner (EL) students need individualized support to thrive academically and integrate smoothly into the school. These students arrive with diverse language backgrounds and varying English proficiency levels. A quick assessment of their needs is critical, and the school will use a Home Language Survey to determine each student's English abilities. This information will be used to create customized EL plans that provide the specific language support and resources needed for success.	To provide language support and educational resources for EL students upon their initial enrollment in a California public school, the school will utilize a Home Language Survey to quickly assess the English proficiency levels of new students. This initial evaluation is crucial for designing customized English Learner (EL) plans that cater specifically to each student's language needs. By providing tailored support from the outset, these plans help EL students acclimate faster and more effectively, enhancing their overall academic success and integration into the school environment.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2b	English Learner (EL) students need ongoing monitoring of their language development to ensure they receive effective instruction and support tailored to their individual needs. To achieve this, the school will administer the ELPAC, which will provide valuable data to inform teaching strategies and resource allocation.	To accurately monitor the language development of English Learner students over time, the school will administer the ELPAC. Staff will use ELPAC data to make informed decisions about teaching strategies and resource allocation, ensure that instruction is effectively tailored to meet the needs of EL students. By identifying areas where students require additional support or intervention, the school can provide targeted assistance to help ELs overcome specific challenges in language acquisition. Additionally, the results from the ELPAC play a critical role in determining when a student has met the criteria for reclassification from English Learner status, which can significantly impact their educational trajectory and access to a broader range of opportunities.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2c	English Learner (EL) students with disabilities require specialized support that addresses both their language acquisition needs and their individual learning differences. To ensure these students receive a truly equitable education, the school will incorporate academic language development goals into their Individualized Education Programs (IEPs).	To meet the unique needs of English Learners with disabilities, the school will incorporate academic language development goals into their IEPs. This comprehensive approach facilitates a more inclusive learning environment, enabling students with disabilities who are also ELs to make meaningful progress both linguistically and academically. Ultimately, such targeted and integrated support structures are crucial for ensuring that all students have the opportunities and resources necessary to succeed in school and beyond.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2d	English Learner (EL) students require teaching strategies that are specifically tailored to their unique learning needs and language acquisition stages. To achieve this, the school's English Learner Achievement Department (ELAD) will take a data-driven approach to inform and continuously improve teaching practices.	To develop schoolwide teaching strategies that meet the unique learning needs of EL students, the school's English Learner Achievement Department (ELAD) will meet regularly, collaborate, conduct data analysis, and share best practices with instructional staff. By analyzing performance and engagement data of EL students, ELAD can identify what methods are most effective in various aspects of education such as curriculum design, instructional strategies, and family involvement. This data-driven approach allows for continuous improvement in teaching practices and learning materials, ensuring they are aligned with the actual needs of EL students. Additionally, leveraging insights from data analysis ensures that professional development for teachers is relevant and impactful, promoting better outcomes for students.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2e	English Learner (EL) students require ongoing monitoring of their language development through personalized assessments to ensure they receive targeted instruction and support. To achieve this, the school will design and implement evidence-based formative and summative assessments conducted in personalized academic settings.	To monitor and respond to EL student language acquisition, the school will design and implement evidence-based formative and summative assessments by staff in personalized academic settings. Conducting these assessments one-on-one or in small groups ensures a tailored approach, allowing educators to precisely gauge each student's language proficiency and progress. This personalized assessment method helps identify individual strengths and areas needing improvement, facilitating targeted instruction that effectively addresses specific learning needs. Additionally, this strategy enhances the reliability of the data collected, enabling schools to make informed decisions about language support programs and instructional interventions.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2f	English Learner (EL) students need integrated language and content instruction to effectively acquire English proficiency while simultaneously mastering grade-level academic material. To address this need, the school will implement dynamic Integrated ELD strategies.	To support EL students, acquire language proficiency and understanding of core content, the school will implement dynamic Integrated ELD strategies. By embedding language development within the teaching of subjects like math, science, and social studies, instructional staff will provide ELs with constant, context-rich opportunities to practice and enhance their English skills. This integrated approach ensures that ELs are not isolated in language classes but are actively applying and expanding their language skills in meaningful, academic contexts. As a result, it supports dual objectives—boosting English fluency and achieving grade-level content mastery—thus promoting overall academic success and equity in education.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2g	English Learner (EL) students need personalized and rigorous Designated ELD instruction to effectively develop the language skills necessary for academic success. To meet this need, the school will implement a blended learning approach, combining instructional tools like Summit K12 with ELD Courses.	To offer a personalized and rigorous Designated ELD, the school will blend instructional tools such as Summit K12 with ELD Courses. This personalized approach ensures that instruction is precisely calibrated to each student's unique learning profile, promoting more effective language acquisition. By focusing on critical language skills that are essential for understanding and engaging with English-based academic content, this strategy supports ELs in becoming more proficient in English. Ultimately, such tailored instruction not only enhances the students' ability to perform in English-speaking academic environments but also lays a strong foundation for their future educational success.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2h	Emerging English Learner (EL) students need their native language literacy skills accurately assessed to ensure equitable access to rigorous academic content and effective language support. To achieve this, the school will research and implement valid and reliable assessments to measure these skills	To support the unique needs of emerging EL students, the school will research valid and reliable assessments to measure their native literacy skills. By accurately assessing these skills, school staff can ensure ELs have equitable access to rigorous, standards-aligned courses that are appropriate for their linguistic and academic levels. Additionally, providing primary language assistance and supporting biliteracy not only aids in the retention and development of the students' first language but also enhances their English acquisition. This comprehensive approach fosters academic success in both languages, supporting overall educational equity and proficiency.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 7a	EL students represent a diverse group with varying levels of English language proficiency, cultural backgrounds, and academic needs. To ensure their academic success and future opportunities, these students require individualized support tailored to their unique circumstances. This includes differentiated instruction, targeted interventions, and access to appropriate resources that address their language and learning needs. Early identification of any learning gaps or challenges is essential, allowing educators to provide timely support and prevent these challenges from hindering their progress. Furthermore, educators need access to comprehensive and current data on each EL student's language development and academic performance to make informed decisions about instruction and support. Equitable access to the same academic opportunities and resources as their native English-speaking peers is crucial to ensure EL students are fully prepared for college and careers.	To monitor and analyze the academic progress of EL students, school staff will utilize Ellevation. This centralized tracking system enables educators to tailor instructional and supplemental support specifically to the needs of these students, promoting better educational outcomes by addressing individual and group challenges directly and timely. By consistently monitoring student progress and adjusting supports as needed, the school can ensure that all English Learner students are advancing towards fluency and academic success, crucial for their college and career readiness.	ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate, College and Career Indicator (CCI)

Goal 1, Action 7b	Long-Term English Learners (LTELs), students who have been learning English for an extended period but haven't yet attained proficiency, require ongoing support and targeted interventions to ensure continued academic progress. These students often face unique challenges that can hinder their learning, such as gaps in academic content knowledge, difficulty with complex language structures, and potential social-emotional barriers. To address these needs, LTELs benefit from consistent monitoring of their academic performance and timely adjustments to their educational strategies. This requires collaborative efforts among educators to identify areas where LTELs are excelling or struggling and to develop individualized support plans that address their specific needs. A structured approach to collaboration and data analysis is essential to ensure that LTELs receive the appropriate support to accelerate their language development and achieve academic success.	The planned PPEP meetings in July, October, and January directly address the needs of LTELs by providing a structured framework for ongoing monitoring and collaboration. These regular meetings will bring together school instructional leaders, counselors and teachers to analyze student data, identify trends, and make data-driven decisions about instructional strategies and interventions. This collaborative approach ensures that LTELs receive consistent support throughout the school year and that any emerging needs or challenges are addressed promptly. By fostering a unified approach to supporting LTELs, these PPEP meetings will help create a learning environment where these students can thrive academically and progress towards English proficiency and overall academic success.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 7c	EL students are on a unique language learning journey, and their progress towards English proficiency needs to be carefully monitored, documented, and communicated effectively to all stakeholders involved in their education. Clear and comprehensive progress reports are essential to track their development across different domains, identify areas of strength and weakness, and inform targeted support and interventions. These reports should be aligned with established language development frameworks, such as the CA EL Roadmap, to provide a standardized and consistent measure of progress. Furthermore, EL students and their families benefit from transparent and accessible communication about their language acquisition journey, including their achievements, challenges, and the strategies being implemented to support their growth. This shared understanding fosters a collaborative partnership between school, families, and students, empowering everyone to contribute to the student's success.	Creating semesterly EL Progress Reports aligned to the CA EL Roadmap directly addresses these needs. These reports will provide a detailed account of each EL student's language development and academic progress, highlighting their achievements and pinpointing areas where they may be facing challenges. By utilizing a standardized framework, the reports will offer a clear and consistent measure of progress, enabling educators to identify specific needs and tailor interventions accordingly. Moreover, the progress reports will serve as a valuable communication tool, ensuring that teachers, parents, and administrators are well-informed about the student's language acquisition journey and can work together to provide the necessary support. This collaborative approach, facilitated by the progress reports, will empower EL students to overcome obstacles, accelerate their language development, and ultimately achieve reclassification as Fluent English Proficient.	Attendance, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate
Goal 1, Action 7d	EL students need their families to be active partners in their education. Families need to understand how their children are doing in school, both with learning English and in their other subjects. They also need to know how they can help their children at home. To do this, families need clear information about their child's progress and a chance to talk with teachers about what they can do to support their child's learning.	The school will give families ELD Progress Reports that are easy to understand. These reports will show how their child is doing with English and in their school subjects. The school will also invite families to meet with teachers and talk about the reports. This will help families understand their child's progress and learn how they can help at home.	Attendance, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate

Goal 1, Action 7e	EL students often require specialized support to succeed academically. Schools need to closely monitor their progress, identify achievement gaps, and implement timely strategies to address these challenges. This requires a robust system of data analysis that disaggregates data to understand the unique needs of ELs. By analyzing data through an equity lens, schools can pinpoint areas where EL students may be struggling and develop targeted interventions to close those gaps. This data analysis should also inform professional development for educators, equipping them with the knowledge and skills to effectively support EL students.	The Monthly Storybook created by the Data and Assessment Department will provide a regular snapshot of student achievement, specifically for ELs. This disaggregated data will offer valuable insights into trends, areas needing attention, and potential opportunity gaps. By focusing on equity, the Storybook will help identify any disparities in outcomes. This will enable the school to implement targeted professional development, adjust practices, and allocate resources effectively to ensure that all EL students receive the support they need to succeed. This data-informed approach will promote a more equitable learning environment where EL students can thrive.	Attendance, Chronic Absenteeism, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate
Goal 3, Action 2a	English Learner (EL) students require targeted support to develop language proficiency and achieve academic success. Many struggle to access core content due to language barriers, hindering their progress and limiting future opportunities. To address this, teachers need ongoing professional development on effective instructional strategies for ELs, including training on the CA EL Roadmap. This will create a more inclusive and equitable learning environment, ultimately preparing all students for college and career readiness.	To meet the professional learning needs of staff, the school will provide ongoing and sustained training focused on the key components of the CA EL Roadmap. This will ensure teachers are equipped to deliver effective, research-based instruction tailored to English learner (EL) students, thereby enhancing their language proficiency and academic success. This training fosters an inclusive and equitable learning environment, promoting cultural understanding and respect for diversity. Ultimately, it supports compliance with state mandates, improves overall school performance, and prepares all students for college and career readiness.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2b	English Learner (EL) students at Altus Schools have diverse learning needs that require targeted support to ensure their academic success and well-being. Teachers and staff need comprehensive training and support in implementing the Altus Schools English Learner Plan, including professional development on effective instructional strategies, accurate assessment, and data-driven decision-making. This will help address the unique academic and social-emotional needs of ELs, creating a more inclusive, equitable, and supportive learning environment where all students can thrive.	To ensure that the Altus Schools English Learner Plan is effectively implemented schoolwide, the English Learner Achievement Department (ELAD) will provide training, support, and coaching to instructional staff. This targeted professional development promotes the use of evidence-based instructional strategies, accurate assessment, and data-driven decision-making, fostering a more inclusive and equitable educational environment. Additionally, addressing both the academic and social-emotional needs of different EL typologies helps create a supportive and responsive learning atmosphere for all English learners.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2c	EL students have diverse learning needs and require personalized instruction to reach their full potential. To achieve this, teachers need training and support in effectively utilizing Summit K12, a platform that provides targeted resources and strategies for differentiated instruction. Mastery of this platform will allow educators to better monitor student progress, make data-driven decisions, and provide individualized support, ultimately leading to increased student success.	To ensure effective utilization of Summit K12, the school will provide professional learning to staff. This will equip teachers with targeted resources and strategies to deliver effective, personalized instruction, ensuring that students' diverse needs are met. Additionally, the curriculum supports ongoing progress monitoring, allowing educators to make data-driven decisions that further support student success.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2d	Our analysis of English Learners' performance, particularly in math, ELA, and graduation rates, indicates a need for focused and sustained support. To address this, instructional staff will utilize the Ellevation Strategies platform, which offers tailored professional learning and data-driven instructional resources specifically aimed at enhancing outcomes in these key areas for EL students.	Recognizing the need for ongoing and specialized support based on EL student performance on SBAs and graduation rates, instructional staff will utilize the Ellevation Strategies platform. This platform offers personalized, on-demand professional learning modules and instructional activities, including research-based strategies and differentiated instruction techniques. Connected to real-time EL data, these resources enable targeted and data-informed instruction aimed at improving performance outcomes.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2e	Newcomer, immigrant, and refugee students often arrive with diverse needs, including language barriers, cultural differences, and potential trauma. To support their academic success and well-being, staff require training in cultural competence, trauma-informed practices, and language acquisition strategies. Providing access to ongoing coaching, multilingual resources, and community partnerships will further equip educators to create a welcoming and supportive learning environment where these students can thrive.	To meet the professional learning needs of staff, the school will provide staff training focused on how to support and integrate newcomer, immigrant, and refugee students in the school system. Training will focus on cultural competence, trauma-informed teaching practices, and language acquisition strategies. Additionally, offering ongoing coaching and access to resources, such as multilingual support materials and community partnerships, ensures staff are well-prepared to address the diverse needs of these students. Creating opportunities for staff to collaborate and share best practices fosters a supportive learning environment for both educators and students.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2f	Our analysis of state and local assessment results for English Learners and Low-Income students points to areas where literacy skills can be significantly enhanced. This data underscores the importance of implementing targeted strategies to support their academic growth in literacy.	Informed by state and local assessment data identifying opportunities to improve literacy skills for English Learners and Low-Income students, instructional staff will receive specialized professional learning, including the SDCOE's WRITE program, focused on implementing targeted strategies to accelerate their literacy and academic achievement.	Professional Development Hours, Training Relevance, NWEA Reading & Language, SBA ELA
Goal 3, Action 2g	English learners require differentiated instruction and support to accelerate literacy development and achieve academic success. Teachers need professional development on effectively implementing Achieve3000, including best practices and data analysis techniques. This will empower them to personalize learning, track progress, and provide targeted instruction, ultimately leading to improved literacy skills and academic outcomes for English learners.	To improve educators' ability to integrate Achieve3000 into their teaching, the school will provide professional learning focused on how to effectively implement the program and review best practices. The focus on data analysis enables teachers to track progress and tailor instruction to meet individual student needs, ensuring targeted support. This comprehensive approach leads to improved academic outcomes and greater overall success for English learners.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2h	Low-income, foster youth, and EL students face barriers to accessing and navigating the college application process. These students need specialized support to pursue higher education. School counselors require training to address the unique challenges these students face, including financial aid and scholarships. This will ensure equitable access to post-secondary education and increase college enrollment for these underserved populations.	To increase the rate of EL students, low-income, and foster youth enrolling in college, the school will provide specialized training to counselors. This will ensure all school counselors are equipped to support and provide tailored guidance on the college application process, including financial aid opportunities and scholarship applications. They can offer targeted workshops and one-on-one advising sessions to address the unique challenges faced by low-income, foster youth, and first-generation students. Additionally, counselors can create partnerships with community organizations and colleges to provide resources and support systems that facilitate college readiness and enrollment.	Student Satisfaction, Parent Satisfaction, UC a-g Requirements
Goal 4, Action 4a	Foster youth often experience unstable living situations, leading to frequent school changes, gaps in learning, and difficulty building relationships within the school community. They may also face social and emotional challenges stemming from trauma and separation from family. These factors can significantly impact their academic performance and overall well-being.	To proactively address these needs, the school will employ a Foster Youth Liaison. This dedicated advocate will work closely with students, families, and school staff to ensure coordinated services and a supportive learning environment. By addressing the unique educational and emotional needs of foster youth, the school aims to improve their academic success and foster a sense of belonging.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate

Goal 4, Action 3b	Foster youth face unique challenges that can significantly impact their educational experience and overall well-being. These students often experience academic instability due to frequent school changes and may struggle with social and emotional difficulties stemming from trauma and separation from family.	To ensure these vulnerable students receive the necessary support, the school's Homeless and Foster Youth Liaison will provide comprehensive case management services. This includes coordinating with teachers, counselors, and community resources to develop individualized plans that address each student's academic, physical, and emotional needs. The liaison will closely monitor student progress, offer ongoing mentorship, and facilitate access to essential services such as tutoring, mental health counseling, and necessities. Furthermore, the liaison will act as an advocate, ensuring that the rights of foster youth are protected, and their voices are heard within the school system. This proactive and holistic approach aims to create a stable and supportive learning environment where foster youth can thrive academically and personally.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate
Goal 5, Action 3a	Families of historically underserved student groups often face barriers to accessing information and resources regarding specialized programs and services offered by the school. This lack of awareness can limit their ability to effectively advocate for their children and support their academic success.	To address this need, the school will host an annual Family Resource Night. This event will provide a welcoming and informative space for families to learn about available programs, connect with school staff and community partners, and gain the knowledge and tools needed to navigate the educational system. By fostering stronger school-family partnerships and promoting open communication, this initiative aims to empower families and ensure equitable access to resources for all students, ultimately leading to improved academic outcomes and a stronger sense of community engagement.	Parental Involvement, Chronic Absenteeism, Attendance Rate, Graduation Rate, Parent Satisfaction

Goal 5, Action 3b	Foster youth frequently experience placement changes and instability, which can disrupt their education and negatively impact their academic progress and emotional well-being. These disruptions often result in frequent school transfers, making it difficult for these students to maintain consistent learning environments, build relationships with peers and teachers, and access essential academic support.	To address this, the school will coordinate transportation services to ensure that foster youth can remain in a familiar school setting even if their living situation changes. By providing this stability, the school aims to improve academic outcomes, promote a sense of belonging, and support the emotional well-being of foster youth. This initiative also ensures compliance with legal mandates designed to protect the educational rights of this vulnerable population, promoting equity and educational continuity.	Community Partners, Chronic Absenteeism, Attendance Rate, Graduation Rate
Goal 5, Action 3c	English Learner (EL) students and their families often face unique challenges in navigating the educational system and advocating for their specific needs. Limited English proficiency can create barriers to communication and participation in school activities, potentially hindering students' academic progress and overall school experience.	To address this, the school will facilitate interactive English Learner Advisory Committee (ELAC) meetings. These meetings will foster a collaborative environment where parents can actively engage with school staff, share their insights and concerns, and contribute to the development of strategies that support EL students. This increased parental engagement will lead to more tailored support, improved communication, and a stronger sense of partnership between the school and EL families. Additionally, conducting an annual Needs Assessment will ensure that the school's English Learner Plan remains responsive to the evolving needs and challenges faced by EL students and their families, promoting equitable access to educational opportunities and resources.	Parent Involvement, ELPI, EL Reclassification, Parent Satisfaction

Goal 5, Action 3d	Parents of English Learners (EL) can find it challenging to fully understand their child's language development and academic progress. Traditional report cards may not adequately capture the nuances of language acquisition.	To address this, the school will develop and share comprehensive English Language Development (ELD) Progress Reports through parent-teacher conferences. These reports will provide detailed information on students' language proficiency growth, highlighting their strengths and areas for improvement. This increased transparency and communication will empower parents with a deeper understanding of their child's learning journey and enable them to actively participate in setting goals and contributing to their child's education. This collaborative approach ensures that educational strategies are personalized and effective in supporting the success of EL students.	Parent Involvement, ELPI, EL Reclassification, Parent Satisfaction
Goal 5, Action 3e	Students with parents and family members with limited English proficiency often face barriers to accessing and understanding essential school information, hindering their involvement in their child's education.	To meet this need for seamless communication and inclusive support for all families, especially our English Learner community, the school will implement a proactive translation protocol for all key school documents and announcements. Simultaneously, we will strategically allocate bilingual staff to resource centers serving a significant number of non-English speaking families. This will enable immediate and effective communication, fostering stronger home-school connections.	Parental Involvement, Parent Satisfaction
Goal 5, Action 3f	The substantial communication challenges faced by many non-English-speaking parents limit their full participation in their children's educational journey, affecting involvement in teacher conferences and other school activities.	To foster equitable partnerships and ensure all parents can actively participate in school conferences and meetings, there is a crucial need for comprehensive translation services in all languages, both in person and virtually. Providing these services will create a more inclusive and supportive school environment for all families.	Parental Involvement, Parent Satisfaction

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Altus Schools Audeo Valley, like many other Local Education Agencies (LEAs), has faced challenges in increasing staff this year due to widespread hiring difficulties. As a charter school, AS Audeo Valley doesn't have traditional comparison schools for calculating staff increases. Despite these challenges, the school has prioritized recruiting and hiring qualified instructional staff to directly support students, especially for Certificated Teacher Resource (CTR), Resource Center Associate (RCA), and Learning Associate (LA) positions.

These additional support staff, as outlined in Goal 1, Action 3, will provide targeted tutoring to boost student progress and course completion, particularly for the lowest achieving student groups, and unique learners. These roles are vital for delivering one-on-one and small group instruction to improve student proficiency in Mathematics and English Language Arts. Educational partners believe these new positions will help the school enhance student engagement, achievement, and college/career readiness.

To overcome recruitment challenges, the school’s Human Resources (HR) Department is dedicated to enhancing its strategies for attracting and retaining high-quality instructional support staff. HR has diversified its recruitment channels to access broader talent pools, leveraging platforms such as EDJOIN, LinkedIn, and Handshake. Their proactive approach also includes participating in virtual and in-person job fairs, distributing flyers within the community, and forming partnerships with surrounding colleges and universities. These comprehensive efforts underscore the school’s unwavering commitment to staffing for optimal student success.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:68
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:19

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$3,377,209	$ 1,012,792	29.989%	0.000%	29.989%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,996,194	$ 515,336	$ 255,514	$ 129,773	$ 3,896,817.00	$ 2,856,408	$ 1,040,409

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	All	No	LEA-wide	All	All	Ongoing	$ 78,545	$ 7,646	$ 70,046	$ 12,618	$ -	$ 3,527	$ 86,191	0.000%
1	2	English Learner Assessment and Support Framework	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 151,427	$ 1,614	$ 135,704	$ 17,337	$ -	$ -	$ 153,041	0.000%
1	3	Personalized Academic Instruction and Support for All Students	All	No	LEA-wide	All	All	Ongoing	$ 430,763	$ 30,200	$ 413,431	$ 46,611	$ -	$ 921	$ 460,963	0.000%
1	4	Targeted Math Interventions and Resources	All	No	LEA-wide	All	All	Ongoing	$ 110,540	$ 5,122	$ 94,822	$ 20,840	$ -	$ -	$ 115,662	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 273,743	$ 64,943	$ 218,369	$ 76,616	$ -	$ 43,701	$ 338,686	0.000%
1	6	Academic Instruction and Support for Students with Disabilities	SWD	No	Limited	SWD	All	Ongoing	$ 514,638	$ 103,975	$ 300,813	$ 24,300	$ 255,514	$ 37,986	$ 618,613	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 183,860	$ 493	$ 164,262	$ 20,091	$ -	$ -	$ 184,353	0.000%
2	1	Dynamic, Engaging and Standards-Aligned Curriculum	All	No	LEA-wide	All	All	Ongoing	$ 166,888	$ 84,304	$ 160,361	$ 89,910	$ -	$ 921	$ 251,192	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 151,426	$ 42,807	$ 173,704	$ 20,529	$ -	$ -	$ 194,233	0.000%
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	All	No	LEA-wide	All	All	Ongoing	$ 133,697	$ 37,964	$ 110,895	$ 59,633	$ -	$ 1,133	$ 171,661	0.000%
3	1	Professional Learning Focused on Improving Academic Performance for All Students	All	No	LEA-wide	All	All	Ongoing	$ 49,817	$ 5,905	$ 38,686	$ 14,898	$ -	$ 2,138	$ 55,722	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 140,949	$ -	$ 126,201	$ 14,748	$ -	$ -	$ 140,949	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 146,796	$ -	$ 122,911	$ 14,748	$ -	$ 9,137	$ 146,796	0.000%
4	1	Safe and Supportive School Environment for All Students	All	No	LEA-wide	All	All	Ongoing	$ 66,762	$ 3,100	$ 66,508	$ 3,354	$ -	$ -	$ 69,862	0.000%
4	2	Social, Emotional, and Behavioral Support Systems for All Students	All	No	LEA-wide	All	All	Ongoing	$ 142,840	$ 99	$ 113,149	$ -	$ -	$ 29,790	$ 142,939	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Low Income & Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	Ongoing	$ 11,002	$ 20,701	$ 7,198	$ 24,505	$ -	$ -	$ 31,703	0.000%
4	4	Collaborative Support Systems for Foster Youth	Foster Youth	Yes	Limited	Foster Youth	All	Ongoing	$ 62,933	$ -	$ 62,414	$ -	$ -	$ 519	$ 62,933	0.000%
5	1	Strengthening Community: Communication, Support, and Access	All	No	LEA-wide	All	All	Ongoing	$ 25,212	$ 527,949	$ 541,950	$ 11,211	$ -	$ -	$ 553,161	0.000%
5	2	Integrating Advanced Technologies into Education	All	No	LEA-wide	All	All	Ongoing	$ 3,289	$ 103,387	$ 63,289	$ 43,387	$ -	$ -	$ 106,676	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 11,281	$ 200	$ 11,481	$ -	$ -	$ -	$ 11,481	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,377,209	$ 1,012,792	29.989%	0.000%	29.989%	$ 1,022,244	0.000%	30.269%	**Total:**	$ 1,022,244
								LEA-wide Total:	$ 522,182
								Limited Total:	$ 500,062
								Schoolwide	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	English Learner Assessment and Support Framework	Yes	Limited	English Learners	All	$ 135,704	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 218,369	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	Limited	English Learners	All	$ 164,262	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 173,704	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 126,201	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 122,911	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	$ 7,198	0.000%
4	4	Collaborative Support Systems for Foster Youth	Yes	Limited	Foster Youth	All	$ 62,414	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 11,481	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,823,789.00	$ 2,945,330.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	No	$ 3,445	$ 3,747
1	2	English Language Learner Assessment and Support Framework	Yes	$ 202,428	$ 203,371
1	3	Personalized Academic Instruction and Support for All Students	No	$ 990,128	$ 555,167
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	$ 370,251	$ 351,012
1	5	Academic Instruction and Support for Students with Disabilities	No	$ 457,416	$ 465,510
1	6	Systematic Approach to Monitor Academic Engagement and Achievement for All Students	No	$ 8,072	$ 7,621
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	$ 206,644	$ 220,272
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	$ 209,291	$ 147,192
2	2	Specialized Academic Programs and Strategies to Accelerate Learning	Yes	$ 196,083	$ 215,620
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	No	$ 140,143	$ 136,220
3	1	Professional Development Focused on Improving Academic Performance for All Students	No	$ 48,638	$ 34,958
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	$ 8,588	$ 8,541
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	No	$ 9,136	$ 9,143
4	1	Safe and Supportive Schools for All Students	No	$ 68,398	$ 61,982
4	2	Social, Emotional and Behavioral Support Systems for All Students	No	$ 54,406	$ 49,267
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	$ 64,352	$ 69,061
5	1	Engagement Opportunities and Innovative Teaching Approaches for All Students	No	$ 773,437	$ 394,921
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	$ 12,933	$ 11,725

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 924,381	$ 1,015,001	$ 1,019,429	$ (4,428)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	English Language Learner Assessment and Support Framework	Yes	$ 202,428	$ 203,371.00	0.000%	0.000%
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	$ 327,377	$ 295,573.00	0.000%	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	$ 206,644	$ 220,272.00	0.000%	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning	Yes	$ 192,764	$ 211,352.00	0.000%	0.000%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	$ 8,588	$ 8,332.00	0.000%	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	$ 64,267	$ 68,804.00	0.000%	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	$ 12,933	$ 11,725.00	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,161,252	$ 924,381	0.000%	29.241%	$ 1,019,429	0.000%	32.248%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

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

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

How the Action(s) are Designed to Address Need(s)

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

Metric(s) to Monitor Effectiveness

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

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access

to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 1 are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

· Number/percentage of students at **Audeo Valley Charter** without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**

· Number of identified instances where facilities at **Audeo Valley Charter** do not meet the "good repair" standard (including deficiencies and extreme deficiencies): **0**

· The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp

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

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

· The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

· The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Local Control Funding Formula (LCFF) Priority 2 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 2 are provided below.

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts

- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

Audeo Valley Charter's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Audeo Valley Charter's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Audeo Valley Charter's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Audeo Valley Charter's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Support for Teachers and Administrators

Audeo Valley Charter's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered					X

Optional Narrative (Limited to 1,500 characters)

Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board. **N/A**

Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 3 are provided below.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	**5 – Full Implementation and Sustainability**
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	**5 – Full Implementation and Sustainability**
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	**5 – Full Implementation and Sustainability**
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	**5 – Full Implementation and Sustainability**

Building Relationships Dashboard Narrative Boxes

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**

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

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

These efforts collectively enhance the relationship between school staff and families, ensuring that students receive the support they need to succeed both academically and socially. Parents are provided with opportunities to provide input into their student's education plan and into the school's overarching goals, actions, and services. Results from the school's annual survey indicate that 100% of parents report being able to provide input and feedback to the school through multiple ways. The school values the partnership between school staff and families as the foundation of parent and family engagement. 100% of parents report that they have a high satisfaction rate with their student's teacher. To further engage parents and families in the instructional program, the school has prioritized providing learning environments that are innovative and engaging. 100% of parents report that the school provides innovative and engaging learning environments.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.**

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community The school regularly consults with educational partners throughout the school year to understand the academic, social-emotional and physical needs of students and families. The school utilizes multiple methods to conduct meaningful engagement,

including school events, trainings, meetings, committees and surveys. Additionally, the school's educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

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

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.**

To improve the engagement of underrepresented families the schools will address needs on several fronts. School materials will be translated, and interpreters have been made available for calls and meetings. The school will issue continue to Chromebooks and internet data plans to households in need of home technology. Increased Family Learning Series offerings to families focused on how to best support their child in academics, college/career interests, instructional support and health and safety for parents and families will be available. Parent Square further provides communication and engagement opportunities between the educational partners and the school.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	**5 – Full Implementation and Sustainability**
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	**5 – Full Implementation and Sustainability**
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	**5 – Full Implementation and Sustainability**
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	**5 – Full Implementation and Sustainability**

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.**

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

The school establishes formal partnerships with community-based organizations and non-profit organizations to provide services and support for students and families in the areas of family, food, housing, health, mental health, and college and career. The school has several formal partnerships providing services and support to families throughout the school year.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

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

Based upon information collected from students, the school will maintain or expand Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways. In addition, the school is focused on providing students with additional counseling services to support and plan for post-high school pathways. The school will issue Chromebooks and internet data plans to households in need of home technology through the school's connect program, managed by the school's Equity and Inclusion Department which is focused on increasing opportunities for all students to succeed. In addition, a partnership with a local non-profit tutoring organization will provide additional academic tutoring opportunities for their students – particularly focused in Mathematics and ELA.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

Audeo Valley is fully committed to continuously improving the engagement of underrepresented families with our partnerships supporting student outcomes. This includes working to increase community-based partnerships that support the needs of our educational partners. These include resources for academic, physical, and social emotional needs of students to eliminate barriers to each student successfully achieving their Personalized Pathway Educational Plan goals. To better facilitate school to home two-way communication and input with English Learner households, school materials will be translated as translators provided when needed. Demographically, the LEA is majority-minority, majority SED, and a higher percentage of students with disabilities than the surrounding community. All students have full access to the courses and opportunities offered at the school. The school continues to solicit input from educational partners to identify and address student and family needs and to break down barriers to success.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	**5 – Full Implementation and Sustainability**
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	**5 – Full Implementation and Sustainability**
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	**5 – Full Implementation and Sustainability**
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	**5 – Full Implementation and Sustainability**

Seeking Input for Decision-Making Dashboard Narrative Boxes

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

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

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

school provides training for SSC members annually and holds regular meetings to develop, refine, and update the LCAP. The school provides training for English Learner Advisory Committee members annually and holds regular meetings to develop refine and update the English Learner Plan. The families of students in Special Education are engaged through the Community Advisory Committee that provides training, resources, support, and feedback opportunities throughout the school year. In 2024-2025 the school received input from nearly 100 students and parents and used the results in the development of the 2025-2026 LCAP.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

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

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events. The school has also enhanced the Family Learning Series, which is ongoing and sustained training for parents and family members focused on their individual needs. The Family Learning Series is also committed to empowering parents and family members to be part of the school planning process – which includes reviewing schoolwide student engagement, achievement, and college/career readiness data. Instructional staff utilize ParentSquare to engage in two-way communication with students, parents and family members regarding the educational program and opportunities for input and engagement. Interactive English Learners Advisory Committee (ELAC) meetings will seek to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment. The school will continue to provide translated materials and resources for parents and family members of English Learners.

.

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

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (Dashboard) to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 6 are provided below.

School Climate (LCFF Priority 6)

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

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

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

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

1. **DATA:** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

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

Over the last three years, LCAP survey results indicate that the number one key requirement of students and parents is a safe and supportive learning environment. This requirement has directly impacted on the development of the school's LCAP. To monitor the success of Audeo Valley's LCAP Goal 4: *Provide a Safe Environment and Supportive School Culture*, the school has established a metric of maintain or achieve a 90% or higher safety satisfaction rating. In 2024-2025, Audeo Valley exceeded this metric.

Student participation in the CHYS is voluntary. An important factor affecting the quality of survey results on the CHYK survey is participation rate. The validity and representativeness of the results is diminished if the student response rate is lower than 70 percent. Audeo Valley's response rate on the CHYS at each grade level was Grade 7 (48%), Grade 9 (17%), and Grade 11 (63%) for CHYS Core and Grade 7 (24%), Grade 9 (14%), and Grade 11 (53%) for CHYS Behavioral Health.

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

In 2024-2025, 95% of students reported that they felt safe at Audeo Valley and 97% of parents reported that they feel their child is safe at the school. Additionally, the school establishes metrics for suspension and expulsion rates to reflect the effectiveness of the school's Multi-Tiered Systems of Supports (MTSS) that incorporates academic, social/emotional, and behavioral supports and interventions. In 2024-2025 Audeo Valley's suspension rate was 0% and expulsion rate was 0%.

Results are not provided by CHYS if there are fewer than 10 responses for a grade level and/or student group. Audeo Valley didn't receive disaggregated results for SPED, EL's, LTEL's, Foster/Homeless or any Ethnic Subgroup. Key learnings included that for 11th graders in the past 12 months 46% experienced social emotional distress, 64% experienced chronic sadness/hopelessness and 45% reported having considered attempting suicide. 52% of 11th graders reported life satisfaction. 90% of students in 7th and 81% in 11th reported caring relationships with adults in school. 33% of 11th graders reported lifetime alcohol or drug use and 8% reported lifetime tobacco use. 75% of 7th, 45% of 9th and 82% of 11th graders reported eating breakfast today. 42% of 7th, 36% of 9th and 42% of 11th report a bedtime of 12am or later. In the past 12 months 30% of 11th graders reported wanting to receive mental health services and 30% reported receiving mental health services.

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

Audeo Valley has implemented the administration of the California Healthy Kids Survey (CHKS) in addition to an Annual LCAP Stakeholder Engagement Survey to aide in to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness. Based on the results of the CHYS, the school's educational partners have provided feedback the continue to have

additional academic, physical, emotional, and mental health needs and there continue to be elevated needs for mental health services. To address these needs Audeo Valley has a school meal program, provides an annual Family Resource Night to educate parents and family members on available programs and services. The school provides a Healthy Youth Therapist to provide additional and targeted counseling services and referrals and a Homeless and Foster Youth Liaison to proactively address and support students' academic, physical, mental health, and social-emotional needs. Both contribute to improving educational outcomes, promoting stability, and fostering a supportive and inclusive environment for these vulnerable populations. While students continue to have socioemotional and health related needs, over 90% of students surveyed report high levels of satisfaction with school safety and their overall experience at Audeo Valley.

Local Control Funding Formula (LCFF) Priority 7 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for LCFF Priority 7 are provided below.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. **Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

As of CBEDS 2024-2025 **Audeo Valley Charter** served 238 students in grades 6-12. The student demographics include:

- Percentage of Students with Disabilities: 21.8%
- Percentage of English Learners: 11.8%
- Percentage of Socioeconomically Disadvantaged: 76.9%
- Percentage of Homeless and Foster Youth (FY): 6.7%

Audeo Valley Charter qualifies as a Dashboard Alternative School Status (DASS) program. This status holds schools accountable for the same state indicators, some with modified methods. The school is approved as a DASS school through the eligibility criteria of serving “high risk” student groups; the school has an unduplicated count of over 70% of students in that qualify as “high risk”, including credit deficient students and high transient students.

Audeo Valley Charter uses the Pathways Personalized Education Plan (PPEP) process to plan, deliver and ensure all students across all student groups have access to a broad and rigorous course of study.

2. **Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

Audeo Valley Charter's leadership team analyzes the results of the measures listed above annually. The results demonstrate that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad and rigorous course of study. At our school, students take one to two courses at a time and students take the required grade level core courses within an academic school year. Course planning is individualized within the Pathways Personalized Education Planning (PPEP) Process. This process allows the instructional team to design a course plan based on the student's skill levels, interests, and post-high school goals. All courses leading to a high school diploma are UC-ag approved and NCAA approved. Students have access to Advanced Placement (AP) courses, honors courses, dual-enrollment and articulated courses, CTE courses and courses based on their PPEP. There are no differences in accessibility to courses across student groups at our school.

3. **Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

There are no barriers preventing **Audeo Valley Charter** from providing access to a broad course of study for all students. Currently, 100% of the students have access to a broad and rigorous course of study. The school will continue to monitor its available course of study to ensure continued equitable access for all students.

4. **In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

Due to the success **Audeo Valley Charter** has demonstrated in providing all students with access to a broad and rigorous course of study, no changes are currently planned. However, this data continues to be reviewed as part of our cycles of continuous improvement.

ALTUS SCHOOLS SOUTHERN CALIFORNIA

Dba

Audeo Charter School II ▪ Audeo Valley Charter ▪ Altus Schools Coachella Valley
Altus Schools East County ▪ Altus Schools North County ▪ Altus Schools South Bay ▪ Mirus Secondary

June 18, 2025

ALTUS SCHOOLS COACHELLA VALLEY
NOTICE OF PUBLIC HEARING

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

TOPICS OF HEARING:

2025-2026 Local Control Accountability Plan (LCAP)

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

HEARING DATE:	Tuesday, June 24, 2025
TIME:	*1:05 p.m., or soon thereafter as such item may be heard
LOCATION:	3252 Bonita Road, Chula Vista, CA 91910 or at Altus Coachella Valley Resource Center and/or via the following link Altus Coachella Valley: https://altuscoachellavalley.com/about/board-of-directors

* The public, open session of the Altus Schools Southern California Board Meeting will begin at 1:00 p.m.

Certification of Posting

I, Angela Neri, hereby certify that I posted this Public Hearing Notice at Altus Schools Coachella Valley Resource Centers, and on the Audeo Charter School II, Audeo Valley Charter, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools North County, Altus Schools South Bay, and Mirus Secondary Respective Webpages on June 18, 2025.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Altus Schools Coachella Valley

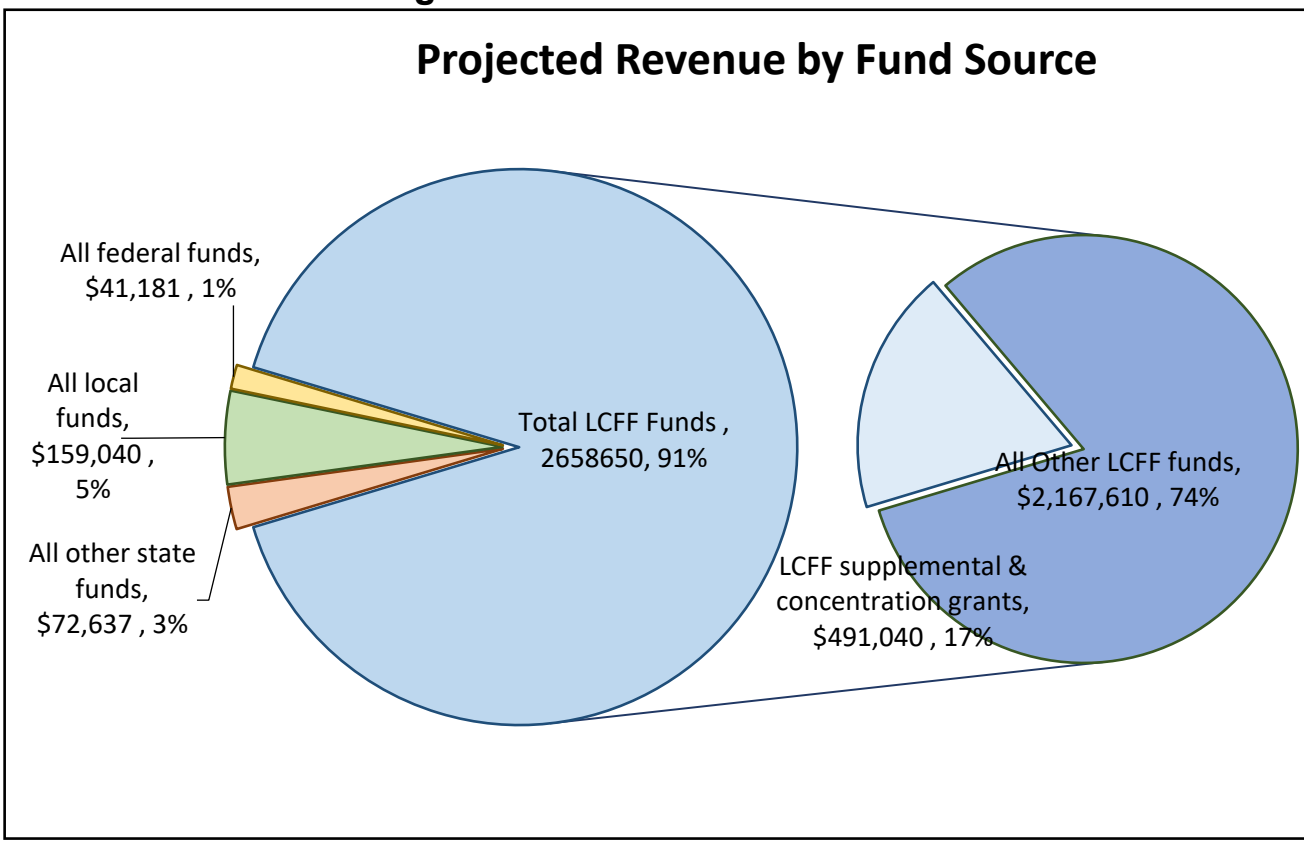
CDS Code: [CDS Code]

School Year: 2025-26

LEA contact information: Sharnita Foster, Ph: (858) 214-2511, Email: smoore@altusschools.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

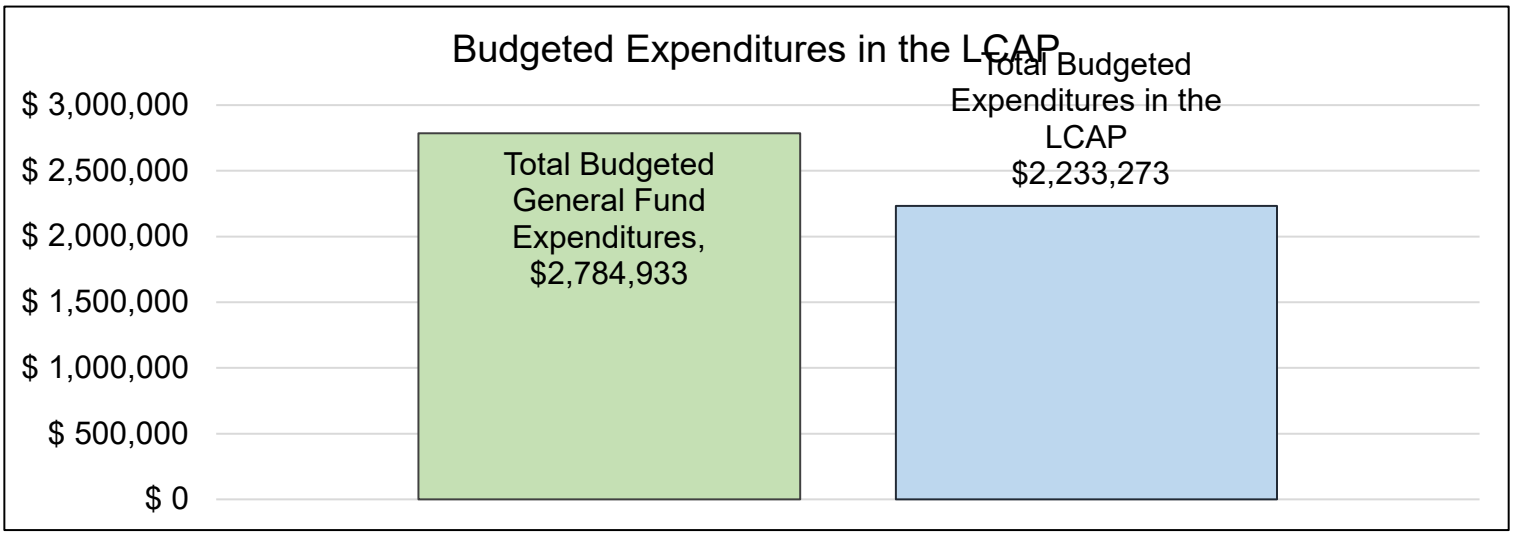


This chart shows the total general purpose revenue Altus Schools Coachella Valley expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Altus Schools Coachella Valley is $2,931,508.00, of which $2,658,650.00 is Local Control Funding Formula (LCFF), $72,637.00 is other state funds, $159,040.00 is local funds, and $41,181.00 is federal funds. Of the $2,658,650.00 in LCFF Funds, $491,040.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Altus Schools Coachella Valley plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Altus Schools Coachella Valley plans to spend $2,784,933.00 for the 2025-26 school year. Of that amount, $2,233,273.00 is tied to actions/services in the LCAP and $551,660.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

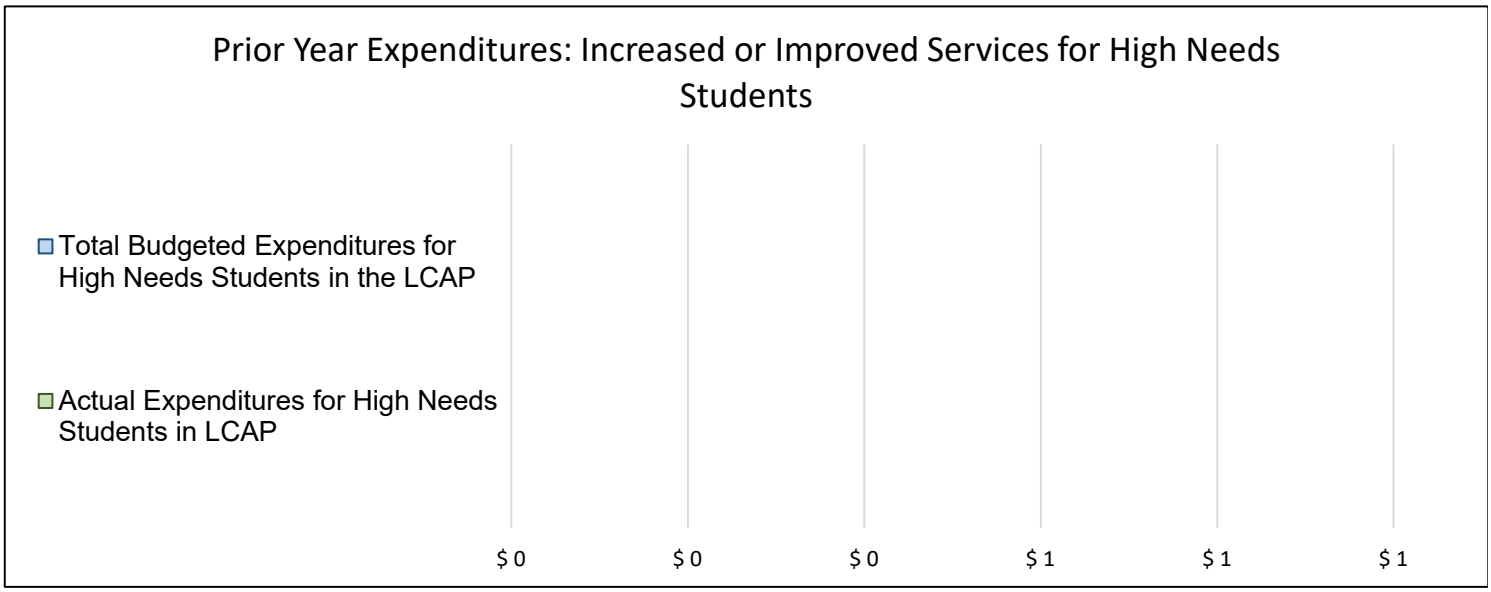
The budgeted expenditures that are not included in the Local Control Accountability Plan (LCAP) are salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Altus Schools Coachella Valley is projecting it will receive $491,040.00 based on the enrollment of foster youth, English learner, and low-income students. Altus Schools Coachella Valley must describe how it intends to increase or improve services for high needs students in the LCAP. Altus Schools Coachella Valley plans to spend $643,656.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Altus Schools Coachella Valley budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Altus Schools Coachella Valley estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Altus Schools Coachella Valley's LCAP budgeted $0.00 for planned actions to increase or improve services for high needs students. Altus Schools Coachella Valley actually spent $0.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Altus Schools Coachella Valley	**Sharnita Foster** *School Coordinator*	sfoster@altusschools.net (951) 247-6646

Plan Summary: 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

In June 2025, the Riverside County Office of Education authorized Altus Schools Coachella Valley, a free public school for grades 7-12. The school will open in the 2025-26 school year and will include a resource center in Palm Desert, an existing and successful center previously operated by Mirus Secondary School.

Coachella Valley operates one neighborhood resource center in Palm Desert. Students and families visit this neighborhood resource center by appointment, or as needed, to participate in the instructional program and meet with school staff in a quiet, distraction-free, and safe environment. Coachella Valley is a non-classroom based independent study program.

Coachella Valley is part of Altus Schools. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform. At Coachella Valley, every student's progress and academic achievement is important to us.

Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging with parents on a weekly basis through formal meetings, home visits, phone calls, and emails. Families are considered part of the learning 'team' and an integral part of the learning process.

Our school's standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Academic instruction is presented individually and in small groups. Courses at Coachella Valley are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, Coachella Valley works to alleviate social and personal pressures that can impact academic performance. We also have many partnerships and alliances to provide community resources to students and families.

Based upon historical enrollment data and trends at the Palm Desert Resource Center, the school intends to seek identification by

the California Department of Education (CDE) as Dashboard Alternative School Status (DASS). DASS schools must have an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups, to be eligible for DASS. The high-risk groups include the following:

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

For the 2025-26 school year, Coachella Valley plans to serve students in grades 7-12, with a projected enrollment of 160. While the majority will be in grades 9-12, the student demographics will align with those of the Desert Sands Unified School District, reflecting similar student groups.

Reflections: Annual Performance

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

The 2025-26 school year will be the first year of operation for Altus Schools Coachella Valley. Consequently, there is no School Dashboard data to report. However, educational partners are focused on establishing a personalized instructional program designed to increase student engagement and academic performance.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Not Applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	The 2025-26 LCAP was directly informed by teacher perspectives gathered through a variety of engagement strategies, including the Staff LCAP Engagement Survey, School Site Council (SSC), English Learner Advisory Committee (ELAC), Instructional Meetings, All Staff Meetings, and Altus University (AU) Professional Learning. This comprehensive data collection process allowed us to develop actionable, student-centered priorities that directly address the needs identified by our educators, fostering a collaborative and impactful school environment.
Principals and Learning Leads	Principals and Learning Leads directly influenced the 2025-26 LCAP by actively participating in various forums, including weekly Learning Lead Huddles, surveys, and committee meetings. Their expertise in data analysis and instructional programming enabled the creation of a strategic, student-centered LCAP designed to maximize learning and achievement.
Administrators	Administrators initiated the LCAP development through a collaborative approach, prioritizing meaningful engagement with all educational partners. Utilizing platforms such as Leadership Huddles, School Site Council, ELAC, Instructional and All-Staff meetings, strategic planning sessions, and AU Professional Learning, they actively sought and integrated diverse input. This engagement directly translated into actionable LCAP strategies aligned with school goals, promoting a transparent and inclusive environment for sustained improvement.
Other school personnel or staff	School staff and personnel collaboratively developed the 2025-26 LCAP through regular engagement and consultation. The Staff LCAP Engagement Survey, SSC, Instructional and Staff Meetings, and professional learning facilitated diverse input, ensuring LCAP actions align with the school's Vision, Mission, and Values. This inclusive process resulted in a comprehensive LCAP that addresses community needs and supports school-wide goals.

Parents	Parent engagement was strategically prioritized to directly inform and shape the school's LCAP, ensuring alignment with the diverse needs and perspectives of our community. Multiple avenues for consultation were implemented to maximize parent voice and participation. • **Data-Driven Feedback:** The Parent LCAP Engagement Survey provided quantifiable data and qualitative insights, enabling the school to understand parent priorities and tailor programs accordingly. • **Direct Interaction and Dialogue:** Open House and Senior Night Events facilitated direct communication between parents, teachers, and administrators, fostering collaborative partnerships. Parent-Teacher Conferences offered personalized conversations to address individual students' needs and progress. • **Shared Decision-Making:** Active participation in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings empowered parents to directly contribute to school-wide decisions regarding instructional strategies and resource allocation. • **Empowering Educational Partnerships:** The Family Learning Series provided targeted workshops and resources, equipping parents with the tools to actively support their children's academic and social-emotional development. • **Community Vision:** Parent participation in Board Meetings fostered meaningful contributions and increased awareness of broader school policies and initiatives. Recognizing the pivotal role of parent perspectives in shaping school communication, climate, and student holistic development, the school actively sought and integrated parent feedback throughout the LCAP development process. This commitment to collaborative decision-making resulted in a more inclusive, responsive, and student-centered learning environment, ultimately enhancing outcomes for all students.

Students	At the core of our LCAP development lies a commitment to centering student voice. We recognize that authentic student input is crucial for creating a responsive and effective learning environment. To ensure their perspectives were not only heard but actively valued, we implemented a multi-faceted approach to student engagement. • **Direct Feedback through the Student LCAP Engagement Survey:** Students were empowered to provide candid feedback and constructive suggestions, directly influencing the LCAP's direction. • **Meaningful Participation in Decision Making:** Student representation in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings facilitated collaborative discussions on critical school initiatives and policies. • **Diverse Avenues for Input:** Events like Open House, Senior Night, College and Career Week, Senior Exhibition Panels, and Health & Wellness Week provided platforms for students to share their experiences and insights, fostering open dialogue with educators and administrators. • **Personalized Student-Teacher Conferences:** These conferences created individualized opportunities for students to discuss their academic progress, goals, and challenges, ensuring their individual needs were addressed. By actively integrating student perspectives throughout the LCAP development process, we are building a student-centered learning environment that prioritizes academic achievement, social-emotional well-being, and positive behavioral development. This commitment reflects our dedication to creating a school where every student feels heard, valued, and empowered to succeed.

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

Engaging our educational partners remains a continuous and integral process as we collaboratively design an educational program that effectively addresses the evolving needs of our students and the wider community. This partnership ensures that all students have access to enriched opportunities and achieve improved outcomes. The valuable insights gathered through this engagement directly inform our school's comprehensive strategic planning, accountability measures, and ongoing improvement efforts within the framework of California's State Priorities.

Feedback from our educational partners indicates continued satisfaction with our current initiatives focused on improving the educational program. As a result, for the 2025-26 school year, our school will continue to prioritize five Local Control and Accountability Plan (LCAP) goals. These goals strategically address key areas: 1) High-quality Instruction, 2) Standards-aligned Curriculum and Course of Study, 3) Professional Learning System, 4) School Climate, and 5) Innovative Teaching and Engagement Methods.

Each LCAP Goal, along with its corresponding Metrics, is carefully aligned not only with State and Local priorities but also with the specific metrics and targets established by our charter authorizer. This intentional alignment ensures a cohesive and focused approach to accountability and continuous improvement.

The Metrics incorporated into the 2025-26 LCAP emphasize both Status and Change, mirroring the California School Dashboard's Five-by-Five Placement methodology. Furthermore, certain Metrics utilize locally established targets, informed by historical data or tailored to the specific needs of our student population, including those within our alternative education setting (DASS).

Teachers and Staff:

Valuable insights from our teachers and staff regarding instructional strategies, curriculum design, professional development needs, and student support services have directly informed the following additions and refinements to the 2025-26 LCAP:

- **Instructional Support:** Recruit and hire additional staff to enhance student supervision, tutoring, and learning feedback.
- **Learning Management System:** Design and develop an improved LMS with enhanced course structures and activities.
- **Technology Access:** Continue providing Chromebooks and internet services to students and families with home technological needs.
- **Early College Credit:** Expand opportunities for all students to earn college credit while in high school.
- **Professional Learning:** Continue offering ongoing professional development focused on the effective integration of Virtual Reality, IXL Mathematics, Summit K12, and Culturally and Linguistically Responsive Teaching.
- **Mental Health Support:** Expand systems to better support student mental health.

Principals, Learning Leads, and Administrators:

These educational partners shared valuable insights into the school's operations, encompassing strategic planning, data analysis, engagement methods, resource allocation, program evaluation, alignment with state priorities, and communication systems. Their feedback has directly informed us of the following 2025-26 Local Control and Accountability Plan (LCAP) Actions:

- **Mathematics**: Increase student engagement, achievement, and confidence by expanding the use of Virtual Reality Math and IXL Math. We will also support this through monthly Math Study Groups focused on research-based strategies and ongoing high-quality professional learning for our math instructional staff.
- **Instructional Support**: Enhance support for teachers and education specialists by recruiting and hiring additional support staff.
- **Targeted Student Support**: Expand our tutoring program in Math and English Language Arts to provide high-dosage support for academic growth and increased graduation rates.
- **English Learners**: Ensure effective integration of Summit K12 resources for English Learners through ongoing professional learning for teachers.
- **Students With Disabilities:** Ensure that Students with Disabilities receive high-quality Specialized Academic Instruction (SAI) and supports, including effective differentiation and the maintenance of high academic standards.
- **Counseling**: Enhance counseling and advising sessions with a focused approach on ensuring students are on track for graduation, thoughtfully planning their future pathways, and demonstrating robust college and career preparedness.
- **Safety**: Maintain safe learning environments through the consistent operation of our Brivo card access system.

Parents, Family Members, and Advisory Committees:

These educational partners offered valuable perspectives on school communication, family engagement strategies, academic support services, and initiatives for social-emotional learning. Based on their feedback, the school will implement the following 2025-26 LCAP Actions and/or Metrics:

- **Tutoring Support:** Continue to provide targeted tutoring opportunities for English Learners, Foster Youth, and underserved students.
- **Reading Proficiency:** Highly recommend the use of Achieve3000 as an educational tool to improve student reading proficiency and meet the needs of unique learners.
- **Meal Program:** Maintain the school's meal program to ensure students from under-resourced homes and communities have access to healthy nutrition, supporting their readiness to learn.
- **Individualized Guidance:** Offer individualized counseling and advising sessions focused on course planning, goal setting, and preparation for future pathways.
- **Character and Leadership Development:** Support the Character and Leadership Development program with Cadet Corps, which offers students opportunities for physical fitness, team building competitions, and social skills development.
- **Safe and Supportive Environment:** Provide a safe and supportive bully-free school environment.
- **Positive School Culture:** Provide a positive school climate characterized by clean facilities, clear channels for communication with staff regarding any concerns, and school staff who are consistently responsive, energetic, helpful, optimistic, and caring.

Students:

These educational partners provided first-hand insights into school communication, instructional methods, curriculum design, health, and safety. Based on their input, the following Actions have been prioritized for the 2025-26 LCAP:

- **Field Trips:** Students expressed a desire for field trips that connect to their interests and future goals.
- **Comprehensive Mental Health Resources:** Recognizing students' call for greater mental health support, the school will provide accessible counselors, informative workshops, and readily available wellness resources.
- **Real-World Experiences:** Students want learning that connects to their lives and helps them solve real problems.
- **Meal Program:** Students highlighted the need for consistent access to healthy food while at school.
- **Equitable Access to Technology:** Students voiced the importance of having the necessary technology at home to access school activities and assignments.
- **Curriculum Integration:** Students expressed interest in using 3D Printers and Virtual Reality in their courses and course of study.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

Priority 5: Student Engagement (Engagement)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Recognizing that students entering the school often face significant educational challenges, including credit deficiencies and below-grade-level performance in Reading, Language, and Mathematics (as indicated by NWEA assessments), the program provides comprehensive academic intervention and support. The school is dedicated to fostering student growth through Pathways Personalized Education Plans (PPEP), designed to accelerate learning, address individual needs, and prepare students for college, career, and future endeavors.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Independent Study Program: Teacher Credentials	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Greater than 90%**	N/A
M1.2	Teachers Appropriately Assigned and Credentialed	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Exceed baseline data**	Total teaching FTE: N/A Clear: N/A
M1.3	DASS One-Year Graduation Rate	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 68.8% Riverside County: 83.1%	N/A
M1.4	Combined Four- and Five-Year Graduation Rate	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 54.2% Riverside County: 76.5%	N/A

M1.5	Chronic Absenteeism Rate	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 47.1% Riverside County: 50.1%	N/A
M1.6	CAASPP ELA: Average Distance from Standard	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -118.2 Riverside County: -122.6	N/A
M1.7	CAASPP Math: Average Distance from Standard	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -192.8 Riverside County: -197.2	N/A

M1.8	Grade 11 CAASPP ELA: Met or Exceeded Standard	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 21.8% Riverside County: 14.1%	N/A
M1.9	Grade 11 CAASPP Math: Met or Exceeded Standard	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 3.8% Riverside County: 2%	N/A
M1.10	English Learner Progress Indicator (ELPI)	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 32.5% Riverside County: 36.62%	N/A
M1.11	English Learner Reclassification Rate	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Greater than 10%**	N/A
M1.12	Measures of Academic Progress by NWEA: Reading	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Greater than 60% or Exceed Baseline Results**	N/A

M1.13	Measures of Academic Progress by NWEA: Language	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Greater than 60% or Exceed Baseline Results**	N/A
M1.14	Measures of Academic Progress by NWEA: Math	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Greater than 60% or Exceed Baseline Results**	N/A
M1.15	California Science Test	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Improve Annually or Exceed the Statewide or County DASS school average:** Statewide: Not available Riverside County: Not available	N/A
M1.16	Student Attendance or Participation Rate	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Greater than 84%**	N/A
M1.17	Middle School Dropout Rate	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Less than 5%**	N/A
M1.18	High School Dropout Rate	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Less than 5%**	N/A
M1.19	Student Confidence Survey	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Greater than 90%**	N/A

Goal Analysis for 2024-25

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

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	a) School staff will administer **Measures of Academic Progress by NWEA** to students in the fall and spring semesters. This data will inform targeted adjustments to curriculum and instructional strategies, ensuring we effectively address achievement gaps and support all students' academic success. b) School staff will administer the **Smarter Balanced Interim Assessments** to students in the fall semester. This data will empower instructional staff to analyze student understanding of grade-level standards and develop systematic strategies for continuous improvement in teaching and learning. c) Using the **California Educators Reporting System (CERS)**, teachers will analyze student progress and create targeted interventions to meet the diverse needs of all students, ensuring success in core subjects. d) To enhance student learning, instructional staff will strategically integrate **Instructure Mastery Connect** formative and summative assessments within the core curriculum. This data-driven approach will enable teachers to analyze student achievement, identify areas for growth, and refine teaching practices to meet the diverse needs of all learners, and inform core curriculum development and adjustments. e) Teachers will analyze student data from **Naviance**, specifically focusing on career exploration, college interests, and learning styles, to create personalized and engaging instructional plans. f) **Data and Assessment Department staff** will systematically collect and analyze data on key student achievement metrics, including student participation, chronic absenteeism, credit completion, potential dropout rates, AP course performance, and Naviance student confidence—and disseminate these findings in **Monthly Storybooks.**	$63,135	No

2	English Learner Assessment and Support Framework	a) School staff will conduct a **Home Language Survey** to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans. b) Instructional staff will **administer the ELPAC** to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification. c) Instructional staff will **collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities**, incorporating academic language development goals to ensure comprehensive support. d) **English Learner Achievement Department (ELAD)** will utilize data analysis to develop evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems. e) Instructional staff will integrate evidence-based **formative and summative English Language proficiency assessments** in personalized one-on-one or small group settings to accurately measure language acquisition. f) Instructional staff will implement **Integrated English Language Development (ELD)** strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners. g) Instructional staff will deliver personalized **Designated ELD instruction, using Summit K12** and blended courses, to develop essential language skills for content learning, tailored to each student's grade, proficiency, and learning needs. h) School staff will **research valid and reliable assessments to measure emerging English Learners' native language literacy** to provide equitable access to standards-aligned and rigorous courses of study, provide primary language assistance, and support biliteracy.	$87,190	Yes

3	Personalized Academic Instruction and Support for All Students	a) To strengthen student support, **Human Resources staff will prioritize the hiring of Resource Center Associates, Learning Associates, and Certificated Teacher Resources**, who will provide tutoring, deliver student learning feedback, and perform other critical instructional support functions. b) **The Student Services Center (SSC) staff will gather comprehensive student data**, including transcripts, report cards, attendance, behavior, and IEP/504 plans, to create Pathways Personalized Education Plans (PPEPs). c) **Teachers will create and manage Pathways Personalized Education Plans (PPEPs)** for each student, using educational records, assessments, academic progress, and post-secondary goals to guide student growth d) Instructional staff will utilize the **School Pathways Student Information System (SPSIS)** to streamline student support by documenting attendance, tracking MTSS interventions, monitoring progress, and recording grades. e) **Counselors** will work with students to develop personalized graduation plans**, offering multiple pathways to a diploma or equivalent**, and facilitating successful post-high school transitions. f) **Teachers will implement live, small-group instruction** designed to provide individualized skill support, enabling students to achieve mastery of course objectives and content standards, and create interactive opportunities to build student connectedness. g) Instructional staff will implement **Spring Academies in April**, providing targeted test preparation in Math and ELA to equip students with the skills/knowledge needed to maximize their proficiency in key claims and targets. h) **Learning Leads** and school administrators will offer support and guidance for **effective MTSS implementation**, facilitating timely interventions to meet the diverse academic, behavioral, and social-emotional needs of all students, and systematically monitoring the	$477,549	No

		impact of these interventions. i) Instructional staff will plan and provide **personalized field trip experiences**, focusing on student interests in career and college pathways, to enhance their exploration of future possibilities. j) The school will deploy **sprinter vans** to support student engagement in a range of activities, including field trips, school events, and Cadet Corps. This transportation solution will enhance accessibility for students. k) Identified students will be provided with access to rigorous **GATE programs**, facilitated by specially trained teachers, which will cultivate their talents and intellectual abilities through a challenging and stimulating academic environment, enabling them to reach their full potential.		

4	Targeted Math Interventions and Resources	a) Using data analysis, the **Math Study Group** will identify and prioritize key math standards and themes, informing daily instruction and targeted interventions throughout the school year. b) To support effective math instruction, the school will create a centralized, web-based **Teacher Math Resource**, offering readily accessible materials including key math themes, test preparation strategies, tutoring and intervention tools, VR integration guides, lesson plans, and targeted resources for English learners. c) Integrate the interactive features of **Amplify Desmos Curriculum** into weekly math tutorials, enabling students to explore mathematical concepts visually, manipulate variables, and receive immediate feedback, thereby fostering active learning and improved problem-solving skills. d) **Implement IXL Math** to offer personalized learning paths, immediate feedback, and motivational rewards to enhance student math proficiency. By leveraging IXL's adaptive technology, we aim to accelerate learning and effectively target areas of weakness, significantly improving student outcomes and directly contributing to learning recovery for targeted student groups. e) Utilize **Prisms Virtual Reality** mathematics to provide students with hands-on, spatial learning experiences, enabling them to visualize and manipulate mathematical concepts, thus building a strong foundation for grade-level math mastery.	$76,515	No

5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	a. **Learning Leads** and school administrators will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and **implementing the school's MTSS with fidelity**. b. To significantly increase graduation rates, the school will deploy additional **instructional support staff**, including Resource Center Associates, Learning Associates, and Certificated Teacher Resources, who will provide targeted tutoring. This focused support will address specific academic needs, ensuring students successfully complete the required graduation coursework and progress towards their diplomas. c. Partner with a **community-based organization for high-dosage tutoring throughout the school week**. This tutoring is designed to target unique learner needs, focusing on developing effective study habits and accelerating Math and ELA growth. This approach will directly support improved academic outcomes and contribute to closing identified learning gaps. d. **Counselors** will facilitate individualized student meetings focused on collaborative course planning and goal setting. These meetings will empower students to identify their academic, social-emotional, and behavioral needs, and work with counselors to develop tailored strategies for success, including **personalized course recommendations and support plans**. e. To drive increased graduation rates, the **Equity and Inclusion Department will focus on removing barriers to student success**. Through close collaboration with school staff, Equity and Inclusion staff will identify and address the holistic needs of individual students, particularly those facing unique challenges. This includes coordinating academic support, social-emotional resources, and family assistance, ultimately creating a supportive environment that empowers all students to achieve graduation. f. Full implementation of the **AVID Program** to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness.	$158,576	Yes

6	Academic Instruction and Support for Students with Disabilities	a) **Special Education (SPED) staff** will implement a system of frequent IEP reviews to facilitate timely adjustments and ensure personalized learning for all students with disabilities. These reviews will focus on maintaining alignment between IEPs, students' current needs, and evolving goals, enabling responsive and effective educational support. b) **Special Education Learning Lead** will offer support and guidance for compliance and specialized instruction for students with disabilities. c) **Special Education (SPED) staff will collaborate with general education teachers** and support staff to ensure the effective implementation of accommodations, modifications, and supplementary aids as specified in each student's Individualized Education Program (IEP). d) Provide ongoing professional development for all staff members to ensure understanding of **Free Appropriate Public Education (FAPE) requirements** and best practices for supporting students with disabilities. e) Education Specialists will provide **Specialized Academic Instruction (SAI)**. This instruction will be tailored to each student's unique learning needs. They will focus on targeted instruction in areas of need. This ensures individualized support for students with disabilities. f) Education Specialists will coordinate **supplemental services as needed**. Students requiring additional support, such as speech therapy or occupational therapy, will receive services from a nonpublic agency (NPA) certified by the California Department of Education (CDE). This ensures individualized support for students with disabilities. g) Special Education (SPED) staff will offer **ongoing support and consultation to general education teachers** to facilitate the effective implementation of accommodations and modifications within core curriculum areas.	$266,934	No

		h) By integrating the **principles of Universal Design for Learning (UDL),** we will proactively customize learning activities and materials, ensuring multiple means of engagement, representation, and action/expression, thus fostering accessibility for all students, including those with disabilities. i) Utilize the California **Practitioners' Guide for Educating English Learners with Disabilities** to ensure effective instruction for dually identified students. a) The **progress of students with disabilities will be systematically monitored through data-driven assessments**, allowing for timely and targeted adjustments to their intervention strategies. This process will ensure that interventions are responsive to their unique needs and promote optimal learning outcomes.		

7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	a) Instructional staff will use **Ellevation as a comprehensive monitoring system** to support diagnostic, progress monitoring, and benchmark assessments of student learning, enabling timely adjustments to instructional and supplemental supports. b) Instructional staff will **monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students** through the PPEP Phase Meetings in July, October, January, and other instructional meetings. c) School leadership will implement a **semesterly ELD progress report**, aligned with the CA EL Roadmap, to track student progress in designated ELD courses, attendance, and reclassification readiness. d) To support English Learner success, teachers will provide families with ELD progress reports and **facilitate collaborative meetings** to discuss language acquisition, academic growth, and individual student needs. b) **Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners** performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.	$108,060	Yes

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

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

Priority 4: Student Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The school is committed to providing a rigorous and relevant curriculum that prepares students for success in the 21st century. This curriculum is grounded in the development of essential learning skills, including critical thinking, collaboration, creativity, and communication, which are vital for navigating the complexities of the modern global landscape. Adherence to California Content Standards ensures that students not only meet state-mandated educational requirements but also experience high academic expectations. Furthermore, the school prioritizes accessibility and inclusivity, ensuring that all students have equitable opportunities to thrive academically and pursue diverse college and career pathways, thereby maximizing their potential.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	Availability of standards aligned instructional materials to every student	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**100%**	N/A
M2.2	Provide **all students** with access to a broad course of study, including Social Studies, English, Mathematics, Science, World Language, Visual & Performing Arts, Career Technical Education, and Physical Education	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**100%**	N/A
M2.3	Design and implement programs and services to **pupils with exceptional needs** that promote enrollment in college/career-focused courses, successful transitions, and social-emotional skill development	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**100%**	N/A
M2.4	Design and implement programs and services to **unduplicated students** that promote enrollment in college/career focused courses, successful transitions, and social-emotional skill development	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**100%**	N/A

M2.5	Increase the annual number of students completing college credit courses	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Exceed baseline data**	N/A
M2.6	Maintain a comprehensive selection of college-aligned Advanced Placement and Honors course offerings	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Maintain baseline data**	N/A
M2.7	Maintain High-Quality and relevant established CTE Career Pathways	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Maintain baseline data**	N/A
M2.8	100% of Core Courses will be aligned to CCSS	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**100% of courses**	N/A
M2.9	100% of Science Courses will be aligned to NGSS	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**100% of courses**	N/A
M2.10	100% of ELA and Social Science Courses will be aligned to ELD Standards	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**100% of courses**	N/A

M2.11	100% of Core Courses will be UC A-G approved	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**100% of courses**	N/A
M2.12	100% of CTE Courses will be aligned to CTE Model Curriculum Standards	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**100% of courses**	N/A
M2.13	Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Exceed baseline results**	N/A
M2.14	Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Exceed baseline results**	N/A
M2.15	Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Exceed baseline results**	N/A

M2.16	Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Exceed baseline results**	N/A
M2.17	Maintain a compliant and accessible Work Experience Education (WEE) Program	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Fully compliant and accessible WEE Program**	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Dynamic, Engaging and Standards-Aligned Curriculum	a) The school will develop a tailored **Learning Management System (LMS) on the Canvas platform**. This initiative will focus on designing and implementing interactive content and engaging activities that directly support student learning, promote academic growth, and improve overall achievement. b) APAC will maintain course alignment with **Common Core, ELD, and NGSS standards** through continuous review and updates. c) The **Visual and Performing Arts (VAPA) Department** will annually revise its comprehensive arts curriculum to align with state standards and integrate the arts across core subjects. Furthermore, VAPA will explore innovative opportunities, such as virtual reality and local partnerships, to enrich learning through hands-on experiences and cross-curricular projects, ultimately aiming to increase student participation and foster exploration of diverse art forms. d) APAC will regularly review curriculum to ensure alignment with **Smarter Balanced ELA and Math Assessment blueprints**. e) APAC will ensure course alignment with **UC a-g and NCAA requirements** to maximize student college and athletic eligibility. f) APAC will develop and enhance curriculum and instructional resources that integrate **culturally and linguistically responsive content and activities.** g) Instructional staff and counselors will actively **promote the benefits of advanced coursework** (Accelerated, Honors, AP) to students and families.	$172,286	No

2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	a) Provide **Chromebooks and internet services to families** in need of home technology to increase access and equity to the instructional program – close the digital divide. b) APAC will develop curriculum that is customized and blended for English Learners, with the **Universal Design Learning (UDL) Guidelines** to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities. c) Instructional staff will use **Achieve3000**, a differentiated literacy program, tailored to individual reading levels, to accelerate learning gains and build content knowledge for English Learners within the school year. d) instructional staff will utilize **BrainPop and BrainPop ELL**, a web-based supplemental English language learning platform. This program will provide ELL-specific support, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge. e) Instructional staff will conduct outreach and recruitment to English Learner, Foster Youth, and Low-Income students with the focus **on providing equitable access to the same educational program** and services as all students, including access to Accelerated, Honors and Advanced Placement (AP), Gifted and Talented Education, and the Early College Credit Program.	$107,586	Yes

3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	a) Curriculum and Professional Development staff will regularly evaluate and update the course offerings list to ensure it reflects the current requirements for **college, university, career, and military pathways**. b) School staff will continue to offer **CTE courses and Certification programs** which are aligned to CTE Model Curriculum Standards. c) School staff will organize an engaging annual **College and Career Week**, connecting students with field experts and representatives through informational presentations and interactive workshops focused on post-secondary opportunities. d) Create a comprehensive **Early College Credit Resource Guide**, including a clear vision and mission, to ensure consistent program implementation school wide. e) Expand **Early College Credit access** for all students through strategic Dual Enrollment and Articulation partnerships with local colleges. f) Proactively inform students and families about Early College Credit academic and social emotional benefits, deadlines and course offerings through **comprehensive counseling outreach**. g) Deliver targeted Early College Credit **information and training through diverse platforms**, including Open House, Senior Night, Family Learning Series, and college workshops. h) **Collaborate with local colleges** to offer comprehensive Early College Credit onboarding, including informational sessions, application support, and orientations. i) **Track and analyze Early College Credit participation** and outcomes through a comprehensive "storybook" approach, with specific attention to diverse student populations (Special Education, English Learners, GATE, Homeless). j) Utilize **professional learning communities to analyze Early College Credit data** ("storybook") and identify trends, strengths, and	$104,404	No

		areas for improvement. k) Proactively collaborate with support staff and homeless liaison to identify and eliminate barriers, guaranteeing **equitable access to tuition-free Early College Credit** for all students, supported by the College & Careers Access Pathways Grant. l) Counseling staff will actively promote and educate students on the benefits of work-based learning opportunities, including the **Work Experience Education Program and Service Learning**, to prepare them for future careers. m) School staff will coordinate and oversee the administration of **Advanced Placement (AP) exams** during designated testing windows, providing students the opportunity to earn college credit and placement. n) To ensure grade 12 students are effectively prepared for diverse post-high school pathways, including college, university, military, and workforce entry, instructional staff will provide **targeted support in the development of their Pathways Portfolio**. This graduation requirement emphasizes the development of digital literacy and strategic planning.		

Goal

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

State Priorities addressed by this goal.

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

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The school prioritizes data-informed professional learning, designed to align teaching strategies with the specific academic needs and strengths of students. By analyzing performance data, the school ensures that professional development is relevant and effective, enhancing instructional quality and maximizing teacher impact. This data-driven approach also facilitates ongoing adaptation and refinement of teaching practices to meet evolving educational standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	90% of teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for all pupils, including English Learners	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**90%**	N/A
M3.2	90% of teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**90%**	N/A
M3.3	English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**At least six English Learner trainings offered throughout the school year**	N/A

M3.4	90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**90%**	N/A
M3.5	90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**90%**	N/A
M3.6	90% of students surveyed will report high levels of satisfaction with their overall educational experience	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**90%**	N/A
M3.7	90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**90%**	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Continuating

1	Professional Learning Focused on Improving Academic Performance for All Students	a) Aligning with strategic initiatives, and responding to staff and partner feedback, the Curriculum and Professional Development Department will design and deliver a targeted **Professional Learning Calendar and Catalog**. b) Altus University (AU) will provide **professional development trainings designed to enhance teacher effectiveness** in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards, ultimately improving student learning outcomes. c) The school will use **Clifton Strengths** to provide employees with a clear understanding of their unique strengths. Professional development will then be tailored to focus on applying these strengths to enhance instructional practices, improve teaching and learning, and ultimately drive positive student outcomes by fostering a more effective and collaborative learning environment. d) Learning Leads and school administrators will conduct formal observations using a **Teaching Observation rubric aligned with the 5 Dimensions of Teaching and Learning framework**. These observations will provide teachers with targeted feedback to support the implementation of professional development learnings. e) Altus University (AU) will provide professional development to increase **staff knowledge of CTE standards and instructional strategies**. This will strengthen CTE programs and improve student transitions to post-secondary education and employment f) Altus University (AU) will provide comprehensive professional development designed to improve teacher online instructional delivery. This program will include training on best practices, technology integration, and student engagement, with the added benefit of supporting teachers in achieving **Leading Edge Certification (LEC)**, a national certification demonstrating advanced proficiency in educational technology. g) To enhance Special Education practices, staff will participate in **specialized training on IEP compliance, assessments, and**	$28,146	No

differentiated instruction, delivered by experts including the Special Education Administrator, Special Education Learning Lead, School Psychologists, and SELPA personnel.

h) Altus University (AU) will offer professional development to advance equitable teaching practices through differentiation of curriculum and instruction, providing opportunities for educators to earn **GATE certification and demonstrate specialized knowledge**.

i) Offer **staff training in AVID strategies** and other college/career readiness best practices, focusing on areas such as academic support, college application guidance, and student motivation, to improve UC a-g completion rates among low-income students.

j) Altus University (AU) will empower staff to become effective leaders through professional development training sessions and mentorships, featuring **Executive Studies and Fellows Projects** that promote strategic innovation and program advancement.

k) AU provided comprehensive **professional development for new teachers**, covering essential areas such as student engagement, data-driven instruction, MTSS implementation, technology integration, independent study compliance, equity and inclusion, and alignment with the school's vision and values.

l) AU will strategically integrate **social-emotional learning (SEL) activities into all professional development** to empower teachers with the knowledge and skills necessary to support student SEL.

m) Altus University will provide training on **culturally and linguistically responsive teaching and learning**. This training, which integrates evidence-based pupil support through staff training, will provide teachers with the tools and mindset shifts necessary to increase student engagement and learning outcomes.

n) Targeted professional development to **support teacher growth and address areas identified for improvement** in annual performance evaluations.

		o) Implemented comprehensive professional development focused on the whole child, addressing physical, mental, and social-emotional well-being. This included specialized training in **Youth Mental Health First Aid (YMHFA)** and Suicide Prevention and Intervention. p) Provide **ALICE Training** and collaborative practice for all school personnel, addressing prevention, mitigation, response, and recovery strategies for violent critical incidents. q) The school will implement a comprehensive **AI training program for all staff**, addressing the safe and ethical deployment of AI technologies in education. This program will focus on practical applications, data security, and the responsible use of AI to support student learning and administrative efficiency. r) Professional development will be provided to instructional staff on the pedagogical integration of **Magic School AI**, focusing on how to use the platform to create engaging learning experiences and support student achievement. s) To ensure the successful transition and professional growth of certificated educators seeking to clear their credentials, the school will provide a tuition-free, mentor-driven **Teacher Induction Program**. This program will emphasize collaborative learning, peer observation, and personalized coaching, empowering teachers to refine their pedagogical practices and contribute to a culture of continuous improvement.		

2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	a) Instructional staff will **receive training on the CA EL Roadmap** to build understanding and expertise about the needs of ELs and research-based programs and practices. b) **English Learner Achievement Department (ELAD)** will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Integrated and Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies. c) Instructional staff will receive **specialized training on effectively implementing Summit K12** designated ELD curriculum, student engagement, and proficiency level growth. d) Instructional staff will access the **Ellevation Strategies platform, to participate in personalized, on-demand professional learning modules and instructional activities**. These resources include research-based strategies and differentiated instruction techniques, all connected to real-time EL data, enabling targeted and data-informed instruction, and improving performance outcomes. e) Instructional staff will receive specialized training on how to meet the **unique needs of newcomer, immigrant, and refugee students** who may be new to the country/school system. f) Instructional staff will receive specialized professional learning, including the San Diego County Office of Education's (SDCOE) **WRITE program, focused on enhancing literacy skills** and academic achievement for underserved students. g) **Achieve3000 training, coaching and support for instructional staff** which is focused on program integration, best practices, and data analysis which will improve English Learner students' literacy skills. h) Offer **specialized counselor training to equip low-income, foster youth, and first-generation students** with resources for successful	$77,765	Yes

		college transitions, including financial aid, scholarships, and academic preparation. i) The school will implement professional development for staff on research-based strategies and **trauma-informed practices,** specifically designed to increase school engagement and support the unique needs of homeless and foster youth.		

3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	a) The school will implement a **Math Literacy Summit** during the fall semester to enhance teacher capacity in data analysis, evidence-based mathematical instruction, and strategies for effectively supporting special populations, ultimately improving student math achievement. b) The school will develop a **strategic partnership with a mathematical expert or organization** to deliver ongoing and sustained professional learning that centers on culturally responsive instructional practices in mathematics, ultimately enhancing student achievement. c) The school will implement a regular **Math Study Group** to facilitate in-depth discussion and collaboration among educators on effective academic intervention and instruction strategies specifically tailored for independent study environments, with the goal of improving student outcomes. d) To enhance data-driven instruction, instructional staff will receive comprehensive training, ongoing support, and dedicated time to utilize **CERS for analyzing individual student math achievement data**. This analysis will directly inform targeted instructional planning aimed at improving outcomes for underperforming student groups. e) The Math Specialist will lead professional learning and provide ongoing support to staff on the effective **implementation of Virtual Reality (VR) mathematics.** This initiative will establish clear schoolwide instructional protocols for VR integration within the core curriculum, aiming to significantly enhance student engagement and improve overall math achievement. f) To better support English Learners, the Math Specialist will provide **targeted professional development to teachers, education specialists, and CTRs** on effective curriculum implementation and instructional strategies, focusing on grade-level content access and academic vocabulary development. g) An analysis of student math performance data indicated a need for targeted mathematics support. To address this, the school will	$81,728	Yes

		implement IXL Learning and provide comprehensive training and ongoing support from IXL Learning to instructional staff.		

Goal

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

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A safe, secure, and supportive educational environment is paramount. This positive school climate fosters belonging, trust, and open communication, empowering students to learn and collaborate. It cultivates resilience, academic persistence, and essential social-emotional skills, crucial for both educational and lifelong success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	Maintain a Suspension Rate at 1.5% or less for All Students and Student Groups	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Less than 1.5%**	N/A
M4.2	Maintain an Expulsion Rate at 1.0% or less for All Students and Student Groups	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Less than 1%**	N/A
M4.3	More than 90% of students surveyed annually will report high levels of School Safety satisfaction	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Greater than 90%**	N/A
M4.4	More than 90% of parents surveyed annually will report high levels of School Safety satisfaction	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Greater than 90%**	N/A
M4.5	Maintain a School Safety Plan that meets the needs of educational partners and is compliant	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Compliant School Safety Plan**	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Continuating

1	Safe and Supportive School Environment for All Students	a) The **Executive School Safety Committee** will convene regularly to ensure the effective implementation and continuous improvement of the School Safety Plan, fostering a safe and secure learning environment. b) To enhance safety preparedness, each Resource Center will designate a **Safety Ambassador** who will receive quarterly training, serve as an information liaison to colleagues, ensure the implementation of safety protocols, and facilitate discussions on ALICE Training key takeaways regarding preparation for violent critical incidents in the school setting. c) **Operations and Facilities staff** will develop and maintain a comprehensive process for the systematic review and update of critical equipment and tools, including communication systems, emergency response kits, and personal protective equipment, to ensure optimal functionality and readiness. d) The school will ensure healthy and productive learning environments by continuously monitoring and strategically upgrading **HVAC systems** to provide optimal air quality and comfortable temperatures for all students and staff. e) The school will continue to employ the **Brivo Access** system to effectively manage and monitor the flow of students, staff, and visitors into all resource centers, enhancing overall building security. This system ensures that only authorized individuals can access these areas, contributing to a safer learning and working environment. f) To better support student well-being, the school will leverage **California Healthy Kids Survey** data to enhance existing mental health and wellness services and programs. g) The school will provide dedicated **nursing services** to address students' physical health needs and support their social-emotional well-being, fostering a healthy and supportive learning environment. h) **To promote health awareness, the school will display flyers** at each resource center addressing topics such as cold, flu, and	$44,625	No

		COVID-19 symptom differentiation, mental health coping strategies and resources, human trafficking awareness and prevention, suicide prevention, and access to support services. i) The school will expand and maintain the **Mental Health & Wellness Hub**, providing educational partners with consistently updated essential information, evidence-based resources, and strategic partnerships. This hub will continue to address crucial areas such as bullying prevention and intervention, human trafficking of children, mental health support, suicide prevention, teen dating violence, and other related wellness topics. j) The school will conduct **annual professional learning** for all staff, providing essential training on Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR, Fentanyl Awareness, and First Aid to ensure a safe and informed school environment. k) Implement online training curriculum to support lesbian, gay, bisexual, transgender, queer, and questioning **(LGBTQ+) cultural competency training** for teachers and certificated employees to support a safe and supportive school environment. l) School staff will receive training opportunities on **human trafficking prevention,** curriculum and the school's Human Trafficking School Safety Protocol.		

2	Social, Emotional, and Behavioral Support Systems for All Students	a) Equity and Inclusion staff will maintain and strengthen the **mental health referral process**, designed to connect students and families with essential mental health and wellness resources and support systems. This will include facilitating access to school-based services, community-based organizations, and crisis intervention resources such as 988, as well as providing information on key areas like suicide prevention, teen dating violence, and human trafficking awareness. b) To promote student well-being, the Healthy Youth Department will implement a **Wellness Week** focused on key themes of student connection and self-care. Activities and resources will emphasize practical coping strategies, including spending time in nature, staying hydrated, getting enough sleep, exercising, connecting with others, eating healthy food, doing stretches, and practicing gratitude. c) To support students' social-emotional development, the Healthy Youth Department will provide **Resilience in Student Education (RISE)**, a series of live interactive broadcasts focused on building Social and Emotional Core Competencies. These broadcasts will equip students with essential skills for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, contributing to their overall resilience and well-being. d) To foster positive student development, instructional staff will provide **small group learning environments**, both in the resource center and through distance learning, designed to promote positive communication, responsible behavior, and a sense of accountability among students.	$97,170	No

3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	a) The **Character and Leadership Development Program** will provide opportunities for students to develop character and leadership skills while also promoting their health, wellness, and academic achievement. This will include emphasizing the importance of mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices. b) To foster student success, the school will implement **AVID's social and emotional learning (SEL) framework**. This implementation will support students in meeting their diverse needs, pursuing their academic and career goals, and effectively leveraging their college and career readiness skills. e) To support student health and well-being, the school will implement a **Meal Program**. This program will ensure students have access to nutritious meals, with breakfast and lunch provided at no charge. The school will adhere to relevant regulations, and information on additional food assistance programs will be made available to families. c) To better support homeless and foster youth, the school will create and integrate dedicated resources within the school's **Mental Health and Wellness Hub**, providing access to essential services and information. d) **Healthy Youth Therapists** will offer counseling services, facilitate connections to school-based and community-based mental health supports, and manage student cases to ensure access to comprehensive services that address their social-emotional, mental health, and physical well-being. e) To promote student emotional well-being and enhance self-regulation skills, the school will deploy **calming carts** to designated areas. These carts will contain a variety of sensory tools, mindfulness resources, and calming activities, directly supporting social-emotional learning (SEL) initiatives.	$15,049	Yes

4	Collaborative Support Systems for Foster Youth	a. School **enrollment staff will identify and tag incoming Foster Youth students within the Student Information System (SIS)**. This process will enable the Homeless and Foster Youth Liaison to provide targeted support and ensure that these students' academic, physical, mental health, and social-emotional needs are comprehensively met. b. The **Homeless and Foster Youth Liaison will provide ongoing case management services** to support students and will collaborate with instructional staff to coordinate resources and interventions as needed.	$34,389	Yes

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The school is committed to developing innovative, community-based resource centers that provide holistic support for students. These resource centers will integrate advanced technologies, promote well-being, and foster strong community connections to enhance the educational experience. By creating these dynamic spaces, we aim to ensure every student has access to the tools and support necessary to reach their full potential, fostering a culture of growth and collaboration within our community.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.1	100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**100% of school facilities**	N/A
M5.2	Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students**	N/A

M5.3	Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Maintain or expand opportunities for parental and family member participation for students with exceptional needs**	N/A
M5.4	Maintain connections to community partners that support the academic, physical, and social-emotional needs of students, parents, and family members	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Maintain baseline data**	N/A
M5.5	Provide six Family Learning Series Trainings to all parents and family members	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**At least 6 trainings**	N/A
M5.6	90% of parents will report that Resource Centers provide innovative learning opportunities for students	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**More than 90%**	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Continuating

1	Strengthening Community: Communication, Support, and Access	a) The school will enhance communication by hosting **Open House and Senior Night events**, providing students and families with direct access to key school information and resources, including academic programs, student support services, and graduation requirements. b) Altus Schools will launch a comprehensive **Family Learning Series** that will empower families in supporting student success. The series will cover key areas including advanced academic programs (AP and Early College Credit), student support services, mental health, responsible technology use, and career pathways. c) Building upon its established **Alumni Community**, the school will further expand opportunities for graduates. Alumni will continue to engage through guest speaking, panel participation in Senior Exhibitions, and ongoing networking initiatives. d) Instructional staff will employ **ParentSquare** to ensure accessible and timely information sharing with students, parents, and families regarding the educational program. This proactive communication will keep everyone informed about academic progress, events, and resources, fostering active participation and a strong school-home partnership. e) To evaluate student well-being and school climate, the school will **administer the California Healthy Kids Survey (CHKS)**, gathering data on student perceptions of mental health, social-emotional health, and their sense of belonging within the school community. f) The school will embed a **confidential feedback form within the Mental Health and Wellness Hub** to facilitate collaborative support. This will allow educational partners to share insights and request assistance while maintaining privacy. g) The school will continue to provide **AltusGo**, a web-based platform that offers students streamlined access to essential school resources, including key instructional tools, resources, and support services. h) The school will leverage technology platforms, including **DocuSign, Zoom, and Adobe**, to enhance collaboration with educational	$170,065	No

partners. DocuSign will streamline digital signatures, Zoom will facilitate virtual meetings, and Adobe will support document sharing and editing. This integrated approach will foster efficient and effective partnerships, ultimately benefiting student outcomes.

i) The Communications Department will **enhance the school website** to provide accurate and timely information to parents and community members, ensuring compliance with all educational requirements. The website will also feature interactive elements, allowing visitors to easily ask questions, provide feedback, and connect with school staff.

j) To maximize reach and recruit students and families in need of innovative learning methods, the school will conduct a **broad marketing initiative encompassing diverse formats** such as bus advertisements, television and radio spots, print materials, and targeted online search campaigns, all focused on re-engagement and post-high school preparation.

k) To recognize and celebrate student accomplishments, the school will provide **promotion and graduation ceremonies** at the end of the academic year. Families and guests are invited to attend these special events, which honor the hard work and achievements of our students.

2	Integrating Advanced Technologies into Education	a) Enhance career exploration and workforce readiness by providing students with immersive **Transfr Virtual Reality** simulations, leading to increased engagement, improved skill retention, and greater confidence in their future career choices. b) The school is expanding its innovative teaching methods by introducing **3D printing with MakerBot Sketch Large printers**. This initiative will provide all students with opportunities to explore STEAM fields through practical, hands-on projects. Teachers will receive thorough training to ensure effective integration of this technology, preparing students for the evolving demands of the 21st century workforce. c) To ensure optimal learning experiences aligned with Next Generation Science Standards, school staff will proactively maintain and enhance facilities, equipment, and instructional materials. This includes integrating **Vernier temperature probes, pH sensors, and motion detectors** into lab activities, allowing students to gather accurate, real-time data for experiments in physics, chemistry, and biology. This commitment to 'best practices' will provide students with a safe and effective lab environment for scientific exploration and discovery, aligning with modern scientific practices. d) Provide instructional staff with access to **MagicSchool AI** to optimize instructional planning, personalize learning pathways, and develop curriculum that integrates responsible AI usage. This will enable educators to effectively leverage AI tools and guide students in navigating the ethical and practical aspects of AI technology. e) The school's California Cadet Corps will offer an innovative **Aviation Program centered on hands-on experience with unmanned drones**. This program is strategically designed to equip students with foundational knowledge and practical skills vital for future careers in piloting and related aerospace industries.	$54,455	No

3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	a) The school will continue to host our annual **Family Resource Night** at the beginning of the school year. This event will empower families, especially those from historically underserved communities, with information about our educational programs and services. We will focus on ensuring equitable access and opportunities for all students. b) To enhance accessibility for foster youth, we will provide **coordinated transportation services** to our resource center. This will enable them to fully utilize the educational support and services offered, fostering their academic success. c) To foster collaborative partnerships, we will facilitate interactive **English Learner Advisory Committee (ELAC) meetings**. These meetings will empower parents to provide valuable input into the English Learner Plan. We will include an annual Needs Assessment within these meetings to directly inform and improve our services. This process will ensure our services are responsive to the needs of English Learners. d) Instructional staff will use **ELD Progress Reports as a tool to initiate meaningful conversations with families of English Learners**. These conversations will focus on assessing student needs and collaboratively developing personalized learning goals. This approach will foster active family involvement in their child's language development. e) The school will ensure accessibility for all families by **providing translated materials and resources** for parents and family members of English Learners. Additionally, we will staff resource centers with **designated translators or bilingual staff** in locations with high enrollment of non-English speaking families. This will facilitate clear communication and support. f) The school will actively facilitate communication by **arranging translation services** in all languages for non-English-speaking parents. These services will be provided for both in-person and virtual parent-teacher conferences and school meetings.	$7,658	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$491,040	$44,578

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.654%	0%	$0	22.654%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 5a	Analysis of the Palm Desert Resource Center CAASPP data highlights disparities in academic achievement in both English Language Arts (ELA) and Mathematics, particularly when comparing the performance of English Learners (EL) and Students with Disabilities (SWD) to the schoolwide average. While the school would like to improve performance on both ELA and Mathematics, the data indicates that EL and SWD students face considerably greater academic challenges relative to their peers. To address these inequities and foster a more inclusive learning environment, the school will implement a comprehensive support system. This system will integrate academic, social-emotional, and behavioral supports to ensure all students have equitable access to the resources and opportunities they need to succeed. A central focus of this initiative will be to close the identified achievement gaps for our EL and SWD student populations in comparison to the broader student body.	To address the holistic needs of each student, the school has designed a **comprehensive Multi-Tiered System of Support** (MTSS) that teachers, staff, and administrators use to provide targeted support. MTSS is fundamentally proactive, aiming to identify and address student needs before they escalate into more significant issues. This approach benefits all students by maintaining continuous monitoring and support, but it is especially critical for underserved students who may not have access to similar support outside of school. Because MTSS is focused on early intervention, tailored support, and data-driven decision-making, it is especially advantageous for underserved and marginalized student groups, helping to bridge the gap in educational equity.	CAASPP ELA and Math
Goal 1, Action 5b	Previous Palm Desert Resource Center CAASPP data reveals an achievement gap in both English Language Arts (ELA) and Math, with the school performing below standard. This gap is particularly pronounced for English Learners (EL), Students with Disabilities (SWD) and some other student groups. To address this, the school will implement targeted interventions, including assigning additional support staff to focus on improving ELA and Math skills for targeted student groups. This strategy aims to provide these students with the necessary support to excel in core subjects and close the achievement gap.	To increase academic progress and credit completion rates for targeted student groups, the school will employ additional **instructional support staff that can provide individualized attention** and tailored tutoring to students. While support staff can work with all students, this personalized support is particularly beneficial for students from underserved backgrounds who might face additional barriers to learning, such as language challenges, limited access to educational resources at home, or cultural differences.	CAASPP ELA and Math

Goal 1, Action 5c	Analysis of previous Palm Desert Resource Center graduation rates and chronic absenteeism among unduplicated students, particularly Socioeconomically Disadvantaged (SED), indicates an engagement gap compared to their peers. This suggests that SED students face challenges in consistently attending school and completing their education, highlighting the need for targeted interventions and support to improve their engagement and overall academic success.	To improve students' daily study habits and academic proficiency in core subjects, the school will partner with a non-profit organization that can provide **high dosage tutoring opportunities** for students throughout the school week. While this high dosage tutoring will be offered LEA-wide, it will help address and close achievement gaps by providing extra tutoring, mentoring, and academic support. This is crucial for students who might not receive adequate educational support outside of school, helping these students keep up with their peers and grade level expectations.	DASS One-Year Graduation Rate, Combined Four-Year and Five-Year Graduation Rate, CAASPP ELA and Math
Goal 1, Action 5d	Unduplicated students require targeted social-emotional support to address heightened stress and anxiety stemming from personal challenges. These challenges hinder their academic focus, engagement, and post-secondary planning. To thrive academically and personally, these students need a supportive environment that prioritizes their emotional well-being in conjunction with their academic development.	To meet the social-emotional needs of students, **counselors** are trained to provide not only academic but also social-emotional support. This is particularly important for underserved students who may experience high levels of stress and anxiety related to their personal circumstances. Counselors can help students develop coping strategies and resilience in education.	Chronic Absenteeism and Student Attendance
Goal 1, Action 5e	Students require a learning environment that fosters a strong sense of belonging, values diversity, and actively promotes equity and inclusion. This necessitates specialized Equity and Inclusion staff to advocate for underrepresented students, address potential biases, provide access to essential resources, and create safe spaces for students to discuss their identities and experiences. All students deserve to feel valued, empowered, and supported in their academic and personal growth.	To help meet the needs of learners from diverse backgrounds, the school will provide **Equity and Inclusion staff** that can act as advocates for underserved students, ensuring their needs are met within the school system. Equity and Inclusion staff can play a key role in bridging the gap between schools and communities, particularly in marginalized areas. This can help with navigating the educational landscape, assist in accessing services, and providing equitable treatment and opportunities.	Chronic Absenteeism and Student Attendance

Goal 1, Action 5f	Previous Palm Desert Resource Center's NWEA assessment data in Reading, Mathematics, and Language Usage reveals areas for growth. While the schoolwide performance is excellent, there are some student groups that need targeted intervention and support. To address this disparity and equip all students with the necessary skills for future success, the school will implement the AVID program. This program focuses on building academic skills, fostering knowledge acquisition, and preparing students for college and career pathways.	To build academic skills, knowledge, and preparation for future pathways, the school will provide an **AVID Program**. While AVID will be offered LEA-wide, educational partners report that the program provides them with more opportunities to build close relationships with students, which can be especially important for marginalized students who may feel disconnected from the traditional school activities and structures. These relationships can foster a sense of belonging, enhancing a students' academic engagement and motivation to succeed in school.	NWEA Reading, Language, and Mathematics
Goal 2, Action 2a	A significant number of students lack equitable access to essential learning resources, specifically computers and reliable internet service at home. This digital divide hinders their ability to complete assignments, develop 21st-century skills, and access online educational opportunities, ultimately limiting their academic success and future. To ensure equitable access to learning and opportunities, these students need to be provided with the necessary technology and internet connectivity.	To close the digital divide, the school will **provide a Chromebook and/or internet service**s to all families in need to help bridge the digital divide and promote equity in education. Research shows that students from socio-economically disadvantaged backgrounds are more likely to lack access to technology and the internet at home, creating a 'homework gap' that can hinder their ability to fully participate in the educational program. Providing all students with technology and internet access helps ensure equal opportunities for learning and reduces disparities in educational outcomes. The school expects the Altus Connect Program to improve digital access and equity, expand learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication.	Chronic Absenteeism and Student Attendance

Goal 2, Action 2b	English Learners and students with unique learning profiles require a more inclusive and effective learning experience to ensure equitable access to meaningful and challenging opportunities. To achieve this, the school needs to prioritize the ongoing development and refinement of a blended curriculum model incorporating Universal Design for Learning (UDL) guidelines. This approach will personalize learning experiences, promote greater engagement, and lead to improved outcomes for all students.	To meet the diverse learning needs and styles of all students, the school's curriculum departments (APAC), integrates **Universal Design for Learning (UDL) Guidelines** into the core curriculum. While UDL will benefit all students, educational research indicates that it is vital for underserved students because it creates an inclusive environment that proactively addresses diverse learning needs, including language barriers, disabilities, or different cultural backgrounds. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students.	NWEA Reading, Language, and Mathematics
Goal 2, Action 2c	English Learners (ELs) require enhanced instructional support to accelerate their literacy development and access grade-level content. While existing practices provide a foundation for language acquisition, they do not fully address the diverse learning needs and reading levels within the EL population. To ensure equitable access and accelerate learning gains, ELs need a comprehensive literacy program, such as Achieve3000, that provides differentiated instruction tailored to individual student needs and empowers them to build essential literacy skills.	To improve English language proficiency rates, the school will implement **Achieve3000**, an online literacy platform designed to enhance reading comprehension and vocabulary for all students, including English Leaners. This platform adapts content to individual reading levels and includes a variety of tools and activities to aid in language development. Educational partners indicate that Achieve3000 will likely boost English learners' performance on the ELPAC by aligning texts with students' reading abilities, offering personalized learning paths, and progressively adjusting the difficulty level. Although primarily aimed at English learners, school staff believe this program will also assist other students identified as struggling readers.	CAASPP ELA, ELPI, EL Reclassification

Goal 2, Action 2d	English Learners (ELs) require additional support to accelerate English language acquisition and access core academic content. To enhance language proficiency and ensure equitable learning opportunities, ELs need a supplemental learning program, such as BrainPop and BrainPop ELL, that provides explicit instruction in grammar, builds academic vocabulary, and supports access to core content, ultimately empowering them to thrive academically.	To build literacy skills and content knowledge of English Learner students, the school will utilize BrainPop and BrainPOP ELL as an educational tool that will be integrated into the school's English Language Development (ELD) Program. These resources support ELs through engaging animated videos, comprehensive activities, vocabulary building, grammar lessons, and opportunities for writing and speaking practice, along with promoting cultural awareness. We anticipate that these tools will not only help improve our school's English Language Proficiency Indicator (ELPI) and other engagement metrics, such as attendance rates, but also benefit other students by making learning more enjoyable and aiding in language skill development across various subjects.	CAASPP ELA, ELPI, EL Reclassification, EL Attendance
Goal 2, Action 2e	English Learners (ELs) require proactive support and outreach to ensure equitable access and participation in advanced learning opportunities, including Accelerated, Honors, Advanced Placement (AP), Gifted and Talented Education, and Early College Credit Programs. Currently, ELs may be underrepresented in these programs due to limited awareness among EL families and a lack of targeted recruitment efforts. To address this inequity and ensure that ELs can reach their full potential, the school must implement targeted outreach and recruitment strategies designed to engage EL students and families and provide clear information about advanced learning opportunities.	To increase college and career readiness for English Learners, the school will conduct targeted recruitment of English Learner students to participate in Honors and Advanced Placement (AP) coursework. This initiative not only aims to bridge opportunity gaps but also promotes educational equity by ensuring that ELs have access to challenging academic programs. By encouraging EL participation in these advanced courses, we anticipate a rise in the number of EL students taking advanced coursework and meeting the CCI Prepared criteria as reported on the School Dashboard. Furthermore, as we create and distribute flyers and other informational materials about these opportunities, we expect to see a broader impact on the school community. This visibility will likely encourage greater overall student interest and participation in our Honors and AP programs, thereby enhancing academic engagement and achievement LEA-wide. Participation in AP Courses, Exams, and Early College Credit	Participation in AP Courses, Exams, and Early College Credit

Goal 3, Action 3a	Students require educators to have strong instructional skills in mathematics, particularly in data analysis, and to be equipped with effective teaching strategies that support all learners, including those with special needs. Currently, a lack of support in these areas may hinder students' mathematical development. To ensure students develop strong math skills, educators need professional development opportunities, such as a Math Literacy Summit, focused on data analysis techniques, research-based strategies, and differentiated instruction for diverse learners.	To meet the diverse and unique learning needs of special populations, the school will provide a full day of math professional learning (Math Literacy Summit) focused on evaluating individual student mathematics achievement data and implementing appropriate teaching strategies. By applying evidence-based methods, educators can specifically address and support the unique challenges faced by special populations such as low-income students, foster youth, and English learner students, promoting equity in educational outcomes. This targeted approach not only boosts overall student engagement and achievement but significantly aids those who may lack additional educational support outside of school, leveling the playing field.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3b	Students from diverse cultural backgrounds require culturally responsive instruction in mathematics to ensure equitable learning experiences and outcomes. Currently, educators need further support in implementing these practices effectively. To create inclusive and engaging learning environments that value students' cultural identities and prior knowledge, the school needs to invest in a partnership with a mathematical expert or organization to provide ongoing professional learning in culturally responsive mathematics instruction. This will lead to improved student engagement, achievement, and a deeper appreciation for the cultural relevance of mathematics.	To meet the cultural needs of special populations, the school will partner with a mathematical expert or organization that can provide ongoing and sustained professional learning centered on culturally responsive teaching practices. Culturally responsive mathematical instruction ensures that teaching practices and curricular materials reflect the diverse backgrounds and experiences of all students, making learning more relevant and accessible. This approach is especially beneficial for English learners, low-income, and foster youth as it acknowledges and integrates their unique cultural contexts, thereby increasing their engagement and connection to the material. By fostering a more inclusive and understanding academic environment, students are more likely to participate actively and perform better academically. Ultimately, this leads to higher levels of college and career readiness by equipping students with the confidence and skills necessary to succeed in a diverse and competitive world.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3c	Students require educators who are consistently supported and engaged in ongoing professional learning in mathematics instruction. This includes opportunities for collaboration, exploration of new pedagogical techniques, and effective integration of technology into the curriculum. By investing in a Math Study Group, educators will deepen their understanding of key standards and topics, share best practices, and refine their instructional approaches, ultimately creating a more engaging and effective learning environment where all students have access to high-quality mathematics instruction.	To provide staff with additional collaboration opportunities, the school will organize a Math Study Group that regularly explores new pedagogical techniques. This group's focus on analyzing key standards and discussing effective teaching and intervention methods ensures that instruction is aligned with best practices and tailored to meet diverse learning needs. English learners, low-income, and foster youth students particularly benefit from this action as it fosters an environment of targeted support and intervention, addressing educational gaps and promoting equity in learning opportunities. These improvements in teaching quality and relevance can significantly enhance engagement, understanding, and academic success for these vulnerable student groups, better preparing them for future educational and career challenges.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math
Goal 3, Action 3d	Students require educators who are equipped to effectively utilize the California Educators Reporting System (CERS) to improve math achievement. Currently, a lack of expertise and resources in data analysis and instructional planning may lead to missed opportunities for identifying learning gaps and providing effective interventions. To ensure that all students have access to high-quality instruction and achieve improved math outcomes, educators need dedicated time and professional development focused on CERS data analysis, enabling them to make data-driven decisions, differentiate instruction, and implement targeted interventions.	To enhance student achievement data analysis, the school will provide professional learning focused on how to utilize the California Educators Reporting System (CERS) to aid instructional planning practices. This targeted analysis helps educators identify specific areas where students, particularly those from underperforming groups, are struggling and adjust teaching strategies accordingly. For English learners, low-income, and foster youth, this personalized attention can significantly close achievement gaps by addressing the unique challenges they face. Consequently, this approach not only enhances learning outcomes for all students but is particularly transformative for those who traditionally lack support, thereby boosting their academic achievement and future educational prospects.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3e	Students, particularly English Learners, foster youth, and students from under-resourced communities, require educators who are knowledgeable and skilled in effectively integrating Virtual Reality (VR) technology into mathematics instruction. Currently, a lack of preparedness in this area may create inequitable access to powerful learning opportunities. To ensure that all students benefit from the use of VR in mathematics, educators need professional learning and guidance from a Math Specialist to establish schoolwide protocols and design engaging learning activities that leverage VR to deepen students' understanding of mathematical concepts.	To provide students with innovative teaching and learning methods, the school will provide professional learning centered on effective implementation of Virtual Reality (VR) mathematics. Implementing VR into the math curriculum through established protocols can significantly boost engagement among historically underserved students, as immersive learning environments often increase motivation and understanding by providing interactive and contextual experiences. This strategy aligns with findings that suggest technology-enhanced instruction can lead to improved academic outcomes, particularly in complex subjects like mathematics.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math, Innovative Learning Opportunities for Students
Goal 3, Action 3f	English Learners (ELs) require specialized support and differentiated instruction in mathematics to access grade-level content, develop academic language, and achieve their full potential. Currently, educators may lack the specific training and resources needed to effectively support ELs in mathematics, potentially leading to gaps in understanding, limited engagement, and hindered progress in this critical subject area. To address this, educators need targeted professional development from a Math Specialist, focused on effective strategies for supporting ELs, including curriculum modification, culturally responsive teaching practices, and language acquisition support. This will ensure that ELs can confidently engage with grade-level content, develop essential academic vocabulary, and succeed in mathematics.	To ensure that each instructional staff can tailor teaching strategies to meet the diverse needs of all students, the school will employ a Math Specialist to provide personalized professional learning. The Math Specialist will provide targeted approaches to benefit special populations like low income, English learner students, and foster youth, who may face unique educational challenges that require specialized support to achieve academic success. By equipping teachers with the skills to differentiate instruction and engage these students effectively, the specialist helps create a more inclusive and equitable learning environment where every student can excel.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3g	Based on data analysis and teacher insights, the school has identified a critical need for a supplemental math program with the following key features: rapid identification and remediation of student skill deficiencies, an engaging and user-friendly interface, built-in gamification to enhance motivation, immediate and actionable learning feedback, and robust differentiated instruction to personalize the learning experience and drive significant improvement in math skills.	Data analysis revealed math learning gaps, particularly for English Learners, Students with Disabilities, and other unique learners, necessitating focused intervention for specific student groups. The school will implement IXL Learning, an evidence-based platform providing personalized math instruction and immediate feedback to directly address these needs while also offering supplementary support for all students schoolwide. Comprehensive staff training will ensure effective IXL integration, maximizing its impact on accelerating targeted student progress and fostering mathematical proficiency for everyone. This strategic action directly addresses individual student needs for both remediation and growth, benefiting both identified learners and the wider student body.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math
Goal 4, Action 3a	Students, particularly those navigating challenging personal circumstances, greatly benefit from dedicated programs focused on character and leadership development. Acquiring skills in areas like resilience, problem-solving, and positive communication can provide crucial support and empower them to overcome adversity. Integrating a focus on health and wellness, including mental health strategies, offers vital coping mechanisms and promotes stability, ultimately fostering their academic engagement and overall well-being.	To address this identified need of students, the Character and Leadership Development Program will be particularly beneficial for those navigating challenging personal circumstances, offering crucial support in developing character and leadership skills alongside promoting their health, wellness, and academic achievement. However, it also provides valuable opportunities and resources that can positively impact all students. This includes emphasizing mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices, which are beneficial to everyone.	Student Attendance, Chronic Absenteeism, Student Confidence

Goal 4, Action 3b	To thrive academically and beyond, students need explicit and consistent support in developing their social and emotional learning (SEL) competencies. Implementing AVID's SEL framework will address their diverse needs by equipping them with essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By fostering these competencies, students will be better prepared to navigate their academic journeys, pursue their college and career aspirations with greater confidence, and effectively utilize their college and career readiness skills.	To foster student success, the school will implement AVID's social and emotional learning (SEL) framework, which will be particularly impactful in supporting students with diverse needs and backgrounds as they navigate challenges and pursue their academic and career goals. This implementation will also provide a valuable foundation for all students to enhance their well-being and effectively leverage their college and career readiness skills.	Graduation Rate, Student Attendance, Student Confidence, UC a-g Completion
Goal 4, Action 3c	Students from under-resourced homes, English Learners (ELs), and foster youth often face significant barriers to consistent access to nutritious food, which can negatively impact their health, well-being, and academic success. The implementation of a universal Meal Program addresses these critical needs by ensuring that all students, regardless of their socioeconomic background, language proficiency, or living situation, have access to free and nutritious breakfast and lunch daily. This program will alleviate food insecurity and create a more equitable and supportive learning environment where all students can thrive.	Our school will implement a universal Meal Program to support student health and well-being by providing free breakfast and lunch to all. This ensures consistent access to nutritious food, especially for under-resourced students, fostering a more equitable and supportive environment. By removing financial barriers and stigma, all students can benefit from improved concentration and overall health, leading to greater academic success. We will follow all regulations and provide information on additional food assistance for families.	Student Attendance, Student and Parent Satisfaction
Goal 4, Action 3d	Homeless and foster youth in our school community require equitable access to comprehensive support services that address their unique challenges. Integrating dedicated resources within the Mental Health and Wellness Hub is crucial to ensure these students can readily connect with essential mental health support, information about housing and basic needs, and advocacy, fostering their well-being and academic success.	To effectively address the distinct challenges faced by homeless and foster youth, the school will proactively create and embed targeted resources within the Mental Health and Wellness Hub. This strategic integration will facilitate vital connections to essential health support, provide readily accessible information regarding housing and basic needs, and ensure access to dedicated advocacy services.	Student & Parent Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate

Goal 4, Action 3e	English Learner Students, Foster Youth, and Low-Income students often face unique challenges that can significantly impact their emotional well-being and academic success. These students may experience language barriers, cultural adjustment difficulties, trauma, unstable living situations, and limited access to resources. These factors can lead to increased stress, anxiety, and social-emotional difficulties that hinder their ability to thrive in school.	To address these needs, the school will employ a licensed therapist to provide on-site counseling services. This vital support will offer a safe and confidential space for students to process their emotions, develop coping strategies, and build resilience. By addressing their mental health needs, the school aims to improve students' overall well-being, enabling them to better focus on their academics, engage more fully in school activities, and cultivate a positive sense of self within the school environment.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate
Goal 4, Action 3f	Students need access to resources and strategies that support their social-emotional learning (SEL) to promote their emotional well-being and enhance self-regulation skills. The deployment of calming carts with sensory tools, mindfulness resources, and calming activities will address this need. This initiative is particularly beneficial for multilingual students, who may experience heightened stress due to language barriers; for foster youth, who often require additional support in managing complex emotions; and for students from under-resourced households, who may have limited access to such resources outside of school. By providing these tools, the school aims to create a more supportive and equitable environment, enabling all students to develop essential self-regulation skills and improve their overall emotional well-being.	Calming carts strategically placed throughout the school will be accessible to all students, providing immediate support for emotional regulation. While particularly beneficial for students with sensory processing sensitivities, anxiety, or difficulty managing intense emotions, all students can utilize the carts to practice mindfulness, de-escalate stressful situations, or simply take a moment for quiet reflection, thus fostering a school-wide culture of emotional well-being and self-awareness.	Student Attendance, Suspension Rate, Student and Parent Satisfaction

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 2a	English Learner (EL) students need individualized support to thrive academically and integrate smoothly into the school. These students arrive with diverse language backgrounds and varying English proficiency levels. A quick assessment of their needs is critical, and the school will use a Home Language Survey to determine each student's English abilities. This information will be used to create customized EL plans that provide the specific language support and resources needed for success.	To provide language support and educational resources for EL students upon their initial enrollment in a California public school, the school will utilize a Home Language Survey to quickly assess the English proficiency levels of new students. This initial evaluation is crucial for designing customized English Learner (EL) plans that cater specifically to each student's language needs. By providing tailored support from the outset, these plans help EL students acclimate faster and more effectively, enhancing their overall academic success and integration into the school environment.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2b	English Learner (EL) students need ongoing monitoring of their language development to ensure they receive effective instruction and support tailored to their individual needs. To achieve this, the school will administer the ELPAC, which will provide valuable data to inform teaching strategies and resource allocation.	To accurately monitor the language development of English Learner students over time, the school will administer the ELPAC. Staff will use ELPAC data to make informed decisions about teaching strategies and resource allocation, ensure that instruction is effectively tailored to meet the needs of EL students. By identifying areas where students require additional support or intervention, the school can provide targeted assistance to help ELs overcome specific challenges in language acquisition. Additionally, the results from the ELPAC play a critical role in determining when a student has met the criteria for reclassification from English Learner status, which can significantly impact their educational trajectory and access to a broader range of opportunities.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2c	English Learner (EL) students with disabilities require specialized support that addresses both their language acquisition needs and their individual learning differences. To ensure these students receive a truly equitable education, the school will incorporate academic language development goals into their Individualized Education Programs (IEPs).	To meet the unique needs of English Learners with disabilities, the school will incorporate academic language development goals into their IEPs. This comprehensive approach facilitates a more inclusive learning environment, enabling students with disabilities who are also ELs to make meaningful progress both linguistically and academically. Ultimately, such targeted and integrated support structures are crucial for ensuring that all students have the opportunities and resources necessary to succeed in school and beyond.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2d	English Learner (EL) students require teaching strategies that are specifically tailored to their unique learning needs and language acquisition stages. To achieve this, the school's English Learner Achievement Department (ELAD) will take a data-driven approach to inform and continuously improve teaching practices.	To develop schoolwide teaching strategies that meet the unique learning needs of EL students, the school's English Learner Achievement Department (ELAD) will meet regularly, collaborate, conduct data analysis, and share best practices with instructional staff. By analyzing performance and engagement data of EL students, ELAD can identify what methods are most effective in various aspects of education such as curriculum design, instructional strategies, and family involvement. This data-driven approach allows for continuous improvement in teaching practices and learning materials, ensuring they are aligned with the actual needs of EL students. Additionally, leveraging insights from data analysis ensures that professional development for teachers is relevant and impactful, promoting better outcomes for students.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2e	English Learner (EL) students require ongoing monitoring of their language development through personalized assessments to ensure they receive targeted instruction and support. To achieve this, the school will design and implement evidence-based formative and summative assessments conducted in personalized academic settings.	To monitor and respond to EL student language acquisition, the school will design and implement evidence-based formative and summative assessments by staff in personalized academic settings. Conducting these assessments one-on-one or in small groups ensures a tailored approach, allowing educators to precisely gauge each student's language proficiency and progress. This personalized assessment method helps identify individual strengths and areas needing improvement, facilitating targeted instruction that effectively addresses specific learning needs. Additionally, this strategy enhances the reliability of the data collected, enabling schools to make informed decisions about language support programs and instructional interventions.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2f	English Learner (EL) students need integrated language and content instruction to effectively acquire English proficiency while simultaneously mastering grade-level academic material. To address this need, the school will implement dynamic Integrated ELD strategies.	To support EL students, acquire language proficiency and understanding of core content, the school will implement dynamic Integrated ELD strategies. By embedding language development within the teaching of subjects like math, science, and social studies, instructional staff will provide ELs with constant, context-rich opportunities to practice and enhance their English skills. This integrated approach ensures that ELs are not isolated in language classes but are actively applying and expanding their language skills in meaningful, academic contexts. As a result, it supports dual objectives—boosting English fluency and achieving grade-level content mastery—thus promoting overall academic success and equity in education.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2g	English Learner (EL) students need personalized and rigorous Designated ELD instruction to effectively develop the language skills necessary for academic success. To meet this need, the school will implement a blended learning approach, combining instructional tools like Summit K12 with ELD Courses.	To offer a personalized and rigorous Designated ELD, the school will blend instructional tools such as Summit K12 with ELD Courses. This personalized approach ensures that instruction is precisely calibrated to each student's unique learning profile, promoting more effective language acquisition. By focusing on critical language skills that are essential for understanding and engaging with English-based academic content, this strategy supports ELs in becoming more proficient in English. Ultimately, such tailored instruction not only enhances the students' ability to perform in English-speaking academic environments but also lays a strong foundation for their future educational success.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2h	Emerging English Learner (EL) students need their native language literacy skills accurately assessed to ensure equitable access to rigorous academic content and effective language support. To achieve this, the school will research and implement valid and reliable assessments to measure these skills	To support the unique needs of emerging EL students, the school will research valid and reliable assessments to measure their native literacy skills. By accurately assessing these skills, school staff can ensure ELs have equitable access to rigorous, standards-aligned courses that are appropriate for their linguistic and academic levels. Additionally, providing primary language assistance and supporting biliteracy not only aids in the retention and development of the students' first language but also enhances their English acquisition. This comprehensive approach fosters academic success in both languages, supporting overall educational equity and proficiency.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 7a	EL students represent a diverse group with varying levels of English language proficiency, cultural backgrounds, and academic needs. To ensure their academic success and future opportunities, these students require individualized support tailored to their unique circumstances. This includes differentiated instruction, targeted interventions, and access to appropriate resources that address their language and learning needs. Early identification of any learning gaps or challenges is essential, allowing educators to provide timely support and prevent these challenges from hindering their progress. Furthermore, educators need access to comprehensive and current data on each EL student's language development and academic performance to make informed decisions about instruction and support. Equitable access to the same academic opportunities and resources as their native English-speaking peers is crucial to ensure EL students are fully prepared for college and careers.	To monitor and analyze the academic progress of EL students, school staff will utilize Ellevation. This centralized tracking system enables educators to tailor instructional and supplemental support specifically to the needs of these students, promoting better educational outcomes by addressing individual and group challenges directly and timely. By consistently monitoring student progress and adjusting supports as needed, the school can ensure that all English Learner students are advancing towards fluency and academic success, crucial for their college and career readiness.	ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate, College and Career Indicator (CCI)

Goal 1, Action 7b	Long-Term English Learners (LTELs), students who have been learning English for an extended period but haven't yet attained proficiency, require ongoing support and targeted interventions to ensure continued academic progress. These students often face unique challenges that can hinder their learning, such as gaps in academic content knowledge, difficulty with complex language structures, and potential social-emotional barriers. To address these needs, LTELs benefit from consistent monitoring of their academic performance and timely adjustments to their educational strategies. This requires collaborative efforts among educators to identify areas where LTELs are excelling or struggling and to develop individualized support plans that address their specific needs. A structured approach to collaboration and data analysis is essential to ensure that LTELs receive the appropriate support to accelerate their language development and achieve academic success.	The planned PPEP meetings in July, October, and January directly address the needs of LTELs by providing a structured framework for ongoing monitoring and collaboration. These regular meetings will bring together school instructional leaders, counselors and teachers to analyze student data, identify trends, and make data-driven decisions about instructional strategies and interventions. This collaborative approach ensures that LTELs receive consistent support throughout the school year and that any emerging needs or challenges are addressed promptly. By fostering a unified approach to supporting LTELs, these PPEP meetings will help create a learning environment where these students can thrive academically and progress towards English proficiency and overall academic success.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 7c	EL students are on a unique language learning journey, and their progress towards English proficiency needs to be carefully monitored, documented, and communicated effectively to all stakeholders involved in their education. Clear and comprehensive progress reports are essential to track their development across different domains, identify areas of strength and weakness, and inform targeted support and interventions. These reports should be aligned with established language development frameworks, such as the CA EL Roadmap, to provide a standardized and consistent measure of progress. Furthermore, EL students and their families benefit from transparent and accessible communication about their language acquisition journey, including their achievements, challenges, and the strategies being implemented to support their growth. This shared understanding fosters a collaborative partnership between school, families, and students, empowering everyone to contribute to the student's success.	Creating semesterly EL Progress Reports aligned to the CA EL Roadmap directly addresses these needs. These reports will provide a detailed account of each EL student's language development and academic progress, highlighting their achievements and pinpointing areas where they may be facing challenges. By utilizing a standardized framework, the reports will offer a clear and consistent measure of progress, enabling educators to identify specific needs and tailor interventions accordingly. Moreover, the progress reports will serve as a valuable communication tool, ensuring that teachers, parents, and administrators are well-informed about the student's language acquisition journey and can work together to provide the necessary support. This collaborative approach, facilitated by the progress reports, will empower EL students to overcome obstacles, accelerate their language development, and ultimately achieve reclassification as Fluent English Proficient.	Attendance, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate
Goal 1, Action 7d	EL students need their families to be active partners in their education. Families need to understand how their children are doing in school, both with learning English and in their other subjects. They also need to know how they can help their children at home. To do this, families need clear information about their child's progress and a chance to talk with teachers about what they can do to support their child's learning.	The school will give families ELD Progress Reports that are easy to understand. These reports will show how their child is doing with English and in their school subjects. The school will also invite families to meet with teachers and talk about the reports. This will help families understand their child's progress and learn how they can help at home.	Attendance, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate

Goal 1, Action 7e	EL students often require specialized support to succeed academically. Schools need to closely monitor their progress, identify achievement gaps, and implement timely strategies to address these challenges. This requires a robust system of data analysis that disaggregates data to understand the unique needs of ELs. By analyzing data through an equity lens, schools can pinpoint areas where EL students may be struggling and develop targeted interventions to close those gaps. This data analysis should also inform professional development for educators, equipping them with the knowledge and skills to effectively support EL students.	The Monthly Storybook created by the Data and Assessment Department will provide a regular snapshot of student achievement, specifically for ELs. This disaggregated data will offer valuable insights into trends, areas needing attention, and potential opportunity gaps. By focusing on equity, the Storybook will help identify any disparities in outcomes. This will enable the school to implement targeted professional development, adjust practices, and allocate resources effectively to ensure that all EL students receive the support they need to succeed. This data-informed approach will promote a more equitable learning environment where EL students can thrive.	Attendance, Chronic Absenteeism, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate
Goal 3, Action 2a	English Learner (EL) students require targeted support to develop language proficiency and achieve academic success. Many struggle to access core content due to language barriers, hindering their progress and limiting future opportunities. To address this, teachers need ongoing professional development on effective instructional strategies for ELs, including training on the CA EL Roadmap. This will create a more inclusive and equitable learning environment, ultimately preparing all students for college and career readiness.	To meet the professional learning needs of staff, the school will provide ongoing and sustained training focused on the key components of the CA EL Roadmap. This will ensure teachers are equipped to deliver effective, research-based instruction tailored to English learner (EL) students, thereby enhancing their language proficiency and academic success. This training fosters an inclusive and equitable learning environment, promoting cultural understanding and respect for diversity. Ultimately, it supports compliance with state mandates, improves overall school performance, and prepares all students for college and career readiness.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2b	English Learner (EL) students at Altus Schools have diverse learning needs that require targeted support to ensure their academic success and well-being. Teachers and staff need comprehensive training and support in implementing the Altus Schools English Learner Plan, including professional development on effective instructional strategies, accurate assessment, and data-driven decision-making. This will help address the unique academic and social-emotional needs of ELs, creating a more inclusive, equitable, and supportive learning environment where all students can thrive.	To ensure that the Altus Schools English Learner Plan is effectively implemented schoolwide, the English Learner Achievement Department (ELAD) will provide training, support, and coaching to instructional staff. This targeted professional development promotes the use of evidence-based instructional strategies, accurate assessment, and data-driven decision-making, fostering a more inclusive and equitable educational environment. Additionally, addressing both the academic and social-emotional needs of different EL typologies helps create a supportive and responsive learning atmosphere for all English learners.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2c	EL students have diverse learning needs and require personalized instruction to reach their full potential. To achieve this, teachers need training and support in effectively utilizing Summit K12, a platform that provides targeted resources and strategies for differentiated instruction. Mastery of this platform will allow educators to better monitor student progress, make data-driven decisions, and provide individualized support, ultimately leading to increased student success.	To ensure effective utilization of Summit K12, the school will provide professional learning to staff. This will equip teachers with targeted resources and strategies to deliver effective, personalized instruction, ensuring that students' diverse needs are met. Additionally, the curriculum supports ongoing progress monitoring, allowing educators to make data-driven decisions that further support student success.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2d	Our analysis of previous Palm Desert Resource Centers' English Learners' performance, particularly in math, ELA, and graduation rates, indicates a need for focused and sustained support. To address this, instructional staff will utilize the Ellevation Strategies platform, which offers tailored professional learning and data-driven instructional resources specifically aimed at enhancing outcomes in these key areas for EL students.	Recognizing the need for ongoing and specialized support based on EL student performance on SBAs and graduation rates, instructional staff will utilize the Ellevation Strategies platform. This platform offers personalized, on-demand professional learning modules and instructional activities, including research-based strategies and differentiated instruction techniques. Connected to real-time EL data, these resources enable targeted and data-informed instruction aimed at improving performance outcomes.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2e	Newcomer, immigrant, and refugee students often arrive with diverse needs, including language barriers, cultural differences, and potential trauma. To support their academic success and well-being, staff require training in cultural competence, trauma-informed practices, and language acquisition strategies. Providing access to ongoing coaching, multilingual resources, and community partnerships will further equip educators to create a welcoming and supportive learning environment where these students can thrive.	To meet the professional learning needs of staff, the school will provide staff training focused on how to support and integrate newcomer, immigrant, and refugee students in the school system. Training will focus on cultural competence, trauma-informed teaching practices, and language acquisition strategies. Additionally, offering ongoing coaching and access to resources, such as multilingual support materials and community partnerships, ensures staff are well-prepared to address the diverse needs of these students. Creating opportunities for staff to collaborate and share best practices fosters a supportive learning environment for both educators and students.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2f	Our analysis of state and local assessment results for English Learners and Low-Income students points to areas where literacy skills can be significantly enhanced. This data underscores the importance of implementing targeted strategies to support their academic growth in literacy.	Informed by state and local assessment data identifying opportunities to improve literacy skills for English Learners and Low-Income students, instructional staff will receive specialized professional learning, including the SDCOE's WRITE program, focused on implementing targeted strategies to accelerate their literacy and academic achievement.	Professional Development Hours, Training Relevance, NWEA Reading & Language, SBA ELA
Goal 3, Action 2g	English learners require differentiated instruction and support to accelerate literacy development and achieve academic success. Teachers need professional development on effectively implementing Achieve3000, including best practices and data analysis techniques. This will empower them to personalize learning, track progress, and provide targeted instruction, ultimately leading to improved literacy skills and academic outcomes for English learners.	To improve educators' ability to integrate Achieve3000 into their teaching, the school will provide professional learning focused on how to effectively implement the program and review best practices. The focus on data analysis enables teachers to track progress and tailor instruction to meet individual student needs, ensuring targeted support. This comprehensive approach leads to improved academic outcomes and greater overall success for English learners.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2h	Low-income, foster youth, and EL students face barriers to accessing and navigating the college application process. These students need specialized support to pursue higher education. School counselors require training to address the unique challenges these students face, including financial aid and scholarships. This will ensure equitable access to post-secondary education and increase college enrollment for these underserved populations.	To increase the rate of EL students, low-income, and foster youth enrolling in college, the school will provide specialized training to counselors. This will ensure all school counselors are equipped to support and provide tailored guidance on the college application process, including financial aid opportunities and scholarship applications. They can offer targeted workshops and one-on-one advising sessions to address the unique challenges faced by low-income, foster youth, and first-generation students. Additionally, counselors can create partnerships with community organizations and colleges to provide resources and support systems that facilitate college readiness and enrollment.	Student Satisfaction, Parent Satisfaction, UC a-g Requirements
Goal 4, Action 4a	Foster youth often experience unstable living situations, leading to frequent school changes, gaps in learning, and difficulty building relationships within the school community. They may also face social and emotional challenges stemming from trauma and separation from family. These factors can significantly impact their academic performance and overall well-being.	To proactively address these needs, the school will employ a Foster Youth Liaison. This dedicated advocate will work closely with students, families, and school staff to ensure coordinated services and a supportive learning environment. By addressing the unique educational and emotional needs of foster youth, the school aims to improve their academic success and foster a sense of belonging.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate

Goal 4, Action 3b	Foster youth face unique challenges that can significantly impact their educational experience and overall well-being. These students often experience academic instability due to frequent school changes and may struggle with social and emotional difficulties stemming from trauma and separation from family.	To ensure these vulnerable students receive the necessary support, the school's Homeless and Foster Youth Liaison will provide comprehensive case management services. This includes coordinating with teachers, counselors, and community resources to develop individualized plans that address each student's academic, physical, and emotional needs. The liaison will closely monitor student progress, offer ongoing mentorship, and facilitate access to essential services such as tutoring, mental health counseling, and necessities. Furthermore, the liaison will act as an advocate, ensuring that the rights of foster youth are protected, and their voices are heard within the school system. This proactive and holistic approach aims to create a stable and supportive learning environment where foster youth can thrive academically and personally.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate
Goal 5, Action 3a	Families of historically underserved student groups often face barriers to accessing information and resources regarding specialized programs and services offered by the school. This lack of awareness can limit their ability to effectively advocate for their children and support their academic success.	To address this need, the school will host an annual Family Resource Night. This event will provide a welcoming and informative space for families to learn about available programs, connect with school staff and community partners, and gain the knowledge and tools needed to navigate the educational system. By fostering stronger school-family partnerships and promoting open communication, this initiative aims to empower families and ensure equitable access to resources for all students, ultimately leading to improved academic outcomes and a stronger sense of community engagement.	Parental Involvement, Chronic Absenteeism, Attendance Rate, Graduation Rate, Parent Satisfaction

Goal 5, Action 3b	Foster youth frequently experience placement changes and instability, which can disrupt their education and negatively impact their academic progress and emotional well-being. These disruptions often result in frequent school transfers, making it difficult for these students to maintain consistent learning environments, build relationships with peers and teachers, and access essential academic support.	To address this, the school will coordinate transportation services to ensure that foster youth can remain in a familiar school setting even if their living situation changes. By providing this stability, the school aims to improve academic outcomes, promote a sense of belonging, and support the emotional well-being of foster youth. This initiative also ensures compliance with legal mandates designed to protect the educational rights of this vulnerable population, promoting equity and educational continuity.	Community Partners, Chronic Absenteeism, Attendance Rate, Graduation Rate
Goal 5, Action 3c	English Learner (EL) students and their families often face unique challenges in navigating the educational system and advocating for their specific needs. Limited English proficiency can create barriers to communication and participation in school activities, potentially hindering students' academic progress and overall school experience.	To address this, the school will facilitate interactive English Learner Advisory Committee (ELAC) meetings. These meetings will foster a collaborative environment where parents can actively engage with school staff, share their insights and concerns, and contribute to the development of strategies that support EL students. This increased parental engagement will lead to more tailored support, improved communication, and a stronger sense of partnership between the school and EL families. Additionally, conducting an annual Needs Assessment will ensure that the school's English Learner Plan remains responsive to the evolving needs and challenges faced by EL students and their families, promoting equitable access to educational opportunities and resources.	Parent Involvement, ELPI, EL Reclassification, Parent Satisfaction

Goal 5, Action 3d	Parents of English Learners (EL) can find it challenging to fully understand their child's language development and academic progress. Traditional report cards may not adequately capture the nuances of language acquisition.	To address this, the school will develop and share comprehensive English Language Development (ELD) Progress Reports through parent-teacher conferences. These reports will provide detailed information on students' language proficiency growth, highlighting their strengths and areas for improvement. This increased transparency and communication will empower parents with a deeper understanding of their child's learning journey and enable them to actively participate in setting goals and contributing to their child's education. This collaborative approach ensures that educational strategies are personalized and effective in supporting the success of EL students.	Parent Involvement, ELPI, EL Reclassification, Parent Satisfaction
Goal 5, Action 3e	Students with parents and family members with limited English proficiency often face barriers to accessing and understanding essential school information, hindering their involvement in their child's education.	To meet this need for seamless communication and inclusive support for all families, especially our English Learner community, the school will implement a proactive translation protocol for all key school documents and announcements. Simultaneously, we will strategically allocate bilingual staff to resource centers serving a significant number of non-English speaking families. This will enable immediate and effective communication, fostering stronger home-school connections.	Parental Involvement, Parent Satisfaction
Goal 5, Action 3f	The substantial communication challenges faced by many non-English-speaking parents limit their full participation in their children's educational journey, affecting involvement in teacher conferences and other school activities.	To foster equitable partnerships and ensure all parents can actively participate in school conferences and meetings, there is a crucial need for comprehensive translation services in all languages, both in person and virtually. Providing these services will create a more inclusive and supportive school environment for all families.	Parental Involvement, Parent Satisfaction

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Altus Schools Coachella Valley, will prioritize recruiting and hiring qualified instructional staff to directly support students, especially for Certificated Teacher Resource (CTR), Resource Center Associate (RCA), and Learning Associate (LA) positions.

These additional support staff, as outlined in Goal 1, Action 3, will provide targeted tutoring to boost student progress and course completion, particularly for the lowest achieving student groups, and unique learners. These roles are vital for delivering one-on-one and small group instruction to improve student proficiency in Mathematics and English Language Arts. Educational partners believe these new positions will help Coachella Valley enhance student engagement, achievement, and college/career readiness.

The school’s Human Resources (HR) Department is dedicated to enhancing its strategies for attracting and retaining high-quality instructional support staff. HR has diversified its recruitment channels to access broader talent pools, leveraging platforms such as EDJOIN, LinkedIn, and Handshake. Their proactive approach also includes participating in virtual and in-person job fairs, distributing flyers within the community, and forming partnerships with surrounding colleges and universities. These comprehensive efforts underscore Coachella Valley’s unwavering commitment to staffing for optimal student success.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$2,167,610	$ 491,040	22.654%	0.000%	22.654%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,971,333	$ 63,219	$ 157,540	$ 41,181	$ 2,233,273.00	$ 1,821,818	$ 411,455

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	All	No	LEA-wide	All	All	Ongoing	$ 60,439	$ 2,696	$ 59,426	$ 1,713	$ -	$ 1,996	$ 63,135	0.000%
1	2	English Learner Assessment and Support Framework	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 86,441	$ 749	$ 84,450	$ 2,740	$ -	$ -	$ 87,190	0.000%
1	3	Personalized Academic Instruction and Support for All Students	All	No	LEA-wide	All	All	Ongoing	$ 451,955	$ 25,585	$ 465,226	$ 11,988	$ -	$ 326	$ 477,540	0.000%
1	4	Targeted Math Interventions and Resources	All	No	LEA-wide	All	All	Ongoing	$ 74,291	$ 2,224	$ 74,802	$ 1,713	$ -	$ -	$ 76,515	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 129,851	$ 28,725	$ 141,716	$ -	$ -	$ 16,860	$ 158,576	0.000%
1	6	Academic Instruction and Support for Students with Disabilities	SWD	No	Limited	SWD	All	Ongoing	$ 220,263	$ 46,668	$ 95,130	$ 14,261	$ 157,540	$ -	$ 266,931	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 107,811	$ 249	$ 105,320	$ 2,740	$ -	$ -	$ 108,060	0.000%
2	1	Dynamic, Engaging and Standards-Aligned Curriculum	All	No	LEA-wide	All	All	Ongoing	$ 120,284	$ 52,002	$ 153,829	$ 18,130	$ -	$ 327	$ 172,286	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 75,636	$ 31,950	$ 105,188	$ 2,398	$ -	$ -	$ 107,586	0.000%
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	All	No	LEA-wide	All	All	Ongoing	$ 104,054	$ 350	$ 101,337	$ 2,740	$ -	$ 327	$ 104,404	0.000%
3	1	Professional Learning Focused on Improving Academic Performance for All Students	All	No	LEA-wide	All	All	Ongoing	$ 25,646	$ 2,500	$ 28,146	$ -	$ -	$ -	$ 28,146	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 77,765	$ -	$ 75,367	$ 2,398	$ -	$ -	$ 77,765	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 81,728	$ -	$ 74,739	$ 2,398	$ -	$ 4,591	$ 81,728	0.000%
4	1	Safe and Supportive School Environment for All Students	All	No	LEA-wide	All	All	Ongoing	$ 42,053	$ 2,572	$ 44,625	$ -	$ -	$ -	$ 44,625	0.000%
4	2	Social, Emotional, and Behavioral Support Systems for All Students	All	No	LEA-wide	All	All	Ongoing	$ 97,170	$ -	$ 80,636	$ -	$ -	$ 16,534	$ 97,170	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Low Income & Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	Ongoing	$ 5,449	$ 9,600	$ 15,049	$ -	$ -	$ -	$ 15,049	0.000%
4	4	Collaborative Support Systems for Foster Youth	Foster Youth	Yes	Limited	Foster Youth	All	Ongoing	$ 34,389	$ -	$ 34,169	$ -	$ -	$ 220	$ 34,389	0.000%
5	1	Strengthening Community: Communication, Support, and Access	All	No	LEA-wide	All	All	Ongoing	$ 16,940	$ 153,125	$ 170,065	$ -	$ -	$ -	$ 170,065	0.000%
5	2	Integrating Advanced Technologies into Education	All	No	LEA-wide	All	All	Ongoing	$ 2,130	$ 52,325	$ 54,455	$ -	$ -	$ -	$ 54,455	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 7,523	$ 135	$ 7,658	$ -	$ -	$ -	$ 7,658	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,167,610	$ 491,040	22.654%	0.000%	22.654%	$ 643,656	0.000%	29.694%	**Total:**	$ 643,656
								LEA-wide Total:	$ 336,692
								Limited Total:	$ 306,964
								Schoolwide	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	English Learner Assessment and Support Framework	Yes	Limited	English Learners	All	$ 84,450	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 141,716	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	Limited	English Learners	All	$ 105,320	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 105,188	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 75,367	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 74,739	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	$ 15,049	0.000%
4	4	Collaborative Support Systems for Foster Youth	Yes	Limited	Foster Youth	All	$ 34,169	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 7,658	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

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

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

How the Action(s) are Designed to Address Need(s)

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

Metric(s) to Monitor Effectiveness

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

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

ALTUS SCHOOLS SOUTHERN CALIFORNIA

Dba

Audeo Charter School II ▪ Audeo Valley Charter ▪ Altus Schools Coachella Valley
Altus Schools East County ▪ Altus Schools North County ▪ Altus Schools South Bay ▪ Mirus Secondary

June 18, 2025

ALTUS SCHOOLS EAST COUNTY
NOTICE OF PUBLIC HEARING

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

TOPICS OF HEARING:

2025-2026 Local Control Accountability Plan (LCAP)

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

HEARING DATE:	Tuesday, June 24, 2025
TIME:	*1:05 p.m., or soon thereafter as such item may be heard
LOCATION:	3252 Bonita Road, Chula Vista, CA 91910 or at Altus Schools East County Resource Centers and/or via the following link East County: https://www.altuseastcounty.com/about/board-of-directors

* The public, open session of the Altus Schools Southern California Board Meeting will begin at 1:00 p.m.

Certification of Posting

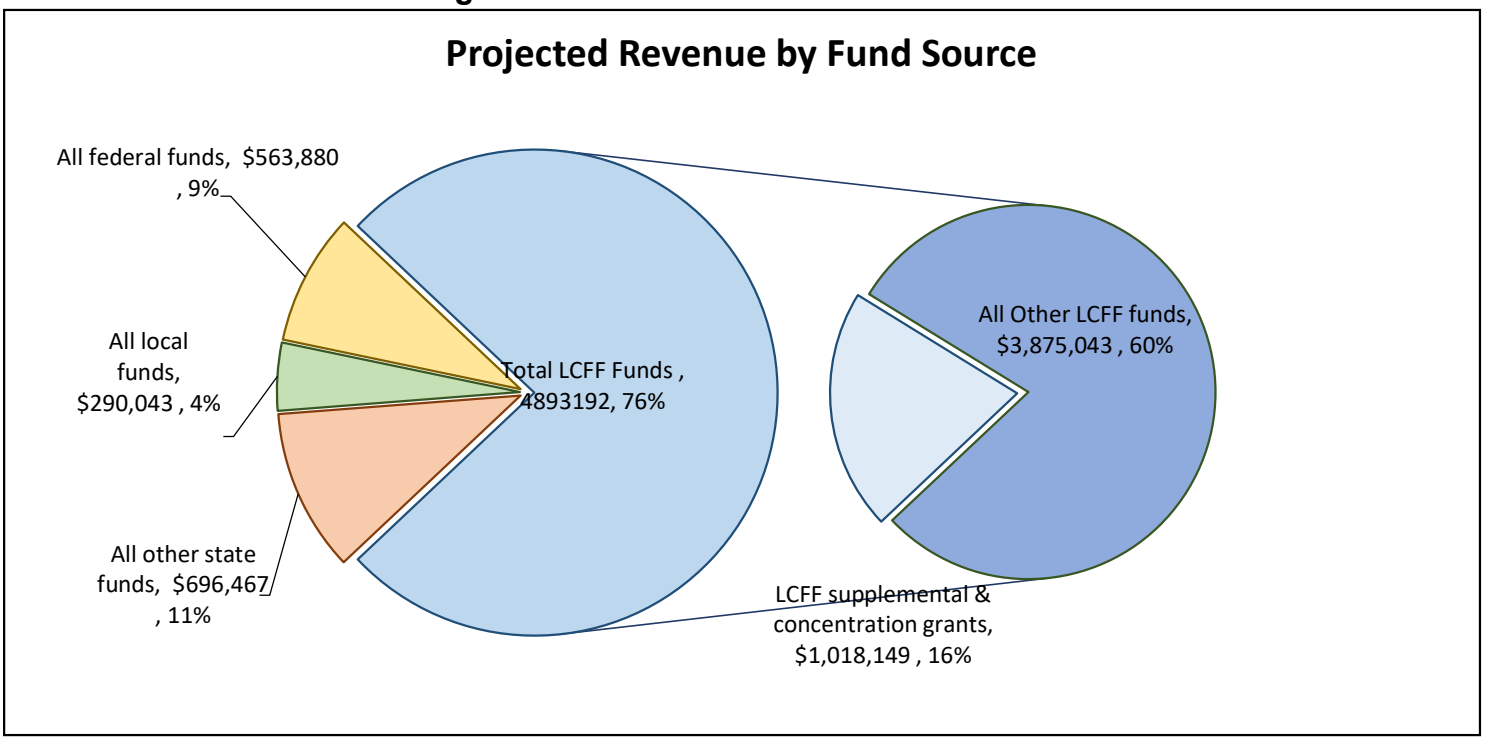
I, Angela Neri, hereby certify that I posted this Public Hearing Notice at Altus Schools East County Resource Centers, and on the Audeo Charter School II, Audeo Valley Charter, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools North County, Altus Schools South Bay, and Mirus Secondary Respective Webpages on June 18, 2025.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Altus Schools East County
CDS Code: 37770990136077
School Year: 2025-26
LEA contact information: Allison Fleck, Ph: (858) 203-7103, Email: afleck@altusschools.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

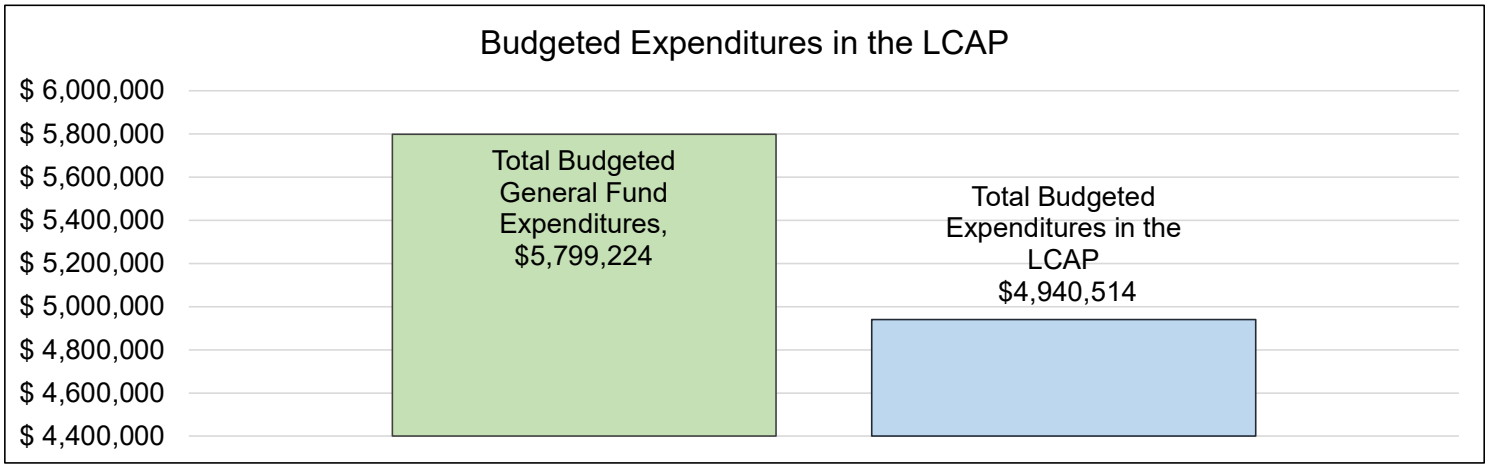


This chart shows the total general purpose revenue Altus Schools East County expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Altus Schools East County is $6,443,582.00, of which $4,893,192.00 is Local Control Funding Formula (LCFF), $696,467.00 is other state funds, $290,043.00 is local funds, and $563,880.00 is federal funds. Of the $4,893,192.00 in LCFF Funds, $1,018,149.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Altus Schools East County plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Altus Schools East County plans to spend $5,799,224.00 for the 2025-26 school year. Of that amount, $4,940,514.08 is tied to actions/services in the LCAP and $858,709.92 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

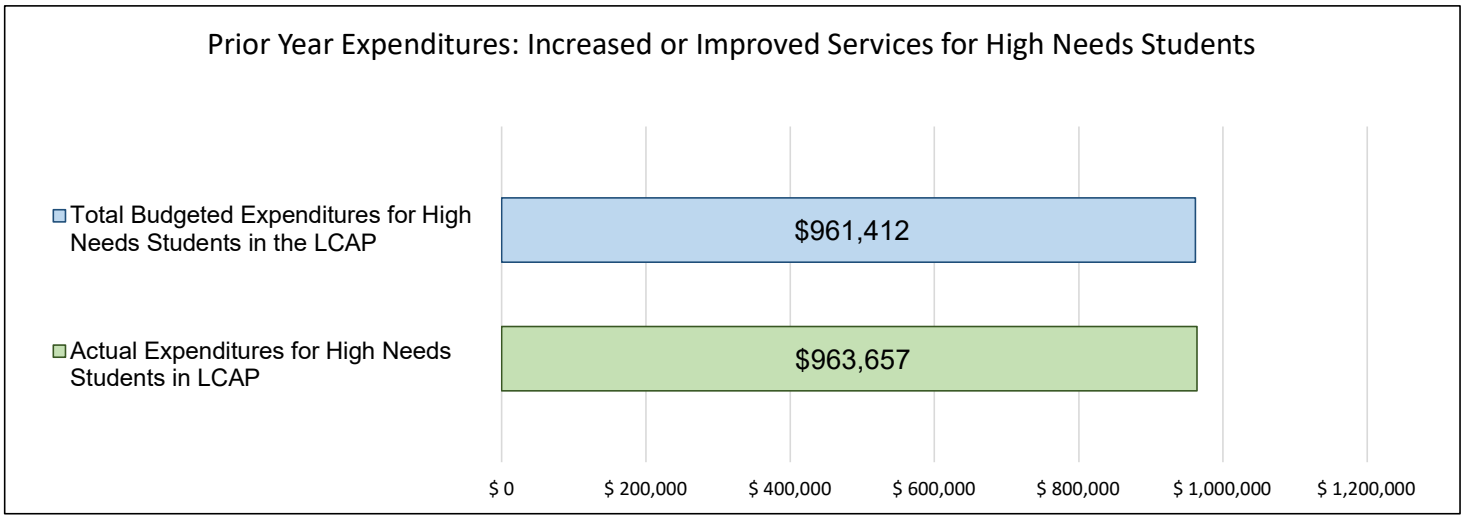
Operating and Administrative costs are not included as part of the LCAP. These expenditures include salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Altus Schools East County is projecting it will receive $1,018,149.00 based on the enrollment of foster youth, English learner, and low-income students. Altus Schools East County must describe how it intends to increase or improve services for high needs students in the LCAP. Altus Schools East County plans to spend $1,056,477.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Altus Schools East County budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Altus Schools East County estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Altus Schools East County's LCAP budgeted $961,412.00 for planned actions to increase or improve services for high needs students. Altus Schools East County actually spent $963,657.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Altus Schools East County	**Allison Fleck** *School Coordinator*	afleck@altusschools.net (858) 249-7018

Plan Summary: 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Altus Schools East County (AS East County), previously known as Grossmont Secondary School, is an academic intervention program currently authorized by the Grossmont Union High School District. Serving students in grades 7-12, AS East County prioritizes student motivation to ensure every learner is on a successful pathway.

AS East County received a Six-Year Accreditation Status by WASC through June 30, 2026. AS East County operates three neighborhood resource centers in El Cajon, La Mesa and Paradise Valley (Spring Valley). Students and families visit these neighborhood resource centers by appointment, or as needed, to participate in the instructional program and meet with school staff in a quiet, distraction-free, and safe environment. AS East County is a non-classroom based, independent study program.

AS East County is part of Altus Schools. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform. At AS East County, every student's progress and academic achievement is important to us.

Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging with parents on a weekly basis through formal meetings, home visits, phone calls, and emails. Families are considered part of the learning 'team' and an integral part of the learning process.

Our school's standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Academic instruction is presented individually and in small groups. Courses at AS East County are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, AS East County works to alleviate social and personal pressures that can impact academic performance. We also have many partnerships and alliances to provide community resources to students and families.

AS East County is identified by the California Department of Education (CDE) as Dashboard Alternative School Status (DASS). DASS schools must have an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups, to be eligible for DASS. The high-risk groups include the following:

a) Expelled

b) Suspended more than 10 days in a school year

c) Wards of the Court

d) Pregnant and/or parenting

e) Recovered Dropouts

f) Habitually Truant

g) Retained more than once in kindergarten through grade eight

h) Students who are credit deficient

i) Students with a gap in enrollment

j) Students with a high-level transiency

k) Foster youth

l) Homeless youth

In March 2025, AS East County had a total enrollment of 322 students. A student demographics summary is provided below:

Special Populations:

- Socioeconomically Disadvantaged: 77%
- Students with Disabilities: 28%
- GATE (Gifted and Talented Education): 9%
- English Learners: 12%
- Homeless: 7%
- Foster Youth: 0.9%

Student Ethnicity:

- Hispanic: 58%
- White: 25%
- Black or African American: 9%
- Other Ethnicities: 8%

These demographics highlight the diverse student body and varied needs of the learners at AS East County.

Reflections: Annual Performance

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

AS East County's educational partners consistently express satisfaction with the school's personalized instruction, which addresses the unique needs of each student. This commitment resulted in numerous **successes** reflected in the 2024 School Dashboard:

- **Chronic Absenteeism** was a **Blue (Very Low) Performance Level** with a 0% Chronic Absenteeism Rate, which is a 6.5% decline from the year prior. There were no student groups with a Red performance level.
- **Suspension Rate** was a **Blue (Very Low) Performance Level.** There were no student groups with a Red performance level.
- **English Learner Progress** was a **Green (High) Performance Level** with 56.3% of these students making progress towards English language proficiency. This rate is 10.6% higher than the Statewide average of 45.7%. There were no student groups with a Red performance level.
- **College/Carrer** was a **Yellow (Medium) Performance Level** with 18.5% of students Prepared**,** showing a 7.3% increase from the year prior. There were no student groups performing in the Red (Very Low) Performance Level.
- **English Language Arts** was at the **Yellow (Medium) Performance Level**. No student groups performed at the Red (Very Low) Level. Recognizing the importance of continued growth in this area, the school, as part of Goal 2, Action 1a, will develop and implement enhanced ELA coursework via Canvas, a Learning Management System selected to better support the unique needs of our independent study students.

In addition, educational partners remain very satisfied with the school's **DASS One-Year Grad Rate**, summarized in the table provided below. The schoolwide graduation rate average was 96.8%.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	93	90	96.8%
English Learners	8	*	*
Long-Term English Learners	8	*	*
Homeless	5	*	*
Socioeconomically Disadvantaged	60	59	98.3%
Students with Disabilities	17	15	88.2%
African American	3	*	*
Asian	1	*	*
Hispanic	63	61	96.8%
Native Hawaiian or Pacific Islander	1	*	*
White	20	19	95.0%
Two or More Races	5	*	*

Based upon a thorough analysis of the 2024 School Dashboard, the school will continue to focus resources and develop strategies to **strengthen** the student outcomes identified below:

- **Combined Four-and Five-Year Graduation Rate** was a **Red (Very Low) Performance Level**. There were two Student Groups that performed Very Low: Hispanic and Socioeconomically Disadvantaged. It should be noted that prior to 2022, the California Department of Education utilized the One-Year Grad Rate as a modified method for DASS schools. *However, beginning with the 2022 School Dashboard, the DASS one-year graduation rate is being reported for information purposes only to provide data for local planning and analyses. With the denial of California's waiver in 2022 by the U.S. Department of Education to continue the use of the DASS one-year graduation rate and modified methods, this rate is no longer being used to determine DASS high schools for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI). Rather, the combined four- and five-year graduation rate is*

now applied. While the school will continue to focus on improving the combined four- and five-year graduation rate, the school excelled in the DASS One-Year Grad Rate provided by the CDE: School Dashboard Additional Reports and Data (CA Dept of Education). Our school is dedicated to ensuring every student will graduate prepared for success. Our approach involves targeted initiatives to improve graduation rates through comprehensive support, including: individualized academic counseling; a robust tutoring program designed to boost student engagement and credit attainment; addressing the digital divide by providing home computers to students in need; and expanding opportunities in specialized programs like AVID, Character and Leadership Development, CTE Pathways, and Early College Credits, ensuring a well-rounded and supportive educational experience for all.

- **Mathematics** was an **Orange (Low) Performance Level**. While Mathematics remains an area of focus, it should be notified that significant improvement was made in this area from the year prior with a 15.4 point increase, resulting in an Orange Performance Level from the Red Performance Level the year prior. There were two Student Groups that performed Very Low: Hispanic and Socioeconomically Disadvantaged. Building on our commitment to mathematics achievement, the 2025-26 school year will see a focused, data-driven approach to enhance learning for all students, particularly identified student groups. Recognizing mathematics as a critical area, we will form a Math Study Group (MSG) at the start of the year. This collaborative team, including teachers, subject matter experts, and school leaders, meets regularly to analyze student data, share best practices, and monitor progress. Through a comprehensive Needs Assessment, the MSG identified key gaps in student performance and conducted root cause analysis, leading to the development of a targeted Math Instructional Plan. This plan prioritizes not only rigorous skill development but also the cultivation of student confidence and a growth mindset. We are committed to creating a transformative math culture where students understand that proficiency is attainable through effort, engagement, and a willingness to learn from mistakes. Our instructional strategies are designed to connect mathematical concepts to real-world applications, fostering deeper understanding. We are leveraging innovative tools such as IXL Math for personalized learning, Desmos Math Classroom for visual and exploratory learning, and Virtual Reality for immersive, standards-aligned experiences.

Through a comprehensive analysis of our Annual Performance reflection, we have identified key areas for improvement and allocated **Learner Recovery and Emergency Block Grant** (LREBG) funds for the 2025-26 school year. These funds will strategically support the following goal-aligned actions: **Goal 1** (Actions 2, 4, 5, 6, and 7), **Goal 2** (Actions 1 and 2), **Goal 3** (Actions 1, 2, and 3), and **Goal 4** (Action 3). The rationale and detailed information for each LREBG-funded action is clearly articulated within the action descriptions, demonstrating our approach and commitment to continuous improvement.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Altus Schools East County is eligible for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Based on its three-year average Combined Four-Year and Five-Year Graduation Rate in the California School Dashboard, **Altus Schools East County** qualifies for **Comprehensive Support and Improvement (CSI)**. The 2024 California School Dashboard indicates a schoolwide Graduation Rate of 57.5%, an 8% decline from the prior year. Notably, disaggregated data from the 2024 Dashboard shows lower graduation rates for Hispanic (57%) and Socioeconomically Disadvantaged (55.8%) student groups, as well as the following: English Learners (38.5%, n=26), Long-Term English Learners (37.5%, n=24), Homeless students (55.6%, n=18), Students with Disabilities (50%, n=26), and White students (61.5%, n=26).

The shift to this Four-Year and Five-Year Graduation Rate metric for DASS schools began with the 2022 School Dashboard. Previously, the One-Year Graduation Rate served as the accountability measure for these schools, acknowledging the unique challenges of their highly mobile and credit-deficient student populations. However, the U.S. Department of Education (ED) raised concerns regarding California's use of a modified graduation rate and academic indicator for DASS schools on the Dashboard, leading to its discontinuation.

Despite the potential challenges posed by the Combined Four-Year and Five-Year Graduation Rate calculation for a DASS school, **the school community remains dedicated to overcoming obstacles and achieving educational excellence**.

The school's Comprehensive Support and Improvement (CSI) Plans are the result of a **collaborative effort** involving diverse educational partners: teachers, staff, students, parents, and family members. The school actively sought meaningful feedback from key educational partners through surveys, school events, meetings, conferences, and training. This valuable input was systematically collected, organized, and analyzed to pinpoint the educational needs of all students and to strategically inform the development of programs, services, and resource allocation. The active involvement of educational partners was instrumental in several key stages of CSI Plan development:

- **Identifying and Refining Needs**: Through joint data analysis, partners identified areas needing improvement and gained a deeper understanding of student needs.

- **Creating Goals**: Collaborative discussions led to the establishment of clear goals aligned with identified needs and the aspirations of the school community.

- **Establishing Metrics**: Education partners jointly determined appropriate metrics and indicators to effectively track progress toward their goals.

- **Designing Activities**: Education partners contributed to the selection and design of specific interventions aimed at addressing identified needs and achieving desired outcomes.

- **Allocating Resources**: Education partner input informed decisions regarding resource allocation, ensuring that funds were directed toward initiatives with the greatest potential impact.

This collaborative approach extended to a comprehensive **Needs Assessment** process specifically targeting students not meeting or at risk of not meeting state academic standards. To guide this assessment, partners utilized an Improvement Science Protocol, providing a structured framework for identifying achievement gaps and developing targeted improvement strategies.

During this process, educational partners focused on the current state of graduation rates and established ambitious yet attainable growth targets as benchmarks for progress. Their analysis encompassed a broad spectrum of data and information related to student engagement and achievement, including:

- **School Dashboard Indicators**: These indicators provide a comprehensive overview of the school's performance and student outcomes across various domains.

- **Measures of Academic Progress by NWEA**: This assessment tool offers valuable insights into individual student growth and proficiency in core subject areas, highlighting both strengths and areas for improvement.

- **Monthly Storybook Reports**: These reports provide a rich blend of qualitative and quantitative data on student progress, behavior, attendance, and other relevant factors, offering a nuanced understanding of student performance.

A key aspect of the Needs Assessment was the analysis of historical and trend data for both All Students and unduplicated student groups by all educational partners. This inclusive approach ensured that the assessment addressed the unique needs and challenges faced by the diverse student populations within the school.

Following a data-informed **review of resource allocation across various educational categories**, collaborative educational partners identified that strategic investment in our lowest-achieving student groups is crucial for improving overall graduation rates. Their analysis indicated a clear correlation between targeted support for **English Learners** (38.5% graduation rate), **Students with Disabilities** (50%), and **students experiencing homelessness** (55.6%), and the potential for significant gains, compared to the schoolwide rate of 57.5%. Consequently, we determined that providing additional resources and tailored support to these students is essential, a commitment explicitly detailed in our CSI Plan and Local Control and Accountability Plan (LCAP).

Importantly, there was agreement among educational partners regarding the effectiveness of the school's instructional model in addressing the needs of the lowest-achieving students and those at potentially higher risk. The Pathways Personalized Education Program (PPEP) was

specifically recognized as a systematic framework providing instructional staff with the necessary tools and strategies to support the academic and social-emotional well-being of all students.

The school has embraced a **Continuous Improvement Framework**, fostering a problem-solving culture and a focus on examining the systems that produce outcomes. This framework, essential for sustaining program improvement efforts, comprises five fundamental steps: Inform, Select, Plan, Implement, and Analyze. Evidence-based decision-making and reflection are central to each step of this ongoing improvement cycle, with active engagement from educational partners.

Adhering to this continuous improvement framework, educational partners developed a systematic plan to enhance the graduation rate. The initial analysis phase involved a thorough examination of school needs, historical trends, potential challenges and barriers, and current strategies and interventions. This process revealed several key themes impacting the school's graduation rate:

- **Credit Deficiency**: Many high school students enroll at the school with existing credit deficiencies, significantly impacting their ability to graduate on time. Some students require additional time to meet graduation requirements due to these shortfalls.

- **Academic Preparedness**: Entering high school students often demonstrate skills below grade level in English Language Arts and Mathematics, as indicated by NWEA assessments. Addressing this requires high-quality instruction and rigorous materials to effectively close potential achievement gaps.

- **Engaging Curriculum and Instruction**: Key educational partners have voiced a clear preference for a unified Learning Management System designed with entirely enhanced courses and activities created by Altus teachers and staff. The school visions this platform as user-friendly for teachers, engaging for students, and designed to cultivate authentic and challenging learning experiences through internally developed, context-specific resources.

- **Individualized Support**: Students need access to targeted small groups and one-on-one tutoring in core subjects to maintain the necessary pace for credit completion.

- **Access to Technology**: Equitable access to computers and home internet is crucial for all students and families, particularly those from socioeconomically disadvantaged backgrounds, to fully participate in the educational program.

- **Programs and Services**: Providing access to a range of programs and services, including Naviance, AVID, Pathways Portfolio, Cadet Corps, CTE Pathways, Advanced Placement (AP), and Early College Credit, is vital for engaging students and preparing them for diverse post-secondary pathways.

- **Role of Counselors**: School counselors play a critical role in supporting students with college and career planning, offering guidance in academic matters, college research, application processes, career exploration, financial aid, scholarships, personal/social support, and college transition.

- **Social-Emotional Learning**: Access to social-emotional learning opportunities and support resources is essential for fostering student engagement and academic achievement.

Based on the findings of the Needs Assessment, the school undertook a comprehensive selection process to identify allowable CSI activities that build capacity, are **evidence-based**, and directly address the school's need to increase the Graduation Rate. Consequently, AS East County has integrated specific actions and services into the 2025-26 LCAP that are strategically designed to improve Graduation Rate outcomes.

- **Goal 1, Action 1**: To closely monitor each student's academic journey and progress toward graduation, dedicated **school staff will systematically gather and analyze crucial academic data**, specifically pinpointing students who may be off track for advancement. These insights will be shared with educators in timely progress reports and Monthly Storybooks, facilitating proactive interventions to ensure every student stays on the path to graduation.

- **Goal 1, Action 3**: Recruit and hire **additional instructional support staff** that are designed to support the educational program. Additional instructional support staff can help provide personalized attention to students, helping to address individual learning needs and improve academic performance.

- **Goal 1, Action 4**: Provide a **high dosage tutoring program** to students focused on intensive and targeted instruction over an extended period. This will involve one-on-one or small group instruction, allowing high-quality tutors to tailor their approach to individual needs.

- **Goal 1, Action 4**: Accelerate on-time student graduation rates by **increasing student math proficiency and confidence through IXL Math**. This program provides personalized learning paths, immediate feedback, and motivational rewards that can cater to diverse learning needs and enable students to master the required math concepts for graduation.

- **Goal 1, Action 5:** Promote, recruit, and **expand AVID Program** to more students. AVID fosters a supportive learning community and cultivates a college-going culture, encouraging students to set ambitious goals and persist through challenges, ultimately leading to higher graduation rates.

- **Goal 1, Action 5**: Counselors providing individualized student meetings focused on **collaborative course planning and goal setting** to increase the percentage of students earning a high school diploma by ensuring they select the appropriate courses and develop targeted strategies to meet all graduation requirements.

- **Goal 2, Action 2**: The school's curriculum, instructional, and technology leadership teams will collaboratively design, develop, and implement a phased rollout of a tailored **Learning Management System (LMS) on Canvas**. This initiative aims to cultivate a more engaging, interactive, and personalized learning environment for all students, while prioritizing equitable access and data-informed instruction.

- **Goal 2, Action 2**: Provide **Chromebooks and internet services** to students in need to enhance educational opportunities, create equal access to information, improve collaboration and communication, build digital literacy and technological skills, access personalized learning, and access career readiness tools and platforms.

- **Goal 2, Action 3**: Provide an **Early College Credit Program** that allows high school students to take college courses and earn college credits while attending high school. The Early College Credit Program is free to eligible students to increase the number of low socioeconomic status students who can attend and complete college.

- **Goal 3, Action 1**: Professional development for staff focused on **implementing the school's MTSS with fidelity** to ensure that the 'Whole Child' is being supported.

- **Goal 3, Action 2**: **Specialized professional development** for staff focused on utilization of evidence-based instructional strategies and rigorous materials to quickly close potential achievement gaps that may exist in Math and ELA, specifically for historically underserved student groups.

- **Goal 4, Action 3**: The **Cadet Corps Program** will cultivate character and leadership, fostering health and wellness to empower students in exploring careers, increasing their motivation, and achieving academic success and graduation.

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

Monitoring and Evaluating Effectiveness

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

To effectively measure the impact of our Comprehensive Support and Improvement (CSI) strategies, a key component of Goal 1, we will closely monitor and evaluate the school's Combined Four-Year and Five-Year Graduation Rate Metric. Our analysis of the 2023 Dashboard data, conducted by our Data Department staff, provided important context: the State DASS school average was 54.2%, and the San Diego County DASS school average was 49.3%. Our desired outcome is to demonstrate continuous growth in this critical metric on an annual basis, with the intention to exceed either the state or county DASS school averages. We recognize that our lowest-achieving student groups include English Learners, Students with Disabilities, and students experiencing homelessness, and our CSI efforts are particularly focused on their progress.

As we move forward with the Continuous Improvement Framework for the 2025-26 school year, school leadership is committed to the ongoing implementation, rigorous analysis, and strategic enhancement of the strategies and supports detailed within our CSI Plan. To thoroughly evaluate the effectiveness of these services and support, we will employ a multifaceted approach that includes multiple assessment tools, clearly defined data analysis protocols, and the active involvement of our key educational partners. These partners will play a vital role in reviewing data derived from the School Dashboard, our internal Monthly Storybook Reports, and various Survey Results. This comprehensive review will allow us to determine the extent to which the CSI Plan is effectively addressing the diverse needs of all our students, with a particular emphasis on the progress of English Learners, Students with Disabilities, and students experiencing homelessness. To ensure a cycle of continuous improvement, our educational partners will utilize established evaluative methods, specifically the guiding questions provided by the San Diego County Office of Education (SDCOE) for the in-depth analysis of both quantitative and qualitative data, to accurately determine the overall effectiveness of our programs and interventions.

The following school departments and personnel will be instrumental in supporting the monitoring of designated strategies and interventions targeted towards our high school students:

School Data Department

- Publish a Monthly Storybook that includes the number of students assigned to the Early College Credit Program, intervention frequency/methods, participation/attendance data disaggregated by student groups (including our lowest-achieving populations), and credit completion rates. This report will also include trend analysis to identify patterns and the effectiveness of specific interventions over time.

- Provide teachers, counselors, and instructional leaders with a quarterly SharePoint Technology Tool to monitor and respond to grade 12 students marked as ‘not on-track’ to graduate. This tool will include real-time data and facilitate collaborative action planning, allowing for documentation of interventions and follow-up.

School Curriculum & Professional Learning Department

- Develop an annual Professional Development Catalog and adjust training topics and formats throughout the year based upon instructional staff feedback and teaching and learning data. A portion of the PD will be specifically focused on evidence-based strategies to support English Learners, Students with Disabilities, and students experiencing homelessness, directly aligning with the needs identified in our data.

- Publish a monthly professional development (PD) report that summarizes the number of PD hours completed per teacher and in each content domain.

School Leadership

- Monitor and evaluate the effectiveness of actions and interventions at weekly team meetings by analyzing comprehensive school data, including progress monitoring data for our identified lowest-achieving student groups. Leadership will ensure that these discussions lead to actionable steps and resource allocation adjustments as needed.

Instructional Leaders

- Meet with all teachers in July, October, and January to review individual students’ progress towards graduation, with a specific emphasis on the progress of English Learners, Students with Disabilities, and students experiencing homelessness. These meetings will result in documented support plans for students who are not on track.

- Conduct ongoing teaching observations, September 2025 to April 2026, to ensure teachers and tutors are providing high-level, targeted instruction that supports the needs of the lowest achieving students. Observations will also be focused on the use of grade-level curriculum, technology tools, and the integration of TIPS and AVID instructional strategies. Feedback from these observations will be

shared with teachers, and professional development opportunities will be aligned to address identified areas for growth in supporting our target student populations.

School Counselors

- Meet weekly with instructional leaders to discuss and collaborate on students entering Tier II and Tier III interventions, as prescribed in the school's MTSS. These discussions will include specific strategies tailored to the needs of English Learners, Students with Disabilities, and students experiencing homelessness, and counselors will play a key role in connecting students and families with necessary resources.

- Ongoing utilization of the School Pathways Student Information System to monitor high school student progress towards graduation. Counselors will proactively identify students who are falling behind and initiate outreach and support.

- Meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates, with a focus on identifying and addressing barriers for our lowest-achieving student groups.

Teachers

- Ongoing utilization of monitoring tools, including Grad Countdowns and Student Participation/Credit Trackers as instruments to identify students at-risk of not graduating on time. Teachers will be expected to document initial interventions implemented in the resource center and collaborate with counselors and instructional leaders when additional support is needed for students, particularly our English Learners, Students with Disabilities, and students experiencing homelessness.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	The 2025-26 LCAP was directly informed by teacher perspectives gathered through a variety of engagement strategies, including the Staff LCAP Engagement Survey, School Site Council (SSC), English Learner Advisory Committee (ELAC), Instructional Meetings, All Staff Meetings, and Altus University (AU) Professional Learning. This comprehensive data collection process allowed us to develop actionable, student-centered priorities that directly address the needs identified by our educators, fostering a collaborative and impactful school environment.
Principals and Learning Leads	Principals and Learning Leads directly influenced the 2025-26 LCAP by actively participating in various forums, including weekly Learning Lead Huddles, surveys, and committee meetings. Their expertise in data analysis and instructional programming enabled the creation of a strategic, student-centered LCAP designed to maximize learning and achievement.
Administrators	Administrators initiated the LCAP development through a collaborative approach, prioritizing meaningful engagement with all educational partners. Utilizing platforms such as Leadership Huddles, School Site Council, ELAC, Instructional and All-Staff meetings, strategic planning sessions, and AU Professional Learning, they actively sought and integrated diverse input. This engagement directly translated into actionable LCAP strategies aligned with school goals, promoting a transparent and inclusive environment for sustained improvement.
Other school personnel or staff	School staff and personnel collaboratively developed the 2025-26 LCAP through regular engagement and consultation. The Staff LCAP Engagement Survey, SSC, Instructional and Staff Meetings, and professional learning facilitated diverse input, ensuring LCAP actions align with the school's Vision, Mission, and Values. This inclusive process resulted in a comprehensive LCAP that addresses community needs and supports school-wide goals.

Parents	Parent engagement was strategically prioritized to directly inform and shape the school's LCAP, ensuring alignment with the diverse needs and perspectives of our community. Multiple avenues for consultation were implemented to maximize parent voice and participation. • **Data-Driven Feedback:** The Parent LCAP Engagement Survey provided quantifiable data and qualitative insights, enabling the school to understand parent priorities and tailor programs accordingly. • **Direct Interaction and Dialogue:** Open House and Senior Night Events facilitated direct communication between parents, teachers, and administrators, fostering collaborative partnerships. Parent-Teacher Conferences offered personalized conversations to address individual students' needs and progress. • **Shared Decision-Making:** Active participation in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings empowered parents to directly contribute to school-wide decisions regarding instructional strategies and resource allocation. • **Empowering Educational Partnerships:** The Family Learning Series provided targeted workshops and resources, equipping parents with the tools to actively support their children's academic and social-emotional development. • **Community Vision:** Parent participation in Board Meetings fostered meaningful contributions and increased awareness of broader school policies and initiatives. Recognizing the pivotal role of parent perspectives in shaping school communication, climate, and student holistic development, the school actively sought and integrated parent feedback throughout the LCAP development process. This commitment to collaborative decision-making resulted in a more inclusive, responsive, and student-centered learning environment, ultimately enhancing outcomes for all students.

Students	At the core of our LCAP development lies a commitment to centering student voice. We recognize that authentic student input is crucial for creating a responsive and effective learning environment. To ensure their perspectives were not only heard but actively valued, we implemented a multi-faceted approach to student engagement. • **Direct Feedback through the Student LCAP Engagement Survey:** Students were empowered to provide candid feedback and constructive suggestions, directly influencing the LCAP's direction. • **Meaningful Participation in Decision Making:** Student representation in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings facilitated collaborative discussions on critical school initiatives and policies. • **Diverse Avenues for Input:** Events like Open House, Senior Night, College and Career Week, Senior Exhibition Panels, and Health & Wellness Week provided platforms for students to share their experiences and insights, fostering open dialogue with educators and administrators. • **Personalized Student-Teacher Conferences:** These conferences created individualized opportunities for students to discuss their academic progress, goals, and challenges, ensuring their individual needs were addressed. By actively integrating student perspectives throughout the LCAP development process, we are building a student-centered learning environment that prioritizes academic achievement, social-emotional well-being, and positive behavioral development. This commitment reflects our dedication to creating a school where every student feels heard, valued, and empowered to succeed.

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

Engaging our educational partners remains a continuous and integral process as we collaboratively design an educational program that effectively addresses the evolving needs of our students and the wider community. This partnership ensures that all students have access to enriched opportunities and achieve improved outcomes. The valuable insights gathered through this engagement directly inform our school's comprehensive strategic planning, accountability measures, and ongoing improvement efforts within the framework of California's State Priorities.

Feedback from our educational partners indicates continued satisfaction with our current initiatives focused on improving the educational program. As a result, for the 2025-26 school year, our school will continue to prioritize five Local Control and Accountability Plan (LCAP) goals. These goals strategically address key areas: 1) High-quality Instruction, 2) Standards-aligned Curriculum and Course of Study, 3) Professional Learning System, 4) School Climate, and 5) Innovative Teaching and Engagement Methods.

Each LCAP Goal, along with its corresponding Metrics, is carefully aligned not only with State and Local priorities but also with the specific metrics and targets established by our charter authorizer. This intentional alignment ensures a cohesive and focused approach to accountability and continuous improvement.

The Metrics incorporated into the 2025-26 LCAP emphasize both Status and Change, mirroring the California School Dashboard's Five-by-Five Placement methodology. Furthermore, certain Metrics utilize locally established targets, informed by historical data or tailored to the specific needs of our student population, including those within our alternative education setting (DASS).

Teachers and Staff:

Valuable insights from our teachers and staff regarding instructional strategies, curriculum design, professional development needs, and student support services have directly informed the following additions and refinements to the 2025-26 LCAP:

- **Instructional Support:** Recruit and hire additional staff to enhance student supervision, tutoring, and learning feedback.
- **Learning Management System:** Design and develop an improved LMS with enhanced course structures and activities.
- **Technology Access:** Continue providing Chromebooks and internet services to students and families with home technological needs.
- **Early College Credit:** Expand opportunities for all students to earn college credit while in high school.
- **Professional Learning:** Continue offering ongoing professional development focused on the effective integration of Virtual Reality, IXL Mathematics, Summit K12, and Culturally and Linguistically Responsive Teaching.
- **Mental Health Support:** Expand systems to better support student mental health.

Principals, Learning Leads, and Administrators:

These educational partners shared valuable insights into the school's operations, encompassing strategic planning, data analysis, engagement methods, resource allocation, program evaluation, alignment with state priorities, and communication systems. Their feedback has directly informed us of the following 2025-26 Local Control and Accountability Plan (LCAP) Actions:

- **Mathematics**: Increase student engagement, achievement, and confidence by expanding the use of Virtual Reality Math and IXL Math. We will also support this through monthly Math Study Groups focused on research-based strategies and ongoing high-quality professional learning for our math instructional staff.
- **Instructional Support**: Enhance support for teachers and education specialists by recruiting and hiring additional support staff.
- **Targeted Student Support**: Expand our tutoring program in Math and English Language Arts to provide high-dosage support for academic growth and increased graduation rates.
- **English Learners**: Ensure effective integration of Summit K12 resources for English Learners through ongoing professional learning for teachers.
- **Students With Disabilities:** Ensure that Students With Disabilities receive high-quality Specialized Academic Instruction (SAI) and supports, including effective differentiation and the maintenance of high academic standards.
- **Counseling**: Enhance counseling and advising sessions with a focused approach on ensuring students are on track for graduation, thoughtfully planning their future pathways, and demonstrating robust college and career preparedness.
- **Safety**: Maintain safe learning environments through the consistent operation of our Brivo card access system.

Parents, Family Members, and Advisory Committees:

These educational partners offered valuable perspectives on school communication, family engagement strategies, academic support services, and initiatives for social-emotional learning. Based on their feedback, the school will implement the following 2025-26 LCAP Actions and/or Metrics:

- **Tutoring Support:** Continue to provide targeted tutoring opportunities for English Learners, Foster Youth, and underserved students.
- **Reading Proficiency:** Highly recommend the use of Achieve3000 as an educational tool to improve student reading proficiency and meet the needs of unique learners.
- **Meal Program:** Maintain the school's meal program to ensure students from under-resourced homes and communities have access to healthy nutrition, supporting their readiness to learn.
- **Individualized Guidance:** Offer individualized counseling and advising sessions focused on course planning, goal setting, and preparation for future pathways.
- **Character and Leadership Development:** Support the Character and Leadership Development program with Cadet Corps, which offers students opportunities for physical fitness, team building competitions, and social skills development.
- **Safe and Supportive Environment:** Provide a safe and supportive bully-free school environment.
- **Positive School Culture:** Provide a positive school climate characterized by clean facilities, clear channels for communication with staff regarding any concerns, and school staff who are consistently responsive, energetic, helpful, optimistic, and caring.

Students:

These educational partners provided first-hand insights into school communication, instructional methods, curriculum design, health, and safety. Based on their input, the following Actions have been prioritized for the 2025-26 LCAP:

- **Field Trips:** Students expressed a desire for field trips that connect to their interests and future goals.
- **Comprehensive Mental Health Resources:** Recognizing students' call for greater mental health support, the school will provide accessible counselors, informative workshops, and readily available wellness resources.
- **Real-World Experiences:** Students want learning that connects to their lives and helps them solve real problems.
- **Meal Program:** Students highlighted the need for consistent access to healthy food while at school.
- **Equitable Access to Technology:** Students voiced the importance of having the necessary technology at home to access school activities and assignments.
- **Curriculum Integration:** Students expressed interest in using 3D Printers and Virtual Reality in their courses and course of study.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

Priority 5: Student Engagement (Engagement)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Recognizing that students entering the school often face significant educational challenges, including credit deficiencies and below-grade-level performance in Reading, Language, and Mathematics (as indicated by NWEA assessments), the program provides comprehensive academic intervention and support. The school is dedicated to fostering student growth through Pathways Personalized Education Plans (PPEP), designed to accelerate learning, address individual needs, and prepare students for college, career, and future endeavors.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Independent Study Program: Teacher Credentials	**2023-24 Results** 100% of teachers as of October 2023 **Data Source**: Locally Reported	**2024-25 Results** 100% of general and special education teachers with a teaching credential and EL Authorizations as of October 2025 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	Maintained 100%
M1.2	Teachers Appropriately Assigned and Credentialed	**2021-22 Results** Total teaching FTE: 9 Clear: 11.7% **Data Source**: Teaching Assignment Monitoring Outcomes, DataQuest	**2022-23 Results** Total teaching FTE: 11.01 Clear: 35.1% **Data Source**: DataQuest Teaching Assignment Monitoring Outcomes	Available in 2026-27 LCAP	**Exceed the baseline results**	Total teaching FTE: 2.01 Clear: Increased 23.4%
M1.3	DASS One-Year Graduation Rate	**2022-23 Results** Schoolwide: 96% Hispanic: 94.8% White: 95.2% African American: * 2+ Races: 8 EL: 75% SED: 96.9% SWD: 88.2% **Data Source**: CA School Dashboard (Additional Reports) * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 96.8% Hispanic: 96.8% White: 95% African American: * 2+ Races: * EL: * SED: 98.3% SWD: 88.2% **Data Source**: CA School Dashboard (Additional Reports) * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 68.8% San Diego County: 73.4%	Schoolwide improved 0.8%

M1.4	Combined Four- and Five-Year Graduation Rate	**2022-23 Results** Schoolwide: 65.4% Hispanic: 69% White: 62.15 African American: 64.3% 2+ Races: 53.8% EL: 86.4% SED: 63.95 SWD: 62.5% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 57.5% Hispanic: 57% White: 61.5% African American: * 2+ Races: * EL: 38.5% SED: 55.8% SWD: 50% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 54.2% San Diego County: 49.3%	Schoolwide declined 7.9%
M1.5	Chronic Absenteeism Rate	**2023-24 Results** Schoolwide: 0% Hispanic: 0% White: * African American: * 2+ Races: * EL: * SED: 0% SWD: * **Data Source**: Locally Reported **Note:** Cumulative results as of April 2024 * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 0% Hispanic: 0% White: * African American: * 2+ Races: * EL: * SED: 0% SWD: * **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 47.1% San Diego County: 22.2%	There was no change from the 0% baseline

M1.6	CAASPP ELA: Average Distance from Standard	**2022-23 Results** Schoolwide: 8.5 Hispanic: 18.5 White: * African American: * 2+ Races: * EL: * SED: -8.9 SWD: * **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 1.3 Hispanic: 14.4 White: -35.8 African American: * 2+ Races: * EL: * SED: 4.1 SWD: -53 **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -118.2 San Diego County: -135.9	Schoolwide declined 7.2 points
M1.7	CAASPP Math: Average Distance from Standard	**2022-23 Results** Schoolwide: -142.7 Hispanic: -115.1 White: * African American: * 2+ Races: * EL: * SED: -155.5 SWD: * **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: -127.3 Hispanic: -119.1 White: -132.8 African American: * 2+ Races: * EL: * SED: -130.4 SWD: -195.5 **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -192.8 San Diego County: -185.2	Schoolwide improved 15.4 points
M1.8	Grade 11 CAASPP ELA: Met or Exceeded Standard	**2022-23 Results** ELA: 73.53% **Data Source:** DataQuest CAASPP Results	**2023-24 Results** ELA: 63.89% **Data Source:** DataQuest CAASPP Results	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 21.8% San Diego County: 33.3%	Declined 9.64%

M1.9	Grade 11 CAASPP Math: Met or Exceeded Standard	**2022-23 Results** Mathematics: 17.65% **Data Source:** DataQuest CAASPP Results	**2023-24 Results** Mathematics: 8.33% **Data Source:** DataQuest CAASPP Results	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 3.8% San Diego County: 3.8%	Declined 9.32%
M1.10	English Learner Progress Indicator (ELPI)	**2022-23 Results** English Learners: 57.6% **Data Source**: CA School Dashboard	**2023-24 Results** English Learners: 56.3% **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 32.5% San Diego County: 37%	Declined 1.3%
M1.11	English Learner Reclassification Rate	**2022-23 Results** School Reclassification Rate: 19% **Data Source**: Locally Reported	**2023-24 Results** School Reclassification Rate: 23% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 10%**	Improved 4%
M1.12	Measures of Academic Progress by NWEA: Reading	**2022-23 Results** Schoolwide: 68% Hispanic: 65% White: 67% African American: * 2+ Races: * EL: 57% SED: 71% SWD: 71% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide: 73% Hispanic: 76% White: 71% African American: * 2+ Races: * EL: 72% SED: 74% SWD: 70% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Schoolwide improved 5%

M1.13	Measures of Academic Progress by NWEA: Language	**2022-23 Results** Schoolwide 67% Hispanic 80% White 64% African American * 2+ Races * EL 65% SED 82% SWD 74% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide 79% Hispanic 79% White 76% African American * 2+ Races * EL 79% SED 84% SWD 79% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Schoolwide improved 12%
M1.14	Measures of Academic Progress by NWEA: Math	**2022-23 Results** Schoolwide 72% Hispanic 71% White 81% African American * 2+ Races * EL 65% SED 725 SWD 67% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide 68% Hispanic 71% White 76% African American * 2+ Races * EL 85% SED 69% SWD 74% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Schoolwide declined 4%

M1.15	California Science Test	**2022-23 Results** Schoolwide: 20.90% Hispanic: 30% White: 9.09% African American: * 2+ Races: * EL: * SED: 10.87% SWD: 0% **Data Source**: DataQuest CAASPP Results * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 18.26% Hispanic: 18.06% White: 19.05% African American: * 2+ Races: * EL: * SED: 20.52% SWD: 5% **Data Source**: DataQuest CAASPP Results * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed the Statewide or County DASS school average:** Statewide: Not available San Diego County: 13.6%	Schoolwide declined 2.64%
M1.16	Student Attendance or Participation Rate	**2023-24 Results** Schoolwide: 91.7% Hispanic: 91.4% White: 93.8% African American: 94.8% EL: 93.6% SED: 90.3% SWD: 91.7% Foster Youth: * Homeless: 85.6% Cadet Corps: * Pregnant/Parent: * **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy **Note:** Cumulative Attendance Rate as of April 2024	**2024-25 Results** Schoolwide: 91.6% Hispanic: 90.7% White: 94.4% African American: 90.5% EL: 93.9% SED: 90.8% SWD: 93.1% Foster Youth: * Homeless: 86.2% Cadet Corps: * Pregnant/Parent: * **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy **Note:** Cumulative Attendance Rate as of April 2025	Available in 2026-27 LCAP	**Greater than 84%**	Schoolwide declined 0.1%

M1.17	Middle School Dropout Rate	**2023-24 Results** Middle School: 0% **Data Source**: Locally Reported **Note:** Middle School Dropout Rate as of April 2024	**2024-25 Results** Middle School: 0% **Data Source**: Locally Reported **Note:** Middle School Dropout Rate as of April 2025	Available in 2026-27 LCAP	**Less than 5%**	There was no change from the 0% baseline
M1.18	High School Dropout Rate	**2023-24 Results** High School: 0.4% **Data Source**: Locally Reported **Note:** High School Dropout Rate as of April 2024	**2024-25 Results** High School: 0% **Data Source**: Locally Reported **Note:** High School Dropout Rate as of April 2025	Available in 2026-27 LCAP	**Less than 5%**	Improved 0.4%
M1.19	Student Confidence Survey	**2023-24 Results** Schoolwide: 93% **Data Source**: Locally Reported **Note:** Student Confidence Survey Results as of February 2024	**2024-25 Results** Schoolwide: 94% **Data Source**: Locally Reported **Note:** Results as of April 2025	Available in 2026-27 LCAP	**Greater than 90%**	Improved 1%

Goal Analysis for 2024-25

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

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

Goal 1 aims to increase student engagement and academic achievement by developing, implementing, and adjusting a Pathways Personalized Education Plan (PPEP) for each student. There are seven actions under this goal. **A careful review of each action reveals no substantive differences to report**. Below is a summary of these actions:

- **Action 1**: Fully implemented the use of MAPs by NWEA, Smarter Balanced Interim Assessments, California Educators Reporting System (CERS) and Renaissance (Illuminate) Assessments to inform teaching and learning systems.
- **Action 2**: The school's English Language Development (ELD) Plan was fully implemented to provide comprehensive support for all English Learner students.
- **Action 3**: Each student had a fully developed and implemented Pathways Personalized Education Plan (PPEP). To ensure progress toward individual academic goals and successful postsecondary transitions, which included participation in enriching field trip experiences, school staff leveraged key platforms such as School Pathways and Naviance for ongoing monitoring. Learning Leads and counselors actively participated in the school's Multi-Tiered System of Supports (MTSS) to address students' unique needs and provided

guidance to both students and parents on multiple graduation pathways. Furthermore, teachers delivered live academic instruction specifically designed to enhance student skills in Math and English Language Arts (ELA) and other academic subjects.

- **Action 4**: To further support unduplicated pupils, the school provided additional academic tutoring through instructional support staff and a sustained partnership with a non-profit tutoring organization. Additionally, Learning Leads provided instructional coaching with teachers, focusing on the effective implementation of the Multi-Tiered System of Supports (MTSS). Recognizing the unique needs of special populations and further empowering all students with strong study skills and habits through the AVID program, Counselors, Equity and Inclusion staff, and the Homeless and Foster Youth Liaison offered tailored support and diligently coordinated necessary services.
- **Action 5**: Fully implemented all Special Education services for qualifying students as outlined in their IEP.
- **Action 6**: Conducted systematic monitoring of student engagement and achievement using key Data Integration System platforms, including Naviance, NWEA, Renaissance, and Achieve3000. Published and updated local monitoring tools and instruments to allow timely monitoring of key performance indicators by staff.
- **Action 7**: Staff utilized Ellevation for English Learner monitoring and instructional planning all year. To further support this work, the Data and Assessment Department consistently delivered timely Monthly Storybooks. These reports summarized the progress and achievement of unduplicated English Learners on key indicators, directly informing staff decisions about current programs and services.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Expenditures for 1.4 decreased by 14% compared to the planned budget. This variance is primarily due to unfilled Certificated Teacher Resource (CTR) and Resource Center Associate (RCA) positions to assist with additional academic instructional support for English Learners, Foster Youth and Low-Income students. Due to a shortage in the workforce, not all budgeted positions were filled.

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

The school is confident that all actions under Goal 1 are effectively contributing to successful student outcomes, appropriate for a DASS-identified school. The school has successfully met or is on track to meet the desired outcomes for the current three-year LCAP cycle, as detailed below:

- Independent Study Program: Teacher Credentials
- Teachers Appropriately Assigned & Credentialed
- DASS 1-Year Graduation Rate
- Combined 4- and 5-Year Graduation Rate
- Chronic Absenteeism Rate
- CAASPP ELA & Mathematics
- Grade 11 CAASPP ELA & Mathematics
- English Learner Progress Indicator (ELPI)
- English Learner Reclassification Rate
- NWEA Reading, Language & Mathematics

- California Science Test
- Student Attendance (Independent Study Participation)
- Middle School & High School Dropout Rate
- Student Confidence Survey

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

In anticipation of the 2025-26 school year, a key priority for the school is to significantly enhance student mathematics engagement and achievement through the implementation of **Action 4**. This comprehensive initiative will encompass targeted math interventions, the strategic allocation of resources, and the establishment of a **Math Study Group**. This group will foster regular collaboration and professional growth among instructional staff and leaders. Furthermore, the school will integrate two new supplemental math programs into the curriculum: Amplify Desmos and IXL Math.

Based on thoughtful reflections and valuable input from our educational partners, the following actions have been strategically adjusted or added to our plan for the 2025-26 school year:

- **1.3j:** To further cultivate student engagement and ensure equitable access to the full spectrum of school activities, including enriching field trip experiences, the school will utilize sprinter vans.
- **1.6g:** Recognizing the diverse needs of our student population, the school will strategically expand its special education support staff to provide more comprehensive and individualized assistance.

It is important to note that all established targets within Goal 1 will remain consistent for the 2025-26 school year, underscoring our ongoing commitment to these key performance measures.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	a) School staff will administer **Measures of Academic Progress by NWEA** to students in the fall and spring semesters. This data will inform targeted adjustments to curriculum and instructional strategies, ensuring we effectively address achievement gaps and support all students' academic success. b) School staff will administer the **Smarter Balanced Interim Assessments** to students in the fall semester. This data will empower instructional staff to analyze student understanding of grade-level standards and develop systematic strategies for continuous improvement in teaching and learning. c) Using the **California Educators Reporting System (CERS)**, teachers will analyze student progress and create targeted interventions to meet the diverse needs of all students, ensuring success in core subjects. d) To enhance student learning, instructional staff will strategically integrate **Instructure Mastery Connect** formative and summative assessments within the core curriculum. This data-driven approach will enable teachers to analyze student achievement, identify areas for growth, and refine teaching practices to meet the diverse needs of all learners, and inform core curriculum development and adjustments. e) Teachers will analyze student data from **Naviance**, specifically focusing on career exploration, college interests, and learning styles, to create personalized and engaging instructional plans. f) **Data and Assessment Department staff** will systematically collect and analyze data on key student achievement metrics, including student participation, chronic absenteeism, credit completion, potential dropout rates, AP course performance, and Naviance student confidence—and disseminate these findings in **Monthly Storybooks.**	$100,729	No

2	English Learner Assessment and Support Framework	a) School staff will conduct a **Home Language Survey** to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans. b) Instructional staff will **administer the ELPAC** to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification. c) Instructional staff will **collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities**, incorporating academic language development goals to ensure comprehensive support. d) **English Learner Achievement Department (ELAD)** will utilize data analysis to develop evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems. e) Instructional staff will integrate evidence-based **formative and summative English Language proficiency assessments** in personalized one-on-one or small group settings to accurately measure language acquisition. f) Instructional staff will implement **Integrated English Language Development (ELD)** strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners. g) **LREBG Action**: To fully meet the needs of the educational program, instructional staff will provide engaging and dynamic **Designated ELD** instruction. Utilizing **Summit K12** and blended courses, this personalized instruction will foster essential language skills for content learning, with content and delivery specifically aligned to each student's grade, proficiency, and individual learning needs. This initiative represents an allowable use of funds, as it is specifically designed to address the unique language needs of English Learners. a. Metric being used to monitor action: M1.10, M1.11 b. LREBG funds supporting this action: $1,260.21	$167,673	Yes

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

3	Personalized Academic Instruction and Support for All Students	a) To strengthen student support, **Human Resources staff will prioritize the hiring of Resource Center Associates, Learning Associates, and Certificated Teacher Resources**, who will provide tutoring, deliver student learning feedback, and perform other critical instructional support functions. b) **The Student Services Center (SSC) staff will gather comprehensive student data**, including transcripts, report cards, attendance, behavior, and IEP/504 plans, to create Pathways Personalized Education Plans (PPEPs). c) **Teachers will create and manage Pathways Personalized Education Plans (PPEPs)** for each student, using educational records, assessments, academic progress, and post-secondary goals to guide student growth d) Instructional staff will utilize the **School Pathways Student Information System (SPSIS)** to streamline student support by documenting attendance, tracking MTSS interventions, monitoring progress, and recording grades. e) **Counselors** will work with students to develop personalized graduation plans**, offering multiple pathways to a diploma or equivalent**, and facilitating successful post-high school transitions. f) **Teachers will implement live, small-group instruction** designed to provide individualized skill support, enabling students to achieve mastery of course objectives and content standards, and create interactive opportunities to build student connectedness. g) Instructional staff will implement **Spring Academies in April**, providing targeted test preparation in Math and ELA to equip students with the skills/knowledge needed to maximize their proficiency in key claims and targets. h) **Learning Leads** and school administrators will offer support and guidance for **effective MTSS implementation**, facilitating timely interventions to meet the diverse academic, behavioral, and social-emotional needs of all students, and systematically monitoring the	$521,409	No

		impact of these interventions. i) Instructional staff will plan and provide **personalized field trip experiences**, focusing on student interests in career and college pathways, to enhance their exploration of future possibilities. j) The school will deploy **sprinter vans** to support student engagement in a range of activities, including field trips, school events, and Cadet Corps. This transportation solution will enhance accessibility for students. k) Identified students will be provided with access to rigorous **GATE programs**, facilitated by specially trained teachers, which will cultivate their talents and intellectual abilities through a challenging and stimulating academic environment, enabling them to reach their full potential.		

4	Targeted Math Interventions and Resources	a) Using data analysis, the **Math Study Group** will identify and prioritize key math standards and themes, informing daily instruction and targeted interventions throughout the school year. b) To support effective math instruction, the school will create a centralized, web-based **Teacher Math Resource**, offering readily accessible materials including key math themes, test preparation strategies, tutoring and intervention tools, VR integration guides, lesson plans, and targeted resources for English learners. c) Integrate the interactive features of **Amplify Desmos Curriculum** into weekly math tutorials, enabling students to explore mathematical concepts visually, manipulate variables, and receive immediate feedback, thereby fostering active learning and improved problem-solving skills. **LREBG Action**: Recent data reveals a critical need to improve student performance on the Summative SBA mathematics, particularly for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. To address this, and in accordance with LREBG's allowance for evidence-based learning supports to close learning gaps, we are **implementing IXL Math**. This platform offers personalized learning paths, immediate feedback, and motivational rewards to enhance student math proficiency. By leveraging IXL's adaptive technology, we aim to accelerate learning and effectively target areas of weakness, significantly improving student outcomes and directly contributing to learning recovery for these targeted student groups. • Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7 • LREBG funds supporting this action: $750.94 d) Utilize **Prisms Virtual Reality** mathematics to provide students with hands-on, spatial learning experiences, enabling them to visualize and manipulate mathematical concepts, thus building a strong foundation for grade-level math mastery.	$111,824	No

5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	a. **Learning Leads** and school administrators will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and **implementing the school's MTSS with fidelity**. b. To significantly increase graduation rates, the school will deploy additional **instructional support staff**, including Resource Center Associates, Learning Associates, and Certificated Teacher Resources, who will provide targeted tutoring. This focused support will address specific academic needs, ensuring students successfully complete the required graduation coursework and progress towards their diplomas. c. **LREBG Action**: Our Annual Performance Review, which included analysis of SBA results, and the Graduation Rate reported in the California School Dashboard, identified the need to improve student academic performance in ELA and Mathematics, and increase on-time graduation rates. To address these areas, and in accordance with LREBG's allowable use category of 'Accelerating progress,' we are partnering with a **community-based organization for high-dosage tutoring throughout the school week**. This tutoring is designed to target unique learner needs, focusing on developing effective study habits and accelerating Math and ELA growth. This approach will directly support improved academic outcomes and contribute to closing identified learning gaps. • Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7 • LREBG funds supporting this action: $5,152.85 d. **Counselors** will facilitate individualized student meetings focused on collaborative course planning and goal setting. These meetings will empower students to identify their academic, social-emotional, and behavioral needs, and work with counselors to develop tailored strategies for success, including **personalized course recommendations and support plans**. e. To drive increased graduation rates, the **Equity and Inclusion Department will focus on removing barriers to student success**. Through close collaboration with school staff, Equity and Inclusion	$441,419	Yes

		staff will identify and address the holistic needs of individual students, particularly those facing unique challenges. This includes coordinating academic support, social-emotional resources, and family assistance, ultimately creating a supportive environment that empowers all students to achieve graduation. f. Full implementation of the **AVID Program** to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness.		

6	Academic Instruction and Support for Students with Disabilities	a) **Special Education (SPED) staff** will implement a system of frequent IEP reviews to facilitate timely adjustments and ensure personalized learning for all students with disabilities. These reviews will focus on maintaining alignment between IEPs, students' current needs, and evolving goals, enabling responsive and effective educational support. b) **Special Education Learning Lead** will offer support and guidance for compliance and specialized instruction for students with disabilities. c) **Special Education (SPED) staff will collaborate with general education teachers** and support staff to ensure the effective implementation of accommodations, modifications, and supplementary aids as specified in each student's Individualized Education Program (IEP). d) Provide ongoing professional development for all staff members to ensure understanding of **Free Appropriate Public Education (FAPE) requirements** and best practices for supporting students with disabilities. e) Education Specialists will provide **Specialized Academic Instruction (SAI)**. This instruction will be tailored to each student's unique learning needs. They will focus on targeted instruction in areas of need. This ensures individualized support for students with disabilities. f) Education Specialists will coordinate **supplemental services as needed**. Students requiring additional support, such as speech therapy or occupational therapy, will receive services from a nonpublic agency (NPA) certified by the California Department of Education (CDE). This ensures individualized support for students with disabilities. g) **LREBG Action**: To address identified needs highlighted by state and local academic and engagement data, specifically for Students with Disabilities, and focus on improving their performance on SBAs and ensuring graduation within four years of high school, the school is committed to expanding its **special education support team**. This	$1,280,713	No

resource allocation, an allowable use of LREBG funds, directly impacts student success by integrating evidence-based staff support and ensuring all Students with Disabilities receive the personalized attention and specialized services essential for their academic and personal growth.

- Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7
- LREBG funds supporting this action: $1,739.08

h) Special Education (SPED) staff will offer **ongoing support and consultation to general education teachers** to facilitate the effective implementation of accommodations and modifications within core curriculum areas.

i) By integrating the **principles of Universal Design for Learning (UDL),** we will proactively customize learning activities and materials, ensuring multiple means of engagement, representation, and action/expression, thus fostering accessibility for all students, including those with disabilities.

j) Utilize the California **Practitioners' Guide for Educating English Learners with Disabilities** to ensure effective instruction for dually identified students.

a) The **progress of students with disabilities will be systematically monitored through data-driven assessments**, allowing for timely and targeted adjustments to their intervention strategies. This process will ensure that interventions are responsive to their unique needs and promote optimal learning outcomes.

7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	a) **LREBG Action**: An analysis of English Learner performance metrics, including data related to Long-Term English Learners, Newcomers, and Reclassified Fluent English Proficient (RFEP) students, has informed our instructional strategy. To ensure adequate academic progress, instructional staff will utilize **Ellevation as a comprehensive monitoring system**. This utilization, an allowable use of LREBG funds for additional academic services, specifically diagnostic, progress monitoring, and benchmark assessments of pupil learning, enables the timely adjustment of instructional and supplemental supports • Metric being used to monitor action: M1.10 and M1.11 • LREBG funds supporting this action: $1,265.34 b) Instructional staff will **monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students** through the PPEP Phase Meetings in July, October, January, and other instructional meetings. c) School leadership will implement a **semesterly ELD progress report**, aligned with the CA EL Roadmap, to track student progress in designated ELD courses, attendance, and reclassification readiness. d) To support English Learner success, teachers will provide families with ELD progress reports and **facilitate collaborative meetings** to discuss language acquisition, academic growth, and individual student needs. b) **Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners** performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.	$205,482	Yes

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

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

Priority 4: Student Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The school is committed to providing a rigorous and relevant curriculum that prepares students for success in the 21st century. This curriculum is grounded in the development of essential learning skills, including critical thinking, collaboration, creativity, and communication, which are vital for navigating the complexities of the modern global landscape. Adherence to California Content Standards ensures that students not only meet state-mandated educational requirements but also experience high academic expectations. Furthermore, the school prioritizes accessibility and inclusivity, ensuring that all students have equitable opportunities to thrive academically and pursue diverse college and career pathways, thereby maximizing their potential.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	Availability of standards aligned instructional materials to every student	**2023-24 Results** 100% of students **Data Source**: Locally Reported	**2024-25 Results** 100% of students **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100%**	There was no change from the 100% baseline
M2.2	Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Lab Science, World Language, Visual & Performing Arts, College Preparatory Electives, General Electives, Health, Physical Education, Career Technical Education	**2023-24 Results** All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** All students continue to have access and are enrolled in a broad course of study for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100%**	There was no change from the 100% baseline
M2.3	Design and implement programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills	**2023-24 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	**2024-25 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100%**	There was no change from the 100% baseline
M2.4	Increase the annual number of students completing college credit courses	**2022-23 Results** Dual Enrollment: 19 Articulated Credit: 15 Total early college credit: 34 **Data Source**: Locally Reported	**2023-24 Results** Dual Enrollment: 56 Articulated Credit: 14 Total early college credit: 70 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 97 early college courses**	Schoolwide increased 36

M2.5	Maintain a comprehensive selection of college-aligned Advanced Placement and Honors course offerings	**2023-24 Results** Advanced Placement Courses Available: 10 Honors Courses Available: 10 Total offerings: 20	**2024-25 Results** Advanced Placement Courses Available: 10 Honors Courses Available: 10 Total offerings: 20	Available in 2026-27 LCAP	**Greater than 140 AP courses**	There was no change from the baseline
M2.6	Maintain High-Quality and relevant established CTE Career Pathways	**2023-24 Results** Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported	**2024-25 Results** Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 11 CTE Career Pathways**	There was no change from the baseline
M2.7	100% of Core Courses will be aligned to CCSS	**2023-24 Results** Core Courses Aligned to CCSS: 100% **Data Source**: Locally Reported	**2024-25 Results** Core Courses Aligned to CCSS: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.8	100% of Science Courses will be aligned to NGSS	**2023-24 Results** Science Courses Aligned to NGSS: 100% **Data Source**: Locally Reported	**2024-25 Results** Science Courses Aligned to NGSS: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline

M2.9	100% of ELA and Social Science Courses will be aligned to ELD Standards	**2023-24 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	**2024-25 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.10	100% of Core Courses will be UC A-G approved	**2023-24 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	**2024-25 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.11	100% of CTE Courses will be aligned to CTE Model Curriculum Standards	**2023-24 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	**2024-25 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.12	Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway	**2022-23 Results** Schoolwide: 2.3% Hispanic: 2.8% White: 3.4% African American: 0% 2+ Races: 0% EL: 0% SED: 2.8% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 1.5% Hispanic: 0% White: 7.7% African American: * 2+ Races: * EL: 0% SED: 1.8% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide declined 0.8%

M2.13	Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU	**2022-23 Results** Schoolwide 9% Hispanic 7% White 13.8% African American 14.3% 2+ Races 7.7% EL 4.5% SED 7.4% SWD 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide 6% Hispanic 3.2% White 11.5% African American * 2+ Races * EL 0% SED 4.4% SWD 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide declined 3%
M2.14	Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway	**2022-23 Results** Schoolwide 0% Hispanic 0% White 0% African American 0% 2+ Races 0% EL 0% SED 0% SWD 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide 0.7% Hispanic 0% White 3.8% African American * 2+ Races * EL 0% SED 0.9% SWD 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide improved 0.7%

M2.15	Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher	**2022-23 Results** Schoolwide: 0% Hispanic: 0% White: 0% African American: 0% 2+ Races: 0% EL: 0% SED: 0% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 0% Hispanic: 0% White: 0% African American: * 2+ Races: * EL: 0% SED: 0% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	There was no change from the baseline
M2.16	Maintain a compliant and accessible Work Experience Education (WEE) Program	**2023-24 Results** WEE Program remains compliant and available to all students for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** WEE Program remains compliant and available to all students for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Fully compliant and accessible WEE Program**	There was no change from the baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 2 aims to provide all students with a comprehensive, rigorous, and accessible course of study that prepares them for college and career pathways. This goal includes three actions**, none of which presented substantive differences upon review**. A summary of these actions is as follows:

- **Action 1**: The school's APAC department effectively aligned courses with State Standards, UC a-g, and NCAA requirements. APAC also updated and aligned the school's online curriculum to the Smarter Balanced ELA and Mathematics Assessments Blueprint. Furthermore, based on teacher and student feedback, APAC adjusted both online and textbook curricula. Demonstrating a commitment to inclusivity, the department refined curriculum and materials to be multicultural and diverse. The school also continued its efforts to recruit and challenge students to enroll in advanced curriculum offerings and provided on-site AP Exams.

- **Action 2:** The school ensured equitable access to technology by providing all students requiring home devices with a school-issued Chromebook and internet connectivity. Moreover, the school's ELD program is fully implemented and consistently maintained. Historically underserved student groups continue to have access to a challenging curriculum, including Honors and AP courses, as well as targeted instructional materials and coursework designed to accelerate foundational skills, literacy development, and credit recovery for grade-level advancement and graduation. School counselors and Equity & Inclusion (E&I) staff offered continuous academic advising, support services, and coaching to the school community.

- **Action 3:** School staff benefited from continuous and in-depth professional learning focused on preparing students for their post-secondary journeys. Counselors actively engaged the school community through various informational sessions and training programs covering crucial college and career elements. These included understanding the College Career Indicator (CCI) Prepared Criteria, navigating financial aid applications, earning early college credit, exploring Career Technical Education (CTE) pathways, utilizing the Early Assessment Program (EAP), managing AP exam registration, and engaging in work experience education. To further elevate awareness of college and career requirements, timelines, and processes, the school hosted a dedicated College and Career Week featuring guest speakers from diverse professional fields and higher education institutions. Moreover, the school offered eleven fully developed Career CTE Pathways accessible to all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Expenditures for 2.1 decreased by 22% compared to the planned budget. The variance is due to reduced purchase of textbooks as we transition towards digital and online learning resources.

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

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

- Availability of standards aligned instructional materials to all students
- Provide all students with access to a broad course of study
- Design and implement programs and services to pupils with exceptional needs that promote successful transitions
- Students earning early college credits
- Maintain a comprehensive selection of AP and Honors course offerings
- Availability of CTE Career Pathways to all students
- Core courses aligned to CCSS
- Science courses aligned to NGSS
- ELA and Social Science courses aligned to ELD Standards
- Core courses are UC a-g approved

- CTE courses aligned to CTE Model Curriculum Standards
- Student completing a CTE Career Pathway and UC a-g Requirements
- Compliant and accessible Work Experience Education Program

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

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

The school remains dedicated to increasing the number of students who graduate with a diploma and meet the College/Career Indicator (CCI) prepared criteria. While our commitment is to enhance the CCI for all students, we are particularly focused on supporting our lowest-performing student groups. Consequently, based on reflections and feedback from educational partners, the following Actions have been adjusted for the 2025-26 school year:

- **2.1a**: The school will develop and implement a new Learning Management System (LMS) in Canvas to provide students with enhanced instruction, engaging activities, and timely feedback. This upgrade aims to offer more accessible resources, personalized learning pathways, and clearer communication of progress, ultimately helping more students earn credits, advance grade levels, and graduate on time.

- **2.1c**: The school is strategically prioritizing the Visual and Performing Arts (VAPA) Department to enrich and innovate art activities, with the goal of increasing student participation in the arts and fostering exploration of diverse art forms.

- **2.3i**: To enhance program monitoring and analysis, particularly regarding equitable access for diverse student groups, staff will develop an Early College Credit Storybook.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Continuating

1	Dynamic, Engaging and Standards-Aligned Curriculum	a) **LREBG Action**: To elevate student engagement and academic outcomes, the school conducted a comprehensive evaluation of student achievement and engagement data and actively listened to the insights of students and teachers. Based on these findings, the school will develop a tailored **Learning Management System (LMS) on the Canvas platform**. This initiative, an allowable use of LREBG funds for integrating evidence-based pupil support to address other barriers to learning, will focus on designing and implementing interactive content and engaging activities that directly support student learning, promote academic growth, and improve overall achievement. • Metric being used to monitor action: M1.4, M1.6, M1.7, and M1.15 • LREBG funds supporting this action: $27,523.59 b) APAC will maintain course alignment with **Common Core, ELD, and NGSS standards** through continuous review and updates. c) The **Visual and Performing Arts (VAPA) Department** will annually revise its comprehensive arts curriculum to align with state standards and integrate the arts across core subjects. Furthermore, VAPA will explore innovative opportunities, such as virtual reality and local partnerships, to enrich learning through hands-on experiences and cross-curricular projects, ultimately aiming to increase student participation and foster exploration of diverse art forms. d) APAC will regularly review curriculum to ensure alignment with **Smarter Balanced ELA and Math Assessment blueprints**. e) APAC will ensure course alignment with **UC a-g and NCAA requirements** to maximize student college and athletic eligibility. f) APAC will develop and enhance curriculum and instructional resources that integrate **culturally and linguistically responsive content and activities.** g) Instructional staff and counselors will actively **promote the benefits of advanced coursework** (Accelerated, Honors, AP) to students and families.	$337,672	No

2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	a) Provide **Chromebooks and internet services to families** in need of home technology to increase access and equity to the instructional program – close the digital divide. b) APAC will develop curriculum that is customized and blended for English Learners, with the **Universal Design Learning (UDL) Guidelines** to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities. c) Utilize **Achieve3000** as a differentiated literacy program, tailored to individual reading levels, to accelerate learning gains and build content knowledge for English Learners within the school year. d) **LREBG Action**: An analysis of English Learner student achievement data has revealed the need for targeted language and content support. In response, instructional staff will utilize **BrainPop and BrainPop ELL**, a web-based supplemental English language learning platform. This utilization, an allowable use of LREBG funds as a learning recovery program for English Learner students, will provide ELL-specific support, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge. • Metric being used to monitor action: M1.6, M1.10, and M1.11 • LREBG funds supporting this action: $433 e) Instructional staff will conduct outreach and recruitment to English Learner, Foster Youth, and Low-Income students with the focus **on providing equitable access to the same educational program** and services as all students, including access to Accelerated, Honors and Advanced Placement (AP), Gifted and Talented Education, and the Early College Credit Program.	$236,037	Yes

3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	a) Curriculum and Professional Development staff will regularly evaluate and update the course offerings list to ensure it reflects the current requirements for **college, university, career, and military pathways**. b) School staff will continue to offer **CTE courses and Certification programs** which are aligned to CTE Model Curriculum Standards. c) School staff will organize an engaging annual **College and Career Week**, connecting students with field experts and representatives through informational presentations and interactive workshops focused on post-secondary opportunities. d) Create a comprehensive **Early College Credit Resource Guide**, including a clear vision and mission, to ensure consistent program implementation school wide. e) Expand **Early College Credit access** for all students through strategic Dual Enrollment and Articulation partnerships with local colleges. f) Proactively inform students and families about Early College Credit academic and social emotional benefits, deadlines and course offerings through **comprehensive counseling outreach**. g) Deliver targeted Early College Credit **information and training through diverse platforms**, including Open House, Senior Night, Family Learning Series, and college workshops. h) **Collaborate with local colleges** to offer comprehensive Early College Credit onboarding, including informational sessions, application support, and orientations. i) **Track and analyze Early College Credit participation** and outcomes through a comprehensive "storybook" approach, with specific attention to diverse student populations (Special Education, English Learners, GATE, Homeless). j) Utilize **professional learning communities to analyze Early College Credit data** ("storybook") and identify trends, strengths, and	$265,617	No

		areas for improvement. k) Proactively collaborate with support staff and homeless liaison to identify and eliminate barriers, guaranteeing **equitable access to tuition-free Early College Credit** for all students, supported by the College & Careers Access Pathways Grant. l) Counseling staff will actively promote and educate students on the benefits of work-based learning opportunities, including the **Work Experience Education Program and Service Learning**, to prepare them for future careers. m) School staff will coordinate and oversee the administration of **Advanced Placement (AP) exams** during designated testing windows, providing students the opportunity to earn college credit and placement. n) To ensure grade 12 students are effectively prepared for diverse post-high school pathways, including college, university, military, and workforce entry, instructional staff will provide **targeted support in the development of their Pathways Portfolio**. This graduation requirement emphasizes the development of digital literacy and strategic planning.		

Goal

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

State Priorities addressed by this goal.

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

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The school prioritizes data-informed professional learning, designed to align teaching strategies with the specific academic needs and strengths of students. By analyzing performance data, the school ensures that professional development is relevant and effective, enhancing instructional quality and maximizing teacher impact. This data-driven approach also facilitates ongoing adaptation and refinement of teaching practices to meet evolving educational standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	90% of teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for all pupils, including English Learners	**2022-23 Results** 100% of teachers as of April 2023 **Data Source**: Locally Reported	**2024-25 Results** Not Available **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	N/A
M3.2	90% of teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards	**2022-23 Results** 100% of teachers as of April 2023 **Data Source**: Locally Reported	**2024-25 Results** Not Available **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	N/A
M3.3	English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction	**2023-24 Results** 6 ELAD trainings **Data Source**: Locally Reported	**2024-25 Results** 10 ELAD trainings **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least six English Learner trainings offered throughout the school year**	Increased 4

M3.4	90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	**2023-24 Results** 100% of teachers **Data Source**: Locally Reported	**2024-25 Results** 100% of teachers **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	There was no change from the 100% baseline
M3.5	90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	**2022-23 Results** 100% of staff as of April 2024 **Data Source**: Locally Reported	**2023-24 Results** 99% of staff as of March 2025 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	Declined 1%
M3.6	90% of students surveyed will report high levels of satisfaction with their overall educational experience	**2023-24 Results** 98% of students **Data Source**: Locally Reported	**2024-25 Results** 100% of students surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	Improved 2%
M3.7	90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience	**2023-24 Results** 100% of parents and family **Data Source**: Locally Reported	**2024-25 Results** 100% of parents and family members surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	There was no change from the 100% baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 3 centers on equipping instructional staff with continuous support and professional learning to effectively address the diverse needs of students and their families. This goal encompasses three key actions. A comprehensive review indicated that nearly all planned strategies were successfully implemented. Below is a summary of the actions within Goal 3:

- **Action 1**: The Curriculum and Professional Development Department designed and developed a comprehensive Professional Learning Calendar and Catalog based on strategic goals, staff needs, and educational partner feedback. Altus University (AU) provided various professional development opportunities focused on enhancing teacher effectiveness in core standards (CCSS, NGSS, ELD), CTE, online instruction (including LEC certification), curriculum differentiation (including GATE), staff leadership development, and support for new and select teachers. Specialized training was available for Special Education staff (IEP, assessment, differentiation) and instructional staff (WRITE literacy program). Furthermore, the school embedded social-emotional learning in all offerings and provided specific training in college/career readiness (AVID), whole-child support (YMHFA, suicide prevention), and safety protocols (ALICE). Learning Leads utilized a Teaching Observation rubric to conduct observations, ensuring the implementation of professional development learnings.

- **Action 2**: This school year, instructional staff received comprehensive training on the CA EL Roadmap and various aspects of the English Learner Plan, including Designated ELD, ELPAC administration, data analysis, and effective strategies. Specialized training was also provided on implementing the Summit K12 curriculum and addressing the unique needs of newcomer, immigrant, and refugee students. Furthermore, staff received support utilizing Achieve3000 to enhance EL literacy, while counselors focused on college preparation for vulnerable student populations, and all staff learned trauma-informed practices to support Homeless and Foster Youth.

- **Action 3**: In the fall semester, the school provided a Math Literacy Summit centered on data analysis, evidence-based instruction, and support for special populations. The school partnered with a math expert/organization to deliver ongoing professional learning focused on culturally responsive math instruction. Additionally, a Math Study Group met regularly to discuss effective intervention and instruction in independent study. The school also provided training and time for staff to use the California Educators Reporting System (CERS) to analyze student math data and inform instruction for underperforming groups, and the Math Specialist offered professional learning on VR mathematics and strategies for supporting English Learners in math.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences to report for Goal 3.

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

Goal 3 Actions have significantly enhanced high-quality teaching and learning at the school for **all students**, including unduplicated pupils. Goal 3 Metrics were met for the 2024-25 school year, demonstrating the **effectiveness of these initiatives**. A summary of these achievements is provided below:

- Teachers participated in at least 60 hours of annual professional learning.
- Teachers participated in at least 10 hours of annual Math professional learning.

- English Learner Achievement Department provided at least six trainings focused on supporting the unique needs of English Learner students.
- Teachers have completed Leading Edge Certification (LEC) within three years of their initial employment.
- Staff report high levels of training relevance at Altus University sessions.
- Students report high levels of satisfaction with their educational experience.
- Parents and family members report high levels of satisfaction with their child's overall educational experience.

Our Professional Learning System effectively addresses the specific needs of our educational partners. While school administration is encouraged by the Goal 3 Metric results, we recognize the necessity for continuous and intensive training and coaching for instructional staff to elevate math and ELA achievement further. This sustained focus will guarantee that all students receive high-quality instruction, setting them up for academic success. Professional development remains a central priority in our commitment to maintaining and strengthening teaching excellence.

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

Goal 3 Metrics will remain unchanged for the 2025-26 school year, as educational partners believe that the current metrics comprehensively measure the effectiveness of the professional learning system.

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

- **3.1c**: Responding to staff and administrator requests, the school will use LREBG funds for the Clifton Strengths assessment to identify employee strengths. This will inform tailored professional development to improve instruction and learning for better student outcomes.

- **3.1m**: Addressing staff and administrator requests to value students' cultural and linguistic diversity, Altus University will provide LREBG-funded training on culturally and linguistically responsive teaching. This evidence-based training will equip teachers to improve student engagement and learning outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Continuating

1	Professional Learning Focused on Improving Academic Performance for All Students	a) Aligning with strategic initiatives, and responding to staff and partner feedback, the Curriculum and Professional Development Department will design and deliver a targeted **Professional Learning Calendar and Catalog**. b) Altus University (AU) will provide **professional development trainings designed to enhance teacher effectiveness** in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards, ultimately improving student learning outcomes. c) **LREBG Action**: Recognizing the importance of customized training and leveraging individual strengths, as directly requested by staff and administrators, the school will provide access to the **Clifton Strengths** assessment. This, an allowable use of LREBG funds for integrating evidence-based pupil support through staff training, will provide employees with a clear understanding of their unique strengths. Professional development will then be tailored to focus on applying these strengths to enhance instructional practices, improve teaching and learning, and ultimately drive positive student outcomes by fostering a more effective and collaborative learning environment. • Metric being used to monitor action: M3.5 • LREBG funds supporting this action: $607.35 d) Learning Leads and school administrators will conduct formal observations using a **Teaching Observation rubric aligned with the 5 Dimensions of Teaching and Learning framework**. These observations will provide teachers with targeted feedback to support the implementation of professional development learnings. e) Altus University (AU) will provide professional development to increase **staff knowledge of CTE standards and instructional strategies**. This will strengthen CTE programs and improve student transitions to post-secondary education and employment f) Altus University (AU) will provide comprehensive professional development designed to improve teacher online instructional delivery. This program will include training on best practices,	$36,345	No

technology integration, and student engagement, with the added benefit of supporting teachers in achieving **Leading Edge Certification (LEC)**, a national certification demonstrating advanced proficiency in educational technology.

g) To enhance Special Education practices, staff will participate in **specialized training on IEP compliance, assessments, and differentiated instruction**, delivered by experts including the Special Education Administrator, Special Education Learning Lead, School Psychologists, and SELPA personnel.

h) Altus University (AU) will offer professional development to advance equitable teaching practices through differentiation of curriculum and instruction, providing opportunities for educators to earn **GATE certification and demonstrate specialized knowledge**.

i) Offer **staff training in AVID strategies** and other college/career readiness best practices, focusing on areas such as academic support, college application guidance, and student motivation, to improve UC a-g completion rates among low-income students.

j) Altus University (AU) will empower staff to become effective leaders through professional development training sessions and mentorships, featuring **Executive Studies and Fellows Projects** that promote strategic innovation and program advancement.

k) AU provided comprehensive **professional development for new teachers**, covering essential areas such as student engagement, data-driven instruction, MTSS implementation, technology integration, independent study compliance, equity and inclusion, and alignment with the school's vision and values.

l) AU will strategically integrate **social-emotional learning (SEL) activities into all professional development** to empower teachers with the knowledge and skills necessary to support student SEL.

m) **LREBG Action**: Based on feedback from instructional staff and school administrators, who emphasized the necessity of an educational approach that recognizes the importance of incorporating students' cultural and linguistic backgrounds into their learning

experiences and valuing their diverse backgrounds as assets in the classroom, Altus University will provide training on **culturally and linguistically responsive teaching and learning**. This training, which integrates evidence-based pupil support through staff training, and is therefore an allowable use of LREBG funds, will provide teachers with the tools and mindset shifts necessary to increase student engagement and learning outcomes.

- Metric being used to monitor action: M3.5
- LREBG funds supporting this action: $2,529.97

n) Targeted professional development to **support teacher growth and address areas identified for improvement** in annual performance evaluations.

o) Implemented comprehensive professional development focused on the whole child, addressing physical, mental, and social-emotional well-being. This included specialized training in **Youth Mental Health First Aid (YMHFA)** and Suicide Prevention and Intervention.

p) Provide **ALICE Training** and collaborative practice for all school personnel, addressing prevention, mitigation, response, and recovery strategies for violent critical incidents.

q) The school will implement a comprehensive **AI training program for all staff**, addressing the safe and ethical deployment of AI technologies in education. This program will focus on practical applications, data security, and the responsible use of AI to support student learning and administrative efficiency.

r) Professional development will be provided to instructional staff on the pedagogical integration of **Magic School AI**, focusing on how to use the platform to create engaging learning experiences and support student achievement.

s) To ensure the successful transition and professional growth of certificated educators seeking to clear their credentials, the school will provide a tuition-free, mentor-driven **Teacher Induction Program**. This program will emphasize collaborative learning, peer observation, and personalized coaching, empowering teachers to

		refine their pedagogical practices and contribute to a culture of continuous improvement.	

2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	a) Instructional staff will **receive training on the CA EL Roadmap** to build understanding and expertise about the needs of ELs and research-based programs and practices. b) **English Learner Achievement Department (ELAD)** will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Integrated and Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies. c) Instructional staff will receive **specialized training on effectively implementing Summit K12** designated ELD curriculum, student engagement, and proficiency level growth. d) **LREBG Grant**: After analyzing EL student performance on SBAs and graduation rates, the school identified this population as requiring ongoing and specialized support. To provide this, and as an allowable use of LREBG funds focused on providing learning recovery programs for ELs and professional learning, instructional staff will access the **Ellevation Strategies platform**. This platform offers **personalized, on-demand professional learning modules and instructional activities**. These resources include research-based strategies and differentiated instruction techniques, all connected to real-time EL data, enabling targeted and data-informed instruction, and improving performance outcomes. • Metric being used to monitor action: M1.4, M1.6, M1.7, M1.10, M1.11, and M3.5 • LREBG funds supporting this action: $103.69 e) Instructional staff will receive specialized training on how to meet the **unique needs of newcomer, immigrant, and refugee students** who may be new to the country/school system. f) Instructional staff will receive specialized professional learning, including the San Diego County Office of Education's (SDCOE) **WRITE program, focused on enhancing literacy skills** and	$170,138	Yes

		academic achievement for underserved students. g) **Achieve3000 training, coaching and support for instructional staff** which is focused on program integration, best practices, and data analysis which will improve English Learner students' literacy skills. h) Offer **specialized counselor training to equip low-income, foster youth, and first-generation students** with resources for successful college transitions, including financial aid, scholarships, and academic preparation. i) The school will implement professional development for staff on research-based strategies and **trauma-informed practices,** specifically designed to increase school engagement and support the unique needs of homeless and foster youth.		

3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	a) The school will implement a **Math Literacy Summit** during the fall semester to enhance teacher capacity in data analysis, evidence-based mathematical instruction, and strategies for effectively supporting special populations, ultimately improving student math achievement. b) The school will develop a **strategic partnership with a mathematical expert or organization** to deliver ongoing and sustained professional learning that centers on culturally responsive instructional practices in mathematics, ultimately enhancing student achievement. c) The school will implement a regular **Math Study Group** to facilitate in-depth discussion and collaboration among educators on effective academic intervention and instruction strategies specifically tailored for independent study environments, with the goal of improving student outcomes. d) To enhance data-driven instruction, instructional staff will receive comprehensive training, ongoing support, and dedicated time to utilize **CERS for analyzing individual student math achievement data**. This analysis will directly inform targeted instructional planning aimed at improving outcomes for underperforming student groups. e) The Math Specialist will lead professional learning and provide ongoing support to staff on the effective **implementation of Virtual Reality (VR) mathematics.** This initiative will establish clear schoolwide instructional protocols for VR integration within the core curriculum, aiming to significantly enhance student engagement and improve overall math achievement. f) To better support English Learners, the Math Specialist will provide **targeted professional development to teachers, education specialists, and CTRs** on effective curriculum implementation and instructional strategies, focusing on grade-level content access and academic vocabulary development. g) **LREBG Action**: An analysis of student math performance data revealed the need for a supplemental targeted mathematics platform,	$177,074	Yes

		as well as training and support in how to effectively implement it. To meet this need, and as an allowable use of LREBG funds for accelerating progress and closing learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, the school will utilize **IXL Learning**. **Comprehensive training and sustained support** will be provided to instructional staff by IXL Learning, ensuring effective program integration. • Metric being used to monitor action: M1.7, M3.5 • LREBG funds supporting this action: $32.94		

Goal

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

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A safe, secure, and supportive educational environment is paramount. This positive school climate fosters belonging, trust, and open communication, empowering students to learn and collaborate. It cultivates resilience, academic persistence, and essential social-emotional skills, crucial for both educational and lifelong success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	Maintain a Suspension Rate at 1.5% or less for All Students and Student Groups	**2023-24 Results** Suspension Rate: 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of May 2024	**2024-25 Results** Suspension Rate: 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of April 2025	Available in 2026-27 LCAP	**Less than 1.5%**	There was no change from the 0% baseline
M4.2	Maintain an Expulsion Rate at 1.0% or less for All Students and Student Groups	**2023-24 Results** Expulsion Rate: 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of May 2024	**2024-25 Results** Expulsion Rate: 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of April 2025	Available in 2026-27 LCAP	**Less than 1%**	There was no change from the 0% baseline
M4.3	More than 90% of students surveyed annually will report high levels of School Safety satisfaction	**2023-24 Results** 100% of students **Data Source**: Locally Reported	**2024-25 Results** 97% of students surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	Declined 3%
M4.4	More than 90% of parents surveyed annually will report high levels of School Safety satisfaction	**2023-24 Results** 100% of parents and family **Data Source**: Locally Reported	**2024-25 Results** 100% of parents and family surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	There was no change from the 100% baseline
M4.5	Maintain a School Safety Plan that meets the needs of educational partners and is compliant	**2023-24 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Compliant School Safety Plan**	There was no change from the baseline

Goal Analysis for 2024-25

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

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

Goal 4 aimed to foster a safe and supportive school culture for all educational partners. Throughout the 2024-25 school year, the three Actions within this goal were **fully implemented and consistently maintained**, resulting in **no significant changes to report**. These ongoing efforts have helped to cultivate a more inclusive and positive atmosphere, benefiting students, staff, and the wider community. A summary of the key initiatives and their impact under Goal 4 is provided below:

- **Action 1**: During the 2024-25 school year, the school took several actions to promote school safety and well-being. We established regular meetings of the Executive School Safety Committee and designated Safety Ambassadors at each Resource Center who participated in quarterly training. Operations and Facilities staff ensured the review and update of safety equipment, while ZenDesk was consistently used for facility management, and Brivo card access controls were utilized at all school locations. Furthermore, based on survey data, the school enhanced mental health services, provided nursing support, and created a Mental Health & Wellness Hub; they also sought input on safety planning and offered annual professional learning for staff on various safety and health-related topics.

- **Action 2**: The school implemented several actions to support student well-being. Equity and Inclusion staff developed a mental health referral process connecting students and families to various supports. Additionally, a Healthy Youth Therapist began providing counseling and case management, while the Healthy Youth Department organized a Wellness Week and the RISE broadcast series. Furthermore, the school implemented AVID's SEL and the Character and Leadership Development Program, and instructional staff offered supportive small group learning environments. Finally, the school updated its website with information on food and wellness resources, and the Meal and Nutrition Program continued to promote student health.

- **Action 3**: School enrollment staff tagged incoming foster youth in the SIS, allowing the Homeless and Foster Youth Liaison to address their various needs through ongoing case management and collaboration with instructional staff. Furthermore, a Healthy Youth Therapist offered targeted support to low-income students and foster youth, and the school integrated relevant resources into its mental health and wellness hub.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences to report for Goal 4.

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

Educational partners expressed high satisfaction with the Goal 4 Actions, recognizing their significant contributions to creating a safe and supportive school culture conducive to teaching and learning. Due to the successful implementation of these actions, the school was able to meet all 2024-25 Metrics. This achievement reflects the **effectiveness** of the strategies in fostering a secure and nurturing environment for the entire school community. A summary of these achievements is provided below:

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

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

For the 2025-26 school year, all Goal 4 Metrics will remain unchanged, as educational partners are satisfied with them. This continuity reflects confidence in the existing metrics to accurately assess and support the ongoing efforts to maintain a safe and supportive school environment.

However, based upon reflections and educational partner input, the following Actions have been adjusted for SY 2025-26:

- **4.2k**: For the 2025-26 school year, the school will implement an online training curriculum to support lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) cultural competency among teachers and certificated employees, aiming to foster a safe and supportive school environment.

- **4.3e**: the school will deploy calming carts to designated areas to promote student emotional well-being and enhance self-regulation skills. These carts will contain various sensory tools, mindfulness resources, and calming activities, directly supporting social-emotional learning (SEL) initiatives.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Continuating

1	Safe and Supportive School Environment for All Students	a) The **Executive School Safety Committee** will convene regularly to ensure the effective implementation and continuous improvement of the School Safety Plan, fostering a safe and secure learning environment. b) To enhance safety preparedness, each Resource Center will designate a **Safety Ambassador** who will receive quarterly training, serve as an information liaison to colleagues, ensure the implementation of safety protocols, and facilitate discussions on ALICE Training key takeaways regarding preparation for violent critical incidents in the school setting. c) **Operations and Facilities staff** will develop and maintain a comprehensive process for the systematic review and update of critical equipment and tools, including communication systems, emergency response kits, and personal protective equipment, to ensure optimal functionality and readiness. d) The school will ensure healthy and productive learning environments by continuously monitoring and strategically upgrading **HVAC systems** to provide optimal air quality and comfortable temperatures for all students and staff. e) The school will continue to employ the **Brivo Access** system to effectively manage and monitor the flow of students, staff, and visitors into all resource centers, enhancing overall building security. This system ensures that only authorized individuals can access these areas, contributing to a safer learning and working environment. f) To better support student well-being, the school will leverage **California Healthy Kids Survey** data to enhance existing mental health and wellness services and programs. g) The school will provide dedicated **nursing services** to address students' physical health needs and support their social-emotional well-being, fostering a healthy and supportive learning environment. h) **To promote health awareness, the school will display flyers** at each resource center addressing topics such as cold, flu, and	$88,626	No

		COVID-19 symptom differentiation, mental health coping strategies and resources, human trafficking awareness and prevention, suicide prevention, and access to support services. i) The school will expand and maintain the **Mental Health & Wellness Hub**, providing educational partners with consistently updated essential information, evidence-based resources, and strategic partnerships. This hub will continue to address crucial areas such as bullying prevention and intervention, human trafficking of children, mental health support, suicide prevention, teen dating violence, and other related wellness topics. j) The school will conduct **annual professional learning** for all staff, providing essential training on Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR, Fentanyl Awareness, and First Aid to ensure a safe and informed school environment. k) Implement online training curriculum to support lesbian, gay, bisexual, transgender, queer, and questioning **(LGBTQ+) cultural competency training** for teachers and certificated employees to support a safe and supportive school environment. l) School staff will receive training opportunities on **human trafficking prevention,** curriculum and the school's Human Trafficking School Safety Protocol.		

2	Social, Emotional, and Behavioral Support Systems for All Students	a) Equity and Inclusion staff will maintain and strengthen the **mental health referral process**, designed to connect students and families with essential mental health and wellness resources and support systems. This will include facilitating access to school-based services, community-based organizations, and crisis intervention resources such as 988, as well as providing information on key areas like suicide prevention, teen dating violence, and human trafficking awareness. b) To promote student well-being, the Healthy Youth Department will implement a **Wellness Week** focused on key themes of student connection and self-care. Activities and resources will emphasize practical coping strategies, including spending time in nature, staying hydrated, getting enough sleep, exercising, connecting with others, eating healthy food, doing stretches, and practicing gratitude. c) To support students' social-emotional development, the Healthy Youth Department will provide **Resilience in Student Education (RISE)**, a series of live interactive broadcasts focused on building Social and Emotional Core Competencies. These broadcasts will equip students with essential skills for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, contributing to their overall resilience and well-being. d) To foster positive student development, instructional staff will provide **small group learning environments**, both in the resource center and through distance learning, designed to promote positive communication, responsible behavior, and a sense of accountability among students.	$278,198	No

3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	a) The **Character and Leadership Development Program** will provide opportunities for students to develop character and leadership skills while also promoting their health, wellness, and academic achievement. This will include emphasizing the importance of mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices. b) To foster student success, the school will implement **AVID's social and emotional learning (SEL) framework**. This implementation will support students in meeting their diverse needs, pursuing their academic and career goals, and effectively leveraging their college and career readiness skills. e) **LREBG Action**: To support student health and well-being, the school will implement a **Meal Program**. This program will ensure students have access to nutritious meals, with breakfast and lunch provided at no charge. The school will adhere to relevant regulations, and information on additional food assistance programs will be made available to families. • Metric being used to monitor action: M1.16, M4.3, M4.4 • LREBG funds supporting this action: $13,845.78 c) To better support homeless and foster youth, the school will create and integrate dedicated resources within the school's **Mental Health and Wellness Hub**, providing access to essential services and information. d) **Healthy Youth Therapists** will offer counseling services, facilitate connections to school-based and community-based mental health supports, and manage student cases to ensure access to comprehensive services that address their social-emotional, mental health, and physical well-being. e) To promote student emotional well-being and enhance self-regulation skills, the school will deploy **calming carts** to designated areas. These carts will contain a variety of sensory tools, mindfulness resources, and calming activities, directly supporting social-emotional learning (SEL) initiatives.	$37,578	Yes

4	Collaborative Support Systems for Foster Youth	a. School **enrollment staff will identify and tag incoming Foster Youth students within the Student Information System (SIS)**. This process will enable the Homeless and Foster Youth Liaison to provide targeted support and ensure that these students' academic, physical, mental health, and social-emotional needs are comprehensively met. b. The **Homeless and Foster Youth Liaison will provide ongoing case management services** to support students and will collaborate with instructional staff to coordinate resources and interventions as needed.	$55,056	Yes

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The school is committed to developing innovative, community-based resource centers that provide holistic support for students. These resource centers will integrate advanced technologies, promote well-being, and foster strong community connections to enhance the educational experience. By creating these dynamic spaces, we aim to ensure every student has access to the tools and support necessary to reach their full potential, fostering a culture of growth and collaboration within our community.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.1	100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning	**2023-24 Results** 100% of school facilities **Data Source**: Locally Reported	**2024-25 Results** 100% of school facilities **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of school facilities**	There was no change from the 100% baseline
M5.2	Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events	**2023-24 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels **Data Source**: Locally Reported	**2024-25 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels • LCAP Engagement Surveys • Mental Health Parent Notifications • ParentSquare Weekly Communication **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students**	Increased opportunities for parental and family participation

M5.3	Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences	**2023-24 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways	**2024-25 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways	Available in 2026-27 LCAP	**Maintain or expand opportunities for parental and family member participation for students with exceptional needs**	Maintained
M5.4	Maintain connections to community partners that support the academic, physical, and social-emotional needs of students, parents, and family members	**2023-24 Results** 24 community-based partnerships **Data Source**: Locally Reported	**2024-25 Results** 26 community-based partners and alliances **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 24 community partners**	Increased 2

M5.5	Provide six Family Learning Series Trainings to all parents and family members	**2023-24 Results** 12 Family Learning Series were provided **Data Source**: Locally Reported	**2024-25 Results** 11 Family Learning Series were provided **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 6 trainings**	Declined 1
M5.6	90% of parents will report that Resource Centers provide innovative learning opportunities for students	**2023-24 Results** 98% of parents and family members **Data Source**: Locally Reported	**2024-25 Results** 100% of parents and family members **Data Source**: Locally Reported	Available in 2026-27 LCAP	**More than 90%**	Increased 2%

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 5 focuses on establishing innovative community-based resource centers that actively engage students, parents, and families. Recognizing the school's non-classroom based instructional model, leadership is committed to providing a physical school environment that fosters student interaction, live instruction, access to resources, and regular engagement with school staff throughout the week. The two Actions within Goal 5 are closely aligned in their purpose. Upon review, school staff have determined that there are **no substantive differences to report between their implementation**. A summary of these key Actions follows.

- **Action 1**: School staff offered information and resources at Open House and Senior Night events and provided a Family Learning Series with training and collaboration opportunities. Instructional staff delivered individualized support to families on web-based programs like the SIS Portal, Edgenuity, Achieve3000, and Naviance. The school maintained an Alumni Community to keep graduates connected and involved. Furthermore, Technology and Operations staff maintained innovative resource centers enhanced with educational technology to engage students.

- **Action 2**: The school demonstrated its commitment to accessibility by providing an annual Family Resource Night to educate parents on available programs and services, particularly aimed at historically underserved students. To further enhance access, transportation services were coordinated for Foster Youth to enable their participation at the resource center. The school actively sought input from English Learner families by facilitating interactive ELAC meetings focused on the English Learner Plan and its needs assessment. Moreover, they utilized ELD progress report cards to involve these families in understanding progress and setting goals, alongside offering translated materials and ensuring bilingual staff were available at resource centers.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Expenditures for 5.1 decreased by 14% compared to the planned budget. The variance is due to the reduced spending on marketing, as well as lower than anticipated costs for resource center furniture and technology purchases.

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

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

- School facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning.
- The school expanded opportunities for parental and family member participation for low-income, English learners, and foster youth students in trainings, advisory meetings, and school events.
- Staff increased opportunities for parental and family member participation for students with exceptional needs.
- Formal partnerships with community-based organizations were maintained by the school to ensure comprehensive support for the well-being of every child.
- Monthly Family Learning Series offered to parents and family members.
- Parents and family members who completed an LCAP Survey reported that the Resource Center provided their child with innovative learning opportunities.

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

All Goal 5 Metrics will remain unchanged for the 2025-26 school year, as educational partners are satisfied with their effectiveness. This continuity demonstrates a strong confidence in the current metrics' ability to accurately assess and support the ongoing efforts to establish innovative community-based resource centers that actively engage students, parents, and family members.

However, based on reflections and input from educational partners, the following Actions have been adjusted for the 2025-26 school year to better meet our goals and enhance our initiatives:

- **5.2b**: To further enhance innovative teaching, the school is integrating 3D printing with the acquisition of MakerBot Sketch Large printers. This initiative will offer all students hands-on STEAM exploration. Comprehensive teacher training will support effective technology integration, equipping students for 21st-century careers.

- **5.2d**: To foster instructional innovation, the school will provide instructional staff with access to MagicSchool AI. This will empower them to optimize instructional planning, personalize learning pathways, and develop curriculum that integrates responsible AI usage, leading to more dynamic and effective teaching.

- **5.2e**: Demonstrating a commitment to innovation, the school's California Cadet Corps will offer a novel Aviation Program focused on hands-on learning with unmanned drones. This program is strategically designed to equip students with foundational knowledge and practical skills vital for future careers in piloting and related aerospace industries.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Continuating

1	Strengthening Community: Communication, Support, and Access	a) The school will enhance communication by hosting **Open House and Senior Night events**, providing students and families with direct access to key school information and resources, including academic programs, student support services, and graduation requirements. b) Altus Schools will launch a comprehensive **Family Learning Series** that will empower families in supporting student success. The series will cover key areas including advanced academic programs (AP and Early College Credit), student support services, mental health, responsible technology use, and career pathways. c) Building upon its established **Alumni Community**, the school will further expand opportunities for graduates. Alumni will continue to engage through guest speaking, panel participation in Senior Exhibitions, and ongoing networking initiatives. d) Instructional staff will employ **ParentSquare** to ensure accessible and timely information sharing with students, parents, and families regarding the educational program. This proactive communication will keep everyone informed about academic progress, events, and resources, fostering active participation and a strong school-home partnership. e) To evaluate student well-being and school climate, the school will **administer the California Healthy Kids Survey (CHKS)**, gathering data on student perceptions of mental health, social-emotional health, and their sense of belonging within the school community. f) The school will embed a **confidential feedback form within the Mental Health and Wellness Hub** to facilitate collaborative support. This will allow educational partners to share insights and request assistance while maintaining privacy. g) The school will continue to provide **AltusGo**, a web-based platform that offers students streamlined access to essential school resources, including key instructional tools, resources, and support services. h) The school will leverage technology platforms, including **DocuSign, Zoom, and Adobe**, to enhance collaboration with educational	$380,537	No

partners. DocuSign will streamline digital signatures, Zoom will facilitate virtual meetings, and Adobe will support document sharing and editing. This integrated approach will foster efficient and effective partnerships, ultimately benefiting student outcomes.

i) The Communications Department will **enhance the school website** to provide accurate and timely information to parents and community members, ensuring compliance with all educational requirements. The website will also feature interactive elements, allowing visitors to easily ask questions, provide feedback, and connect with school staff.

j) To maximize reach and recruit students and families in need of innovative learning methods, the school will conduct a **broad marketing initiative encompassing diverse formats** such as bus advertisements, television and radio spots, print materials, and targeted online search campaigns, all focused on re-engagement and post-high school preparation.

k) To recognize and celebrate student accomplishments, the school will provide **promotion and graduation ceremonies** at the end of the academic year. Families and guests are invited to attend these special events, which honor the hard work and achievements of our students.

2	Integrating Advanced Technologies into Education	a) Enhance career exploration and workforce readiness by providing students with immersive **Transfr Virtual Reality** simulations, leading to increased engagement, improved skill retention, and greater confidence in their future career choices. b) The school is expanding its innovative teaching methods by introducing **3D printing with MakerBot Sketch Large printers**. This initiative will provide all students with opportunities to explore STEAM fields through practical, hands-on projects. Teachers will receive thorough training to ensure effective integration of this technology, preparing students for the evolving demands of the 21st century workforce. c) To ensure optimal learning experiences aligned with Next Generation Science Standards, school staff will proactively maintain and enhance facilities, equipment, and instructional materials. This includes integrating **Vernier temperature probes, pH sensors, and motion detectors** into lab activities, allowing students to gather accurate, real-time data for experiments in physics, chemistry, and biology. This commitment to 'best practices' will provide students with a safe and effective lab environment for scientific exploration and discovery, aligning with modern scientific practices. d) Provide instructional staff with access to **MagicSchool AI** to optimize instructional planning, personalize learning pathways, and develop curriculum that integrates responsible AI usage. This will enable educators to effectively leverage AI tools and guide students in navigating the ethical and practical aspects of AI technology. e) The school's California Cadet Corps will offer an innovative **Aviation Program centered on hands-on experience with unmanned drones**. This program is strategically designed to equip students with foundational knowledge and practical skills vital for future careers in piloting and related aerospace industries. f) To enhance student learning and provide personalized support, the school will integrate a **semi-autonomous humanoid robot** into the resource center. This resource will offer students interactive academic assistance, including tutoring and supplementary instruction, under the guidance of school staff. The initiative seeks to	$35,234	No

		leverage cutting-edge technology to create engaging and accessible learning opportunities, while also providing valuable insights into the practical application of human-robot collaboration in educational settings.	

3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	a) The school will continue to host our annual **Family Resource Night** at the beginning of the school year. This event will empower families, especially those from historically underserved communities, with information about our educational programs and services. We will focus on ensuring equitable access and opportunities for all students. b) To enhance accessibility for foster youth, we will provide **coordinated transportation services** to our resource center. This will enable them to fully utilize the educational support and services offered, fostering their academic success. c) To foster collaborative partnerships, we will facilitate interactive **English Learner Advisory Committee (ELAC) meetings**. These meetings will empower parents to provide valuable input into the English Learner Plan. We will include an annual Needs Assessment within these meetings to directly inform and improve our services. This process will ensure our services are responsive to the needs of English Learners. d) Instructional staff will use **ELD Progress Reports as a tool to initiate meaningful conversations with families of English Learners**. These conversations will focus on assessing student needs and collaboratively developing personalized learning goals. This approach will foster active family involvement in their child's language development. e) The school will ensure accessibility for all families by **providing translated materials and resources** for parents and family members of English Learners. Additionally, we will staff resource centers with **designated translators or bilingual staff** in locations with high enrollment of non-English speaking families. This will facilitate clear communication and support. f) The school will actively facilitate communication by **arranging translation services** in all languages for non-English-speaking parents. These services will be provided for both in-person and virtual parent-teacher conferences and school meetings.	$13,161	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,018,149	$104,453

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.275%	0%	$0	26.275%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 5a	CAASPP data highlights significant disparities in academic achievement in both English Language Arts (ELA) and Mathematics, particularly when comparing the performance of English Learners (EL) and Students with Disabilities (SWD) to the schoolwide average. While the school would like to improve performance on both ELA and Mathematics, the data indicates that EL and SED students face considerably greater academic challenges relative to their peers. To address these inequities and foster a more inclusive learning environment, the school will implement a comprehensive support system. This system will integrate academic, social-emotional, and behavioral supports to ensure all students have equitable access to the resources and opportunities they need to succeed. A central focus of this initiative will be to close the identified achievement gaps for our EL and SWD student populations in comparison to the broader student body.	To address the holistic needs of each student, the school has designed a **comprehensive Multi-Tiered System of Support** (MTSS) that teachers, staff, and administrators use to provide targeted support. MTSS is fundamentally proactive, aiming to identify and address student needs before they escalate into more significant issues. This approach benefits all students by maintaining continuous monitoring and support, but it is especially critical for underserved students who may not have access to similar support outside of school. Because MTSS is focused on early intervention, tailored support, and data-driven decision-making, it is especially advantageous for underserved and marginalized student groups, helping to bridge the gap in educational equity.	CAASPP ELA and Math
Goal 1, Action 5b	CAASPP data reveals an achievement gap in both English Language Arts (ELA) and Math, with the school performing below standard. This gap is particularly pronounced for English Learners (EL), Students with Disabilities (SWD) and some other student groups. To address this, the school will implement targeted interventions, including assigning additional support staff to focus on improving ELA and Math skills for targeted student groups. This strategy aims to provide these students with the necessary support to excel in core subjects and close the achievement gap.	To increase academic progress and credit completion rates for targeted student groups, the school will employ additional **instructional support staff that can provide individualized attention** and tailored tutoring to students. While support staff can work with all students, this personalized support is particularly beneficial for students from underserved backgrounds who might face additional barriers to learning, such as language challenges, limited access to educational resources at home, or cultural differences.	CAASPP ELA and Math

Goal 1, Action 5c	Analysis of graduation rates and chronic absenteeism among unduplicated students, particularly Socioeconomically Disadvantaged (SED), indicates an engagement gap compared to their peers. This suggests that SED students face challenges in consistently attending school and completing their education, highlighting the need for targeted interventions and support to improve their engagement and overall academic success.	To improve students' daily study habits and academic proficiency in core subjects, the school will partner with a non-profit organization that can provide **high dosage tutoring opportunities** for students throughout the school week. While this high dosage tutoring will be offered LEA-wide, it will help address and close achievement gaps by providing extra tutoring, mentoring, and academic support. This is crucial for students who might not receive adequate educational support outside of school, helping these students keep up with their peers and grade level expectations.	DASS One-Year Graduation Rate, Combined Four-Year and Five-Year Graduation Rate, CAASPP ELA and Math
Goal 1, Action 5d	Unduplicated students require targeted social-emotional support to address heightened stress and anxiety stemming from personal challenges. These challenges hinder their academic focus, engagement, and post-secondary planning. To thrive academically and personally, these students need a supportive environment that prioritizes their emotional well-being in conjunction with their academic development.	To meet the social-emotional needs of students, **counselors** are trained to provide not only academic but also social-emotional support. This is particularly important for underserved students who may experience high levels of stress and anxiety related to their personal circumstances. Counselors can help students develop coping strategies and resilience in education.	Chronic Absenteeism and Student Attendance
Goal 1, Action 5e	Students require a learning environment that fosters a strong sense of belonging, values diversity, and actively promotes equity and inclusion. This necessitates specialized Equity and Inclusion staff to advocate for underrepresented students, address potential biases, provide access to essential resources, and create safe spaces for students to discuss their identities and experiences. All students deserve to feel valued, empowered, and supported in their academic and personal growth.	To help meet the needs of learners from diverse backgrounds, the school will provide **Equity and Inclusion staff** that can act as advocates for underserved students, ensuring their needs are met within the school system. Equity and Inclusion staff can play a key role in bridging the gap between schools and communities, particularly in marginalized areas. This can help with navigating the educational landscape, assist in accessing services, and providing equitable treatment and opportunities.	Chronic Absenteeism and Student Attendance

Goal 1, Action 5f	NWEA assessment data in Reading, Mathematics, and Language Usage reveals areas for growth. While the schoolwide performance is excellent, there are some student groups that need targeted intervention and support. To address this disparity and equip all students with the necessary skills for future success, the school will implement the AVID program. This program focuses on building academic skills, fostering knowledge acquisition, and preparing students for college and career pathways.	To build academic skills, knowledge, and preparation for future pathways, the school will provide an **AVID Program**. While AVID will be offered LEA-wide, educational partners report that the program provides them with more opportunities to build close relationships with students, which can be especially important for marginalized students who may feel disconnected from the traditional school activities and structures. These relationships can foster a sense of belonging, enhancing a students' academic engagement and motivation to succeed in school.	NWEA Reading, Language, and Mathematics
Goal 2, Action 2a	A significant number of students lack equitable access to essential learning resources, specifically computers and reliable internet service at home. This digital divide hinders their ability to complete assignments, develop 21st-century skills, and access online educational opportunities, ultimately limiting their academic success and future. To ensure equitable access to learning and opportunities, these students need to be provided with the necessary technology and internet connectivity.	To close the digital divide, the school will **provide a Chromebook and/or internet service**s to all families in need to help bridge the digital divide and promote equity in education. Research shows that students from socio-economically disadvantaged backgrounds are more likely to lack access to technology and the internet at home, creating a 'homework gap' that can hinder their ability to fully participate in the educational program. Providing all students with technology and internet access helps ensure equal opportunities for learning and reduces disparities in educational outcomes. The school expects the Altus Connect Program to improve digital access and equity, expand learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication.	Chronic Absenteeism and Student Attendance

Goal 2, Action 2b	While the current curriculum provides a solid foundation, English Learners and students with unique learning profiles require a more inclusive and effective learning experience to ensure equitable access to meaningful and challenging opportunities. To achieve this, the school needs to prioritize the ongoing development and refinement of a blended curriculum model incorporating Universal Design for Learning (UDL) guidelines. This approach will personalize learning experiences, promote greater engagement, and lead to improved outcomes for all students.	To meet the diverse learning needs and styles of all students, the school's curriculum departments (APAC), integrates **Universal Design for Learning (UDL) Guidelines** into the core curriculum. While UDL will benefit all students, educational research indicates that it is vital for underserved students because it creates an inclusive environment that proactively addresses diverse learning needs, including language barriers, disabilities, or different cultural backgrounds. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students.	NWEA Reading, Language, and Mathematics
Goal 2, Action 2c	English Learners (ELs) require enhanced instructional support to accelerate their literacy development and access grade-level content. While existing practices provide a foundation for language acquisition, they do not fully address the diverse learning needs and reading levels within the EL population. To ensure equitable access and accelerate learning gains, ELs need a comprehensive literacy program, such as Achieve3000, that provides differentiated instruction tailored to individual student needs and empowers them to build essential literacy skills.	To improve English language proficiency rates, the school will implement **Achieve3000**, an online literacy platform designed to enhance reading comprehension and vocabulary for all students, including English Leaners. This platform adapts content to individual reading levels and includes a variety of tools and activities to aid in language development. Educational partners indicate that Achieve3000 will likely boost English learners' performance on the ELPAC by aligning texts with students' reading abilities, offering personalized learning paths, and progressively adjusting the difficulty level. Although primarily aimed at English learners, school staff believe this program will also assist other students identified as struggling readers.	CAASPP ELA, ELPI, EL Reclassification

Goal 2, Action 2d	English Learners (ELs) require additional support to accelerate English language acquisition and access core academic content. To enhance language proficiency and ensure equitable learning opportunities, ELs need a supplemental learning program, such as BrainPop and BrainPop ELL, that provides explicit instruction in grammar, builds academic vocabulary, and supports access to core content, ultimately empowering them to thrive academically.	To build literacy skills and content knowledge of English Learner students, the school will utilize BrainPop and BrainPOP ELL as an educational tool that will be integrated into the school's English Language Development (ELD) Program. These resources support ELs through engaging animated videos, comprehensive activities, vocabulary building, grammar lessons, and opportunities for writing and speaking practice, along with promoting cultural awareness. We anticipate that these tools will not only help improve our school's English Language Proficiency Indicator (ELPI) and other engagement metrics, such as attendance rates, but also benefit other students by making learning more enjoyable and aiding in language skill development across various subjects.	CAASPP ELA, ELPI, EL Reclassification, EL Attendance
Goal 2, Action 2e	English Learners (ELs) require proactive support and outreach to ensure equitable access and participation in advanced learning opportunities, including Accelerated, Honors, Advanced Placement (AP), Gifted and Talented Education, and Early College Credit Programs. Currently, ELs may be underrepresented in these programs due to limited awareness among EL families and a lack of targeted recruitment efforts. To address this inequity and ensure that ELs can reach their full potential, the school must implement targeted outreach and recruitment strategies designed to engage EL students and families and provide clear information about advanced learning opportunities.	To increase college and career readiness for English Learners, the school will conduct targeted recruitment of English Learner students to participate in Honors and Advanced Placement (AP) coursework. This initiative not only aims to bridge opportunity gaps but also promotes educational equity by ensuring that ELs have access to challenging academic programs. By encouraging EL participation in these advanced courses, we anticipate a rise in the number of EL students taking advanced coursework and meeting the CCI Prepared criteria as reported on the School Dashboard. Furthermore, as we create and distribute flyers and other informational materials about these opportunities, we expect to see a broader impact on the school community. This visibility will likely encourage greater overall student interest and participation in our Honors and AP programs, thereby enhancing academic engagement and achievement LEA-wide. Participation in AP Courses, Exams, and Early College Credit	Participation in AP Courses, Exams, and Early College Credit

Goal 3, Action 3a	Students require educators to have strong instructional skills in mathematics, particularly in data analysis, and to be equipped with effective teaching strategies that support all learners, including those with special needs. Currently, a lack of support in these areas may hinder students' mathematical development. To ensure students develop strong math skills, educators need professional development opportunities, such as a Math Literacy Summit, focused on data analysis techniques, research-based strategies, and differentiated instruction for diverse learners.	To meet the diverse and unique learning needs of special populations, the school will provide a full day of math professional learning (Math Literacy Summit) focused on evaluating individual student mathematics achievement data and implementing appropriate teaching strategies. By applying evidence-based methods, educators can specifically address and support the unique challenges faced by special populations such as low-income students, foster youth, and English learner students, promoting equity in educational outcomes. This targeted approach not only boosts overall student engagement and achievement but significantly aids those who may lack additional educational support outside of school, leveling the playing field.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3b	Students from diverse cultural backgrounds require culturally responsive instruction in mathematics to ensure equitable learning experiences and outcomes. Currently, educators need further support in implementing these practices effectively. To create inclusive and engaging learning environments that value students' cultural identities and prior knowledge, the school needs to invest in a partnership with a mathematical expert or organization to provide ongoing professional learning in culturally responsive mathematics instruction. This will lead to improved student engagement, achievement, and a deeper appreciation for the cultural relevance of mathematics.	To meet the cultural needs of special populations, the school will partner with a mathematical expert or organization that can provide ongoing and sustained professional learning centered on culturally responsive teaching practices. Culturally responsive mathematical instruction ensures that teaching practices and curricular materials reflect the diverse backgrounds and experiences of all students, making learning more relevant and accessible. This approach is especially beneficial for English learners, low-income, and foster youth as it acknowledges and integrates their unique cultural contexts, thereby increasing their engagement and connection to the material. By fostering a more inclusive and understanding academic environment, students are more likely to participate actively and perform better academically. Ultimately, this leads to higher levels of college and career readiness by equipping students with the confidence and skills necessary to succeed in a diverse and competitive world.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3c	Students require educators who are consistently supported and engaged in ongoing professional learning in mathematics instruction. This includes opportunities for collaboration, exploration of new pedagogical techniques, and effective integration of technology into the curriculum. By investing in a Math Study Group, educators will deepen their understanding of key standards and topics, share best practices, and refine their instructional approaches, ultimately creating a more engaging and effective learning environment where all students have access to high-quality mathematics instruction.	To provide staff with additional collaboration opportunities, the school will organize a Math Study Group that regularly explores new pedagogical techniques. This group's focus on analyzing key standards and discussing effective teaching and intervention methods ensures that instruction is aligned with best practices and tailored to meet diverse learning needs. English learners, low-income, and foster youth students particularly benefit from this action as it fosters an environment of targeted support and intervention, addressing educational gaps and promoting equity in learning opportunities. These improvements in teaching quality and relevance can significantly enhance engagement, understanding, and academic success for these vulnerable student groups, better preparing them for future educational and career challenges.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math
Goal 3, Action 3d	Students require educators who are equipped to effectively utilize the California Educators Reporting System (CERS) to improve math achievement. Currently, a lack of expertise and resources in data analysis and instructional planning may lead to missed opportunities for identifying learning gaps and providing effective interventions. To ensure that all students have access to high-quality instruction and achieve improved math outcomes, educators need dedicated time and professional development focused on CERS data analysis, enabling them to make data-driven decisions, differentiate instruction, and implement targeted interventions.	To enhance student achievement data analysis, the school will provide professional learning focused on how to utilize the California Educators Reporting System (CERS) to aid instructional planning practices. This targeted analysis helps educators identify specific areas where students, particularly those from underperforming groups, are struggling and adjust teaching strategies accordingly. For English learners, low-income, and foster youth, this personalized attention can significantly close achievement gaps by addressing the unique challenges they face. Consequently, this approach not only enhances learning outcomes for all students but is particularly transformative for those who traditionally lack support, thereby boosting their academic achievement and future educational prospects.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3e	Students, particularly English Learners, foster youth, and students from under-resourced communities, require educators who are knowledgeable and skilled in effectively integrating Virtual Reality (VR) technology into mathematics instruction. Currently, a lack of preparedness in this area may create inequitable access to powerful learning opportunities. To ensure that all students benefit from the use of VR in mathematics, educators need professional learning and guidance from a Math Specialist to establish schoolwide protocols and design engaging learning activities that leverage VR to deepen students' understanding of mathematical concepts.	To provide students with innovative teaching and learning methods, the school will provide professional learning centered on effective implementation of Virtual Reality (VR) mathematics. Implementing VR into the math curriculum through established protocols can significantly boost engagement among historically underserved students, as immersive learning environments often increase motivation and understanding by providing interactive and contextual experiences. This strategy aligns with findings that suggest technology-enhanced instruction can lead to improved academic outcomes, particularly in complex subjects like mathematics.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math, Innovative Learning Opportunities for Students
Goal 3, Action 3f	English Learners (ELs) require specialized support and differentiated instruction in mathematics to access grade-level content, develop academic language, and achieve their full potential. Currently, educators may lack the specific training and resources needed to effectively support ELs in mathematics, potentially leading to gaps in understanding, limited engagement, and hindered progress in this critical subject area. To address this, educators need targeted professional development from a Math Specialist, focused on effective strategies for supporting ELs, including curriculum modification, culturally responsive teaching practices, and language acquisition support. This will ensure that ELs can confidently engage with grade-level content, develop essential academic vocabulary, and succeed in mathematics.	To ensure that each instructional staff can tailor teaching strategies to meet the diverse needs of all students, the school will employ a Math Specialist to provide personalized professional learning. The Math Specialist will provide targeted approaches to benefit special populations like low income, English learner students, and foster youth, who may face unique educational challenges that require specialized support to achieve academic success. By equipping teachers with the skills to differentiate instruction and engage these students effectively, the specialist helps create a more inclusive and equitable learning environment where every student can excel.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3g	Based on data analysis and teacher insights, the school has identified a critical need for a supplemental math program with the following key features: rapid identification and remediation of student skill deficiencies, an engaging and user-friendly interface, built-in gamification to enhance motivation, immediate and actionable learning feedback, and robust differentiated instruction to personalize the learning experience and drive significant improvement in math skills.	Data analysis revealed math learning gaps, particularly for English Learners, Students with Disabilities, and other unique learners, necessitating focused intervention for specific student groups. Leveraging allowable LREBG funds, the school will implement IXL Learning, an evidence-based platform providing personalized math instruction and immediate feedback to directly address these needs while also offering supplementary support for all students schoolwide. Comprehensive staff training will ensure effective IXL integration, maximizing its impact on accelerating targeted student progress and fostering mathematical proficiency for everyone. This strategic action directly addresses individual student needs for both remediation and growth, benefiting both identified learners and the wider student body.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math
Goal 4, Action 3a	Students, particularly those navigating challenging personal circumstances, greatly benefit from dedicated programs focused on character and leadership development. Acquiring skills in areas like resilience, problem-solving, and positive communication can provide crucial support and empower them to overcome adversity. Integrating a focus on health and wellness, including mental health strategies, offers vital coping mechanisms and promotes stability, ultimately fostering their academic engagement and overall well-being.	To address this identified need of students, the Character and Leadership Development Program will be particularly beneficial for those navigating challenging personal circumstances, offering crucial support in developing character and leadership skills alongside promoting their health, wellness, and academic achievement. However, it also provides valuable opportunities and resources that can positively impact all students. This includes emphasizing mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices, which are beneficial to everyone.	Student Attendance, Chronic Absenteeism, Student Confidence

Goal 4, Action 3b	To thrive academically and beyond, students need explicit and consistent support in developing their social and emotional learning (SEL) competencies. Implementing AVID's SEL framework will address their diverse needs by equipping them with essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By fostering these competencies, students will be better prepared to navigate their academic journeys, pursue their college and career aspirations with greater confidence, and effectively utilize their college and career readiness skills.	To foster student success, the school will implement AVID's social and emotional learning (SEL) framework, which will be particularly impactful in supporting students with diverse needs and backgrounds as they navigate challenges and pursue their academic and career goals. This implementation will also provide a valuable foundation for all students to enhance their well-being and effectively leverage their college and career readiness skills.	Graduation Rate, Student Attendance, Student Confidence, UC a-g Completion
Goal 4, Action 3c	Students from under-resourced homes, English Learners (ELs), and foster youth often face significant barriers to consistent access to nutritious food, which can negatively impact their health, well-being, and academic success. The implementation of a universal Meal Program addresses these critical needs by ensuring that all students, regardless of their socioeconomic background, language proficiency, or living situation, have access to free and nutritious breakfast and lunch daily. This program will alleviate food insecurity and create a more equitable and supportive learning environment where all students can thrive.	Our school will implement a universal Meal Program to support student health and well-being by providing free breakfast and lunch to all. This ensures consistent access to nutritious food, especially for under-resourced students, fostering a more equitable and supportive environment. By removing financial barriers and stigma, all students can benefit from improved concentration and overall health, leading to greater academic success. We will follow all regulations and provide information on additional food assistance for families.	Student Attendance, Student and Parent Satisfaction
Goal 4, Action 3d	Homeless and foster youth in our school community require equitable access to comprehensive support services that address their unique challenges. Integrating dedicated resources within the Mental Health and Wellness Hub is crucial to ensure these students can readily connect with essential mental health support, information about housing and basic needs, and advocacy, fostering their well-being and academic success.	To effectively address the distinct challenges faced by homeless and foster youth, the school will proactively create and embed targeted resources within the Mental Health and Wellness Hub. This strategic integration will facilitate vital connections to essential health support, provide readily accessible information regarding housing and basic needs, and ensure access to dedicated advocacy services.	Student & Parent Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate

Goal 4, Action 3e	English Learner Students, Foster Youth, and Low-Income students often face unique challenges that can significantly impact their emotional well-being and academic success. These students may experience language barriers, cultural adjustment difficulties, trauma, unstable living situations, and limited access to resources. These factors can lead to increased stress, anxiety, and social-emotional difficulties that hinder their ability to thrive in school.	To address these needs, the school will employ a licensed therapist to provide on-site counseling services. This vital support will offer a safe and confidential space for students to process their emotions, develop coping strategies, and build resilience. By addressing their mental health needs, the school aims to improve students' overall well-being, enabling them to better focus on their academics, engage more fully in school activities, and cultivate a positive sense of self within the school environment.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate
Goal 4, Action 3f	Students need access to resources and strategies that support their social-emotional learning (SEL) to promote their emotional well-being and enhance self-regulation skills. The deployment of calming carts with sensory tools, mindfulness resources, and calming activities will address this need. This initiative is particularly beneficial for multilingual students, who may experience heightened stress due to language barriers; for foster youth, who often require additional support in managing complex emotions; and for students from under-resourced households, who may have limited access to such resources outside of school. By providing these tools, the school aims to create a more supportive and equitable environment, enabling all students to develop essential self-regulation skills and improve their overall emotional well-being.	Calming carts strategically placed throughout the school will be accessible to all students, providing immediate support for emotional regulation. While particularly beneficial for students with sensory processing sensitivities, anxiety, or difficulty managing intense emotions, all students can utilize the carts to practice mindfulness, de-escalate stressful situations, or simply take a moment for quiet reflection, thus fostering a school-wide culture of emotional well-being and self-awareness.	Student Attendance, Suspension Rate, Student and Parent Satisfaction

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 2a	English Learner (EL) students need individualized support to thrive academically and integrate smoothly into the school. These students arrive with diverse language backgrounds and varying English proficiency levels. A quick assessment of their needs is critical, and the school will use a Home Language Survey to determine each student's English abilities. This information will be used to create customized EL plans that provide the specific language support and resources needed for success.	To provide language support and educational resources for EL students upon their initial enrollment in a California public school, the school will utilize a Home Language Survey to quickly assess the English proficiency levels of new students. This initial evaluation is crucial for designing customized English Learner (EL) plans that cater specifically to each student's language needs. By providing tailored support from the outset, these plans help EL students acclimate faster and more effectively, enhancing their overall academic success and integration into the school environment.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2b	English Learner (EL) students need ongoing monitoring of their language development to ensure they receive effective instruction and support tailored to their individual needs. To achieve this, the school will administer the ELPAC, which will provide valuable data to inform teaching strategies and resource allocation.	To accurately monitor the language development of English Learner students over time, the school will administer the ELPAC. Staff will use ELPAC data to make informed decisions about teaching strategies and resource allocation, ensure that instruction is effectively tailored to meet the needs of EL students. By identifying areas where students require additional support or intervention, the school can provide targeted assistance to help ELs overcome specific challenges in language acquisition. Additionally, the results from the ELPAC play a critical role in determining when a student has met the criteria for reclassification from English Learner status, which can significantly impact their educational trajectory and access to a broader range of opportunities.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2c	English Learner (EL) students with disabilities require specialized support that addresses both their language acquisition needs and their individual learning differences. To ensure these students receive a truly equitable education, the school will incorporate academic language development goals into their Individualized Education Programs (IEPs).	To meet the unique needs of English Learners with disabilities, the school will incorporate academic language development goals into their IEPs. This comprehensive approach facilitates a more inclusive learning environment, enabling students with disabilities who are also ELs to make meaningful progress both linguistically and academically. Ultimately, such targeted and integrated support structures are crucial for ensuring that all students have the opportunities and resources necessary to succeed in school and beyond.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2d	English Learner (EL) students require teaching strategies that are specifically tailored to their unique learning needs and language acquisition stages. To achieve this, the school's English Learner Achievement Department (ELAD) will take a data-driven approach to inform and continuously improve teaching practices.	To develop schoolwide teaching strategies that meet the unique learning needs of EL students, the school's English Learner Achievement Department (ELAD) will meet regularly, collaborate, conduct data analysis, and share best practices with instructional staff. By analyzing performance and engagement data of EL students, ELAD can identify what methods are most effective in various aspects of education such as curriculum design, instructional strategies, and family involvement. This data-driven approach allows for continuous improvement in teaching practices and learning materials, ensuring they are aligned with the actual needs of EL students. Additionally, leveraging insights from data analysis ensures that professional development for teachers is relevant and impactful, promoting better outcomes for students.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2e	English Learner (EL) students require ongoing monitoring of their language development through personalized assessments to ensure they receive targeted instruction and support. To achieve this, the school will design and implement evidence-based formative and summative assessments conducted in personalized academic settings.	To monitor and respond to EL student language acquisition, the school will design and implement evidence-based formative and summative assessments by staff in personalized academic settings. Conducting these assessments one-on-one or in small groups ensures a tailored approach, allowing educators to precisely gauge each student's language proficiency and progress. This personalized assessment method helps identify individual strengths and areas needing improvement, facilitating targeted instruction that effectively addresses specific learning needs. Additionally, this strategy enhances the reliability of the data collected, enabling schools to make informed decisions about language support programs and instructional interventions.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2f	English Learner (EL) students need integrated language and content instruction to effectively acquire English proficiency while simultaneously mastering grade-level academic material. To address this need, the school will implement dynamic Integrated ELD strategies.	To support EL students, acquire language proficiency and understanding of core content, the school will implement dynamic Integrated ELD strategies. By embedding language development within the teaching of subjects like math, science, and social studies, instructional staff will provide ELs with constant, context-rich opportunities to practice and enhance their English skills. This integrated approach ensures that ELs are not isolated in language classes but are actively applying and expanding their language skills in meaningful, academic contexts. As a result, it supports dual objectives—boosting English fluency and achieving grade-level content mastery—thus promoting overall academic success and equity in education.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2g	English Learner (EL) students need personalized and rigorous Designated ELD instruction to effectively develop the language skills necessary for academic success. To meet this need, the school will implement a blended learning approach, combining instructional tools like Summit K12 with ELD Courses.	To offer a personalized and rigorous Designated ELD, the school will blend instructional tools such as Summit K12 with ELD Courses. This personalized approach ensures that instruction is precisely calibrated to each student's unique learning profile, promoting more effective language acquisition. By focusing on critical language skills that are essential for understanding and engaging with English-based academic content, this strategy supports ELs in becoming more proficient in English. Ultimately, such tailored instruction not only enhances the students' ability to perform in English-speaking academic environments but also lays a strong foundation for their future educational success.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2h	Emerging English Learner (EL) students need their native language literacy skills accurately assessed to ensure equitable access to rigorous academic content and effective language support. To achieve this, the school will research and implement valid and reliable assessments to measure these skills	To support the unique needs of emerging EL students, the school will research valid and reliable assessments to measure their native literacy skills. By accurately assessing these skills, school staff can ensure ELs have equitable access to rigorous, standards-aligned courses that are appropriate for their linguistic and academic levels. Additionally, providing primary language assistance and supporting biliteracy not only aids in the retention and development of the students' first language but also enhances their English acquisition. This comprehensive approach fosters academic success in both languages, supporting overall educational equity and proficiency.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 7a	EL students represent a diverse group with varying levels of English language proficiency, cultural backgrounds, and academic needs. To ensure their academic success and future opportunities, these students require individualized support tailored to their unique circumstances. This includes differentiated instruction, targeted interventions, and access to appropriate resources that address their language and learning needs. Early identification of any learning gaps or challenges is essential, allowing educators to provide timely support and prevent these challenges from hindering their progress. Furthermore, educators need access to comprehensive and current data on each EL student's language development and academic performance to make informed decisions about instruction and support. Equitable access to the same academic opportunities and resources as their native English-speaking peers is crucial to ensure EL students are fully prepared for college and careers.	To monitor and analyze the academic progress of EL students, school staff will utilize Ellevation. This centralized tracking system enables educators to tailor instructional and supplemental support specifically to the needs of these students, promoting better educational outcomes by addressing individual and group challenges directly and timely. By consistently monitoring student progress and adjusting supports as needed, the school can ensure that all English Learner students are advancing towards fluency and academic success, crucial for their college and career readiness.	ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate, College and Career Indicator (CCI)

Goal 1, Action 7b	Long-Term English Learners (LTELs), students who have been learning English for an extended period but haven't yet attained proficiency, require ongoing support and targeted interventions to ensure continued academic progress. These students often face unique challenges that can hinder their learning, such as gaps in academic content knowledge, difficulty with complex language structures, and potential social-emotional barriers. To address these needs, LTELs benefit from consistent monitoring of their academic performance and timely adjustments to their educational strategies. This requires collaborative efforts among educators to identify areas where LTELs are excelling or struggling and to develop individualized support plans that address their specific needs. A structured approach to collaboration and data analysis is essential to ensure that LTELs receive the appropriate support to accelerate their language development and achieve academic success.	The planned PPEP meetings in July, October, and January directly address the needs of LTELs by providing a structured framework for ongoing monitoring and collaboration. These regular meetings will bring together school instructional leaders, counselors and teachers to analyze student data, identify trends, and make data-driven decisions about instructional strategies and interventions. This collaborative approach ensures that LTELs receive consistent support throughout the school year and that any emerging needs or challenges are addressed promptly. By fostering a unified approach to supporting LTELs, these PPEP meetings will help create a learning environment where these students can thrive academically and progress towards English proficiency and overall academic success.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 7c	EL students are on a unique language learning journey, and their progress towards English proficiency needs to be carefully monitored, documented, and communicated effectively to all stakeholders involved in their education. Clear and comprehensive progress reports are essential to track their development across different domains, identify areas of strength and weakness, and inform targeted support and interventions. These reports should be aligned with established language development frameworks, such as the CA EL Roadmap, to provide a standardized and consistent measure of progress. Furthermore, EL students and their families benefit from transparent and accessible communication about their language acquisition journey, including their achievements, challenges, and the strategies being implemented to support their growth. This shared understanding fosters a collaborative partnership between school, families, and students, empowering everyone to contribute to the student's success.	Creating semesterly EL Progress Reports aligned to the CA EL Roadmap directly addresses these needs. These reports will provide a detailed account of each EL student's language development and academic progress, highlighting their achievements and pinpointing areas where they may be facing challenges. By utilizing a standardized framework, the reports will offer a clear and consistent measure of progress, enabling educators to identify specific needs and tailor interventions accordingly. Moreover, the progress reports will serve as a valuable communication tool, ensuring that teachers, parents, and administrators are well-informed about the student's language acquisition journey and can work together to provide the necessary support. This collaborative approach, facilitated by the progress reports, will empower EL students to overcome obstacles, accelerate their language development, and ultimately achieve reclassification as Fluent English Proficient.	Attendance, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate
Goal 1, Action 7d	EL students need their families to be active partners in their education. Families need to understand how their children are doing in school, both with learning English and in their other subjects. They also need to know how they can help their children at home. To do this, families need clear information about their child's progress and a chance to talk with teachers about what they can do to support their child's learning.	The school will give families ELD Progress Reports that are easy to understand. These reports will show how their child is doing with English and in their school subjects. The school will also invite families to meet with teachers and talk about the reports. This will help families understand their child's progress and learn how they can help at home.	Attendance, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate

Goal 1, Action 7e	EL students often require specialized support to succeed academically. Schools need to closely monitor their progress, identify achievement gaps, and implement timely strategies to address these challenges. This requires a robust system of data analysis that disaggregates data to understand the unique needs of ELs. By analyzing data through an equity lens, schools can pinpoint areas where EL students may be struggling and develop targeted interventions to close those gaps. This data analysis should also inform professional development for educators, equipping them with the knowledge and skills to effectively support EL students.	The Monthly Storybook created by the Data and Assessment Department will provide a regular snapshot of student achievement, specifically for ELs. This disaggregated data will offer valuable insights into trends, areas needing attention, and potential opportunity gaps. By focusing on equity, the Storybook will help identify any disparities in outcomes. This will enable the school to implement targeted professional development, adjust practices, and allocate resources effectively to ensure that all EL students receive the support they need to succeed. This data-informed approach will promote a more equitable learning environment where EL students can thrive.	Attendance, Chronic Absenteeism, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate
Goal 3, Action 2a	English Learner (EL) students require targeted support to develop language proficiency and achieve academic success. Many struggle to access core content due to language barriers, hindering their progress and limiting future opportunities. To address this, teachers need ongoing professional development on effective instructional strategies for ELs, including training on the CA EL Roadmap. This will create a more inclusive and equitable learning environment, ultimately preparing all students for college and career readiness.	To meet the professional learning needs of staff, the school will provide ongoing and sustained training focused on the key components of the CA EL Roadmap. This will ensure teachers are equipped to deliver effective, research-based instruction tailored to English learner (EL) students, thereby enhancing their language proficiency and academic success. This training fosters an inclusive and equitable learning environment, promoting cultural understanding and respect for diversity. Ultimately, it supports compliance with state mandates, improves overall school performance, and prepares all students for college and career readiness.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2b	English Learner (EL) students at Altus Schools have diverse learning needs that require targeted support to ensure their academic success and well-being. Teachers and staff need comprehensive training and support in implementing the Altus Schools English Learner Plan, including professional development on effective instructional strategies, accurate assessment, and data-driven decision-making. This will help address the unique academic and social-emotional needs of ELs, creating a more inclusive, equitable, and supportive learning environment where all students can thrive.	To ensure that the Altus Schools English Learner Plan is effectively implemented schoolwide, the English Learner Achievement Department (ELAD) will provide training, support, and coaching to instructional staff. This targeted professional development promotes the use of evidence-based instructional strategies, accurate assessment, and data-driven decision-making, fostering a more inclusive and equitable educational environment. Additionally, addressing both the academic and social-emotional needs of different EL typologies helps create a supportive and responsive learning atmosphere for all English learners.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2c	EL students have diverse learning needs and require personalized instruction to reach their full potential. To achieve this, teachers need training and support in effectively utilizing Summit K12, a platform that provides targeted resources and strategies for differentiated instruction. Mastery of this platform will allow educators to better monitor student progress, make data-driven decisions, and provide individualized support, ultimately leading to increased student success.	To ensure effective utilization of Summit K12, the school will provide professional learning to staff. This will equip teachers with targeted resources and strategies to deliver effective, personalized instruction, ensuring that students' diverse needs are met. Additionally, the curriculum supports ongoing progress monitoring, allowing educators to make data-driven decisions that further support student success.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2d	Our analysis of English Learners' performance, particularly in math, ELA, and graduation rates, indicates a need for focused and sustained support. To address this, instructional staff will utilize the Ellevation Strategies platform, which offers tailored professional learning and data-driven instructional resources specifically aimed at enhancing outcomes in these key areas for EL students.	Recognizing the need for ongoing and specialized support based on EL student performance on SBAs and graduation rates, instructional staff will utilize the Ellevation Strategies platform. This platform offers personalized, on-demand professional learning modules and instructional activities, including research-based strategies and differentiated instruction techniques. Connected to real-time EL data, these resources enable targeted and data-informed instruction aimed at improving performance outcomes.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2e	Newcomer, immigrant, and refugee students often arrive with diverse needs, including language barriers, cultural differences, and potential trauma. To support their academic success and well-being, staff require training in cultural competence, trauma-informed practices, and language acquisition strategies. Providing access to ongoing coaching, multilingual resources, and community partnerships will further equip educators to create a welcoming and supportive learning environment where these students can thrive.	To meet the professional learning needs of staff, the school will provide staff training focused on how to support and integrate newcomer, immigrant, and refugee students in the school system. Training will focus on cultural competence, trauma-informed teaching practices, and language acquisition strategies. Additionally, offering ongoing coaching and access to resources, such as multilingual support materials and community partnerships, ensures staff are well-prepared to address the diverse needs of these students. Creating opportunities for staff to collaborate and share best practices fosters a supportive learning environment for both educators and students.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2f	Our analysis of state and local assessment results for English Learners and Low-Income students points to areas where literacy skills can be significantly enhanced. This data underscores the importance of implementing targeted strategies to support their academic growth in literacy.	Informed by state and local assessment data identifying opportunities to improve literacy skills for English Learners and Low-Income students, instructional staff will receive specialized professional learning, including the SDCOE's WRITE program, focused on implementing targeted strategies to accelerate their literacy and academic achievement.	Professional Development Hours, Training Relevance, NWEA Reading & Language, SBA ELA
Goal 3, Action 2g	English learners require differentiated instruction and support to accelerate literacy development and achieve academic success. Teachers need professional development on effectively implementing Achieve3000, including best practices and data analysis techniques. This will empower them to personalize learning, track progress, and provide targeted instruction, ultimately leading to improved literacy skills and academic outcomes for English learners.	To improve educators' ability to integrate Achieve3000 into their teaching, the school will provide professional learning focused on how to effectively implement the program and review best practices. The focus on data analysis enables teachers to track progress and tailor instruction to meet individual student needs, ensuring targeted support. This comprehensive approach leads to improved academic outcomes and greater overall success for English learners.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2h	Low-income, foster youth, and EL students face barriers to accessing and navigating the college application process. These students need specialized support to pursue higher education. School counselors require training to address the unique challenges these students face, including financial aid and scholarships. This will ensure equitable access to post-secondary education and increase college enrollment for these underserved populations.	To increase the rate of EL students, low-income, and foster youth enrolling in college, the school will provide specialized training to counselors. This will ensure all school counselors are equipped to support and provide tailored guidance on the college application process, including financial aid opportunities and scholarship applications. They can offer targeted workshops and one-on-one advising sessions to address the unique challenges faced by low-income, foster youth, and first-generation students. Additionally, counselors can create partnerships with community organizations and colleges to provide resources and support systems that facilitate college readiness and enrollment.	Student Satisfaction, Parent Satisfaction, UC a-g Requirements
Goal 4, Action 4a	Foster youth often experience unstable living situations, leading to frequent school changes, gaps in learning, and difficulty building relationships within the school community. They may also face social and emotional challenges stemming from trauma and separation from family. These factors can significantly impact their academic performance and overall well-being.	To proactively address these needs, the school will employ a Foster Youth Liaison. This dedicated advocate will work closely with students, families, and school staff to ensure coordinated services and a supportive learning environment. By addressing the unique educational and emotional needs of foster youth, the school aims to improve their academic success and foster a sense of belonging.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate

Goal 4, Action 3b	Foster youth face unique challenges that can significantly impact their educational experience and overall well-being. These students often experience academic instability due to frequent school changes and may struggle with social and emotional difficulties stemming from trauma and separation from family.	To ensure these vulnerable students receive the necessary support, the school's Homeless and Foster Youth Liaison will provide comprehensive case management services. This includes coordinating with teachers, counselors, and community resources to develop individualized plans that address each student's academic, physical, and emotional needs. The liaison will closely monitor student progress, offer ongoing mentorship, and facilitate access to essential services such as tutoring, mental health counseling, and necessities. Furthermore, the liaison will act as an advocate, ensuring that the rights of foster youth are protected, and their voices are heard within the school system. This proactive and holistic approach aims to create a stable and supportive learning environment where foster youth can thrive academically and personally.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate
Goal 5, Action 3a	Families of historically underserved student groups often face barriers to accessing information and resources regarding specialized programs and services offered by the school. This lack of awareness can limit their ability to effectively advocate for their children and support their academic success.	To address this need, the school will host an annual Family Resource Night. This event will provide a welcoming and informative space for families to learn about available programs, connect with school staff and community partners, and gain the knowledge and tools needed to navigate the educational system. By fostering stronger school-family partnerships and promoting open communication, this initiative aims to empower families and ensure equitable access to resources for all students, ultimately leading to improved academic outcomes and a stronger sense of community engagement.	Parental Involvement, Chronic Absenteeism, Attendance Rate, Graduation Rate, Parent Satisfaction

Goal 5, Action 3b	Foster youth frequently experience placement changes and instability, which can disrupt their education and negatively impact their academic progress and emotional well-being. These disruptions often result in frequent school transfers, making it difficult for these students to maintain consistent learning environments, build relationships with peers and teachers, and access essential academic support.	To address this, the school will coordinate transportation services to ensure that foster youth can remain in a familiar school setting even if their living situation changes. By providing this stability, the school aims to improve academic outcomes, promote a sense of belonging, and support the emotional well-being of foster youth. This initiative also ensures compliance with legal mandates designed to protect the educational rights of this vulnerable population, promoting equity and educational continuity.	Community Partners, Chronic Absenteeism, Attendance Rate, Graduation Rate
Goal 5, Action 3c	English Learner (EL) students and their families often face unique challenges in navigating the educational system and advocating for their specific needs. Limited English proficiency can create barriers to communication and participation in school activities, potentially hindering students' academic progress and overall school experience.	To address this, the school will facilitate interactive English Learner Advisory Committee (ELAC) meetings. These meetings will foster a collaborative environment where parents can actively engage with school staff, share their insights and concerns, and contribute to the development of strategies that support EL students. This increased parental engagement will lead to more tailored support, improved communication, and a stronger sense of partnership between the school and EL families. Additionally, conducting an annual Needs Assessment will ensure that the school's English Learner Plan remains responsive to the evolving needs and challenges faced by EL students and their families, promoting equitable access to educational opportunities and resources.	Parent Involvement, ELPI, EL Reclassification, Parent Satisfaction

Goal 5, Action 3d	Parents of English Learners (EL) can find it challenging to fully understand their child's language development and academic progress. Traditional report cards may not adequately capture the nuances of language acquisition.	To address this, the school will develop and share comprehensive English Language Development (ELD) Progress Reports through parent-teacher conferences. These reports will provide detailed information on students' language proficiency growth, highlighting their strengths and areas for improvement. This increased transparency and communication will empower parents with a deeper understanding of their child's learning journey and enable them to actively participate in setting goals and contributing to their child's education. This collaborative approach ensures that educational strategies are personalized and effective in supporting the success of EL students.	Parent Involvement, ELPI, EL Reclassification, Parent Satisfaction
Goal 5, Action 3e	Students with parents and family members with limited English proficiency often face barriers to accessing and understanding essential school information, hindering their involvement in their child's education.	To meet this need for seamless communication and inclusive support for all families, especially our English Learner community, the school will implement a proactive translation protocol for all key school documents and announcements. Simultaneously, we will strategically allocate bilingual staff to resource centers serving a significant number of non-English speaking families. This will enable immediate and effective communication, fostering stronger home-school connections.	Parental Involvement, Parent Satisfaction
Goal 5, Action 3f	The substantial communication challenges faced by many non-English-speaking parents limit their full participation in their children's educational journey, affecting involvement in teacher conferences and other school activities.	To foster equitable partnerships and ensure all parents can actively participate in school conferences and meetings, there is a crucial need for comprehensive translation services in all languages, both in person and virtually. Providing these services will create a more inclusive and supportive school environment for all families.	Parental Involvement, Parent Satisfaction

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Altus Schools East County, like many other Local Education Agencies (LEAs), has faced challenges in increasing staff this year due to widespread hiring difficulties. As a charter school, AS East County doesn't have traditional comparison schools for calculating staff increases. Despite these challenges, the school has prioritized recruiting and hiring qualified instructional staff to directly support students, especially for Certificated Teacher Resource (CTR), Resource Center Associate (RCA), and Learning Associate (LA) positions.

These additional support staff, as outlined in Goal 1, Action 3, will provide targeted tutoring to boost student progress and course completion, particularly for the lowest achieving student groups, and unique learners. These roles are vital for delivering one-on-one and small group instruction to improve student proficiency in Mathematics and English Language Arts. Educational partners believe these new positions will help the school enhance student engagement, achievement, and college/career readiness.

To overcome recruitment challenges, the school’s Human Resources (HR) Department is dedicated to enhancing its strategies for attracting and retaining high-quality instructional support staff. HR has diversified its recruitment channels to access broader talent pools, leveraging platforms such as EDJOIN, LinkedIn, and Handshake. Their proactive approach also includes participating in virtual and in-person job fairs, distributing flyers within the community, and forming partnerships with surrounding colleges and universities. These comprehensive efforts underscore the school’s unwavering commitment to staffing for optimal student success.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:90
Staff-to-student ratio of certificated staff providing direct services to students	N/a	1:21

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 3,875,043	$ 1,018,149	26.275%	0.000%	26.275%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,641,515	$ 873,294	$ 11,949	$ 413,757	$ 4,940,514.08	$ 3,580,918	$ 1,359,596

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	All	No	LEA-wide	All	All	Ongoing	$ 94,653	$ 6,076	$ 77,143	$ 14,174	$ -	$ 9,411	$ 100,729	0.000%
1	2	English Learner Assessment and Support Framework	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 166,412	$ 1,260	$ 132,778	$ 28,262	$ -	$ 6,633	$ 167,673	0.000%
1	3	Personalized Academic Instruction and Support for All Students	All	No	LEA-wide	All	All	Ongoing	$ 478,800	$ 42,609	$ 426,789	$ 70,202	$ -	$ 24,418	$ 521,409	0.000%
1	4	Targeted Math Interventions and Resources	All	No	LEA-wide	All	All	Ongoing	$ 105,987	$ 5,834	$ 85,331	$ 23,173	$ -	$ 3,317	$ 111,821	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 358,650	$ 82,769	$ 296,676	$ 14,990	$ -	$ 129,753	$ 441,419	0.000%
1	6	Academic Instruction and Support for Students with Disabilities	SWD	No	Limited	SWD	All	Ongoing	$ 721,110	$ 559,603	$ 913,332	$ 321,837	$ -	$ 45,544	$1,280,713	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 204,326	$ 1,156	$ 159,283	$ 30,178	$ -	$ 16,021	$ 205,482	0.000%
2	1	Dynamic, Engaging and Standards-Aligned Curriculum	All	No	LEA-wide	All	All	Ongoing	$ 222,207	$ 115,465	$ 187,324	$ 132,563	$ -	$ 17,785	$ 337,672	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 166,412	$ 69,625	$ 132,778	$ 31,488	$ -	$ 71,772	$ 236,037	0.000%
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	All	No	LEA-wide	All	All	Ongoing	$ 231,371	$ 34,246	$ 174,338	$ 73,494	$ -	$ 17,785	$ 265,617	0.000%
3	1	Professional Learning Focused on Improving Academic Performance for All Students	All	No	LEA-wide	All	All	Ongoing	$ 31,995	$ 4,350	$ 27,063	$ 9,282	$ -	$ -	$ 36,345	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 170,138	$ -	$ 133,171	$ 27,002	$ -	$ 9,964	$ 170,138	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 177,071	$ -	$ 132,776	$ 27,002	$ -	$ 17,293	$ 177,071	0.000%
4	1	Safe and Supportive School Environment for All Students	All	No	LEA-wide	All	All	Ongoing	$ 67,439	$ 21,187	$ 81,200	$ 7,426	$ -	$ -	$ 88,626	0.000%
4	2	Social, Emotional, and Behavioral Support Systems for All Students	All	No	LEA-wide	All	All	Ongoing	$ 277,698	$ 500	$ 239,662	$ 500	$ 1,153	$ 36,883	$ 278,198	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Low Income & Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	Ongoing	$ 13,604	$ 23,974	$ 6,085	$ 28,032	$ 3,460	$ -	$ 37,578	0.000%
4	4	Collaborative Support Systems for Foster Youth	Foster Youth	Yes	Limited	Foster Youth	All	Ongoing	$ 46,537	$ 8,519	$ 49,768	$ 1,442	$ -	$ 3,845	$ 55,056	0.000%
5	1	Strengthening Community: Communication, Support, and Access	All	No	LEA-wide	All	All	Ongoing	$ 29,620	$ 350,916	$ 357,460	$ 15,741	$ 7,335	$ -	$ 380,537	0.000%
5	2	Integrating Advanced Technologies into Education	All	No	LEA-wide	All	All	Ongoing	$ 3,726	$ 31,507	$ 15,394	$ 16,507	$ -	$ 3,332	$ 35,234	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 13,161	$ -	$ 13,161	$ -	$ -	$ -	$ 13,161	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,875,043	$ 1,018,149	26.275%	0.000%	26.275%	$ 1,056,477	0.000%	27.264%	Total:	$ 1,056,477
								LEA-wide Total:	$ 568,315
								Limited Total:	$ 488,161
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	English Learner Assessment and Support Framework	Yes	Limited	English Learners	All	$ 132,778	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 296,676	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	Limited	English Learners	All	$ 159,283	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 132,778	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 133,171	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 132,776	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	$ 6,085	0.000%
4	4	Collaborative Support Systems for Foster Youth	Yes	Limited	Foster Youth	All	$ 49,768	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 13,161	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,197,223.42	$ 3,985,552.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	No	$ 5,556	$ 5,380
1	2	English Language Learner Assessment and Support Framework	Yes	$ 180,267	$ 185,443
1	3	Personalized Academic Instruction and Support for All Students	No	$ 890,346	$ 886,284
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	$ 483,343	$ 414,580
1	5	Academic Instruction and Support for Students with Disabilities	No	$ 751,953	$ 716,763
1	6	Systematic Approach to Monitor Academic Engagement and Achievement for All Students	No	$ 8,122	$ 8,625
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	$ 312,716	$ 337,732
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	$ 256,479	$ 200,390
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	Yes	$ 199,008	$ 186,347
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	No	$ 306,758	$ 311,901
3	1	Professional Learning Focused on Improving Academic Performance for All Students	No	$ 46,321	$ 47,829
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	$ 11,608	$ 12,648
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	$ 10,710	$ 10,660
4	1	Safe and Supportive School Environment for All Students	No	$ 70,360	$ 63,839
4	2	Social, Emotional, and Behavioral Support Systems for All Students	No	$ 43,137	$ 44,075
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	$ 67,728	$ 73,298
5	1	Engagement Opportunities and Innovative Teaching Approaches for All Students	No	$ 535,037	$ 460,308
5	2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	$ 17,775	$ 19,450

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 957,726	$ 961,412	$ 963,657	$ (2,245)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	English Language Learner Assessment and Support Framework	Yes	$ 168,195	$ 166,973.67	0.000%	0.000%
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	$ 268,789	$ 268,507.61	0.000%	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	$ 287,347	$ 302,086.74	0.000%	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	Yes	$ 149,754	$ 150,156.70	0.000%	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	$ 6,325	$ 7,425.37	0.000%	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	$ 91	$ -	0.000%	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	$ 67,728	$ 55,178.41	0.000%	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	$ 13,185	$ 13,328.49	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,761,907	$ 957,726	0.000%	25.459%	$ 963,657	0.000%	25.616%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

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

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

How the Action(s) are Designed to Address Need(s)

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

Metric(s) to Monitor Effectiveness

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

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access

to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 1 are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

· Number/percentage of students at **Altus Schools East County** (ASEC) without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**

· Number of identified instances where facilities at **Altus Schools East County** do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0**

· The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp

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

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

· The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

· The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Local Control Funding Formula (LCFF) Priority 2 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 2 are provided below.

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts

- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

Altus Schools East County's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Altus Schools East County's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Altus Schools East County's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Altus Schools East County's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Support for Teachers and Administrators

Altus Schools East County's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered					X

Optional Narrative (Limited to 1,500 characters)

Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board. **N/A**

Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 3 are provided below.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	**5 – Full Implementation and Sustainability**
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	**5 – Full Implementation and Sustainability**
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	**5 – Full Implementation and Sustainability**
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	**5 – Full Implementation and Sustainability**

Building Relationships Dashboard Narrative Boxes

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**

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

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

These efforts collectively enhance the relationship between school staff and families, ensuring that students receive the support they need to succeed both academically and socially. Parents are provided with opportunities to provide input into their student's education plan and into the school's overarching goals, actions, and services. Results from the school's annual survey indicate that 100% of parents report being able to provide input and feedback to the school through multiple ways. The school values the partnership between school staff and families as the foundation of parent and family engagement. Over 100% of parents report that they have a high satisfaction rate with their student's teacher. To further engage parents and families in the instructional program, the school has prioritized providing learning environments that are innovative and engaging. 100% of parents report that the school provides innovative and engaging learning environments.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.**

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community The school regularly consults with educational

partners throughout the school year to understand the academic, social-emotional and physical needs of students and families. The school utilizes multiple methods to conduct meaningful engagement, including school events, trainings, meetings, committees and surveys. Additionally, the school's educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

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

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.**

To improve the engagement of underrepresented families the schools will address needs on several fronts. School materials will be translated, and interpreters have been made available for calls and meetings. The school will issue continue to Chromebooks and internet data plans to households in need of home technology. Increased Family Learning Series offerings to families focused on how to best support their child in academics, college/career interests, instructional support and health and safety for parents and families will be available. Parent Square further provides communication and engagement opportunities between the educational partners and the school.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	**5 – Full Implementation and Sustainability**
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	**5 – Full Implementation and Sustainability**
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	**5 – Full Implementation and Sustainability**
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	**5 – Full Implementation and Sustainability**

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.**

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

The school establishes formal partnerships with community-based organizations and non-profit organizations to provide services and support for students and families in the areas of family, food, housing, health, mental health, and college and career. The school has several formal partnerships providing services and support to families throughout the school year.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

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

Based upon information collected from students, the school will maintain or expand Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways. In addition, the school is focused on providing students with additional counseling services to support and plan for post-high school pathways. The school will issue Chromebooks and internet data plans to households in need of home technology through the school's connect program, managed by the school's Equity and Inclusion Department which is focused on increasing opportunities for all students to succeed. In addition, a partnership with a local non-profit tutoring organization will provide additional academic tutoring opportunities for their students – particularly focused in Mathematics and ELA.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

ASEC is fully committed to continuously improving the engagement of underrepresented families with our partnerships supporting student outcomes. This includes working to increase community-based partnerships that support the needs of our educational partners. These include resources for academic, physical, and social emotional needs of students to eliminate barriers to each student successfully achieving their Personalized Pathway Educational Plan goals. To better facilitate school to home two-way communication and input with English Learner households, school materials will be translated as translators provided when needed. Demographically, the LEA is majority-minority, majority SED, and a higher percentage of students with disabilities than the surrounding community. All students have full access to the courses and opportunities offered at the school. The school continues to solicit input from educational partners to identify and address student and family needs and to break down barriers to success.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	**5 – Full Implementation and Sustainability**
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	**5 – Full Implementation and Sustainability**
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	**5 – Full Implementation and Sustainability**
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	**5 – Full Implementation and Sustainability**

Seeking Input for Decision-Making Dashboard Narrative Boxes

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

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

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

school provides training for SSC members annually and holds regular meetings to develop, refine, and update the LCAP. The school provides training for English Learner Advisory Committee members annually and holds regular meetings to develop refine and update the English Learner Plan. The families of students in Special Education are engaged through the Community Advisory Committee that provides training, resources, support, and feedback opportunities throughout the school year. In 2024-2025 the school received input from 117 students and parents and used the results in the development of the 2025-2026 LCAP.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

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

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.**

School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events. The school has also enhanced the Family Learning Series, which is ongoing and sustained training for parents and family members focused on their individual needs. The Family Learning Series is also committed to empowering parents and family members to be part of the school planning process – which includes reviewing schoolwide student engagement, achievement, and college/career readiness data. Instructional staff utilize ParentSquare to engage in two-way communication with students, parents and family members regarding the educational program and opportunities for input and engagement. Interactive English Learners Advisory Committee (ELAC) meetings will seek to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment. The school will continue to provide translated materials and resources for parents and family members of English Learners.

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

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (Dashboard) to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 6 are provided below.

School Climate (LCFF Priority 6)

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

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

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

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

1. **DATA:** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Altus Schools East County (ASEC) administers both an Annual LCAP Stakeholder Engagement Survey and the California Healthy Youth Survey (CHYS). The LCAP Survey is administered to students and parents to measure perceptions on conditions of learning, student outcomes, and engagement. The CHSK Core and Behavioral Health Modules were

administered to students grades 7, 9, and 11.

Over the last five years, LCAP survey results indicate that the number one key requirement of students and parents is a safe and supportive learning environment. This requirement has directly impacted on the development of the school's LCAP. To monitor the success of ASEC's LCAP Goal 4: *Provide a Safe Environment and Supportive School Culture*, the school has established a metric of maintain or achieve a 90% or higher safety satisfaction rating. In 2024-2025, ASEC exceeded this metric.

Student participation in the CHYS is voluntary. An important factor affecting the quality of survey results on the CHYK survey is participation rate. The validity and representativeness of the results is diminished if the student response rate is lower than 70 percent. ASEC's response rate on the CHYS at each grade level was Grade 7 (50%), Grade 9 (22%), and Grade 11 (20%) for CHYS Core and Grade 7 (50%), Grade 9 (17%), and Grade 11 (10%) for CHYS Behavioral Health.

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

In 2024-2025, 97% of students reported that they felt safe at ASEC and 100% of parents reported that they feel their child is safe at the school. Additionally, the school establishes metrics for suspension and expulsion rates to reflect the effectiveness of the school's Multi-Tiered Systems of Supports (MTSS) that incorporates academic, social/emotional, and behavioral supports and interventions. In 2023-2024 ASEC's suspension rate was 0% and expulsion rate was 0%.

Results are not provided by CHYS if there are fewer than 10 responses for a grade level and/or student group. ASEC didn't receive disaggregated results for Grade level, SPED, EL's, LTEL's, Foster/Homeless or any Racial/Ethnic group due to insufficient number of responses which are required for disaggregation. Additionally, there were insufficient numbers of respondents to receive grade level or student group disaggregation for the behavioral health indicators on the 2025 CHKS.

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

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

Local Control Funding Formula (LCFF) Priority 7 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for LCFF Priority 7 are provided below.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. **Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

As of CBEDS 2024-2025 **Altus Schools East County** served 287 students in grades k-12. The student demographics include:

- Percentage of Students with Disabilities: 25.8%
- Percentage of English Learners: 12.5%
- Percentage of Socioeconomically Disadvantaged: 74.9%
- Percentage of Homeless and Foster Youth (FY): 7.3%

Altus Schools East County qualifies as a Dashboard Alternative School Status (DASS) program. This status holds schools accountable for the same state indicators, some with modified methods. The school is approved as a DASS school through the eligibility criteria of serving “high risk” student groups; the school has an unduplicated count of over 70% of students in that qualify as “high risk”, including credit deficient students and high transient students.

Altus Schools East County uses the Pathways Personalized Education Plan (PPEP) process to plan, deliver and ensure all students across all student groups have access to a broad and rigorous course of study.

2. **Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

Altus Schools East County's leadership team analyzes the results of the measures listed above annually. The results demonstrate that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad and rigorous course of study. At our school, students take one to two courses at a time and students take the required grade level core courses within an academic school year. Course planning is individualized within the Pathways Personalized Education Planning (PPEP) Process. This process allows the instructional team to design a course plan based on the student's skill levels, interests, and post-high school goals. All courses leading to a high school diploma are UC-ag approved and NCAA approved. Students have access to Advanced Placement (AP) courses, honors courses, dual-enrollment and articulated courses, CTE courses and courses based on their PPEP. There are no differences in accessibility to courses across student groups at our school.

3. **Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

There are no barriers preventing **Altus Schools East County** from providing access to a broad course of study for all students. Currently, 100% of the students have access to a broad and rigorous course of study. The school will continue to monitor its available course of study to ensure continued equitable access for all students.

4. **In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

Due to the success **Altus Schools East County** has demonstrated in providing all students with access to a broad and rigorous course of study, no changes are currently planned. However, this data continues to be reviewed as part of our cycles of continuous improvement.

ALTUS SCHOOLS SOUTHERN CALIFORNIA

Dba

Audeo Charter School II ▪ Audeo Valley Charter ▪ Altus Schools Coachella Valley
Altus Schools East County ▪ Altus Schools North County ▪ Altus Schools South Bay ▪ Mirus Secondary

June 18, 2025

ALTUS SCHOOLS NORTH COUNTY
NOTICE OF PUBLIC HEARING

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

TOPICS OF HEARING:

2025-2026 Local Control Accountability Plan (LCAP)

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

HEARING DATE:	Tuesday, June 24, 2025
TIME:	*1:05 p.m., or soon thereafter as such item may be heard
LOCATION:	3252 Bonita Road, Chula Vista, CA 91910 or at Altus Schools North County Resource Center and/or via the following link North County: https://www.altusnorthcounty.com/about/board-of-directors

* The public, open session of the Altus Schools Southern California Board Meeting will begin at 1:00 p.m.

Certification of Posting

I, Angela Neri, hereby certify that I posted this Public Hearing Notice at Altus Schools North County Resource Centers, and on the Audeo Charter School II, Audeo Valley Charter, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools North County, Altus Schools South Bay, and Mirus Secondary Respective Webpages on June 18, 2025.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Altus Schools North County

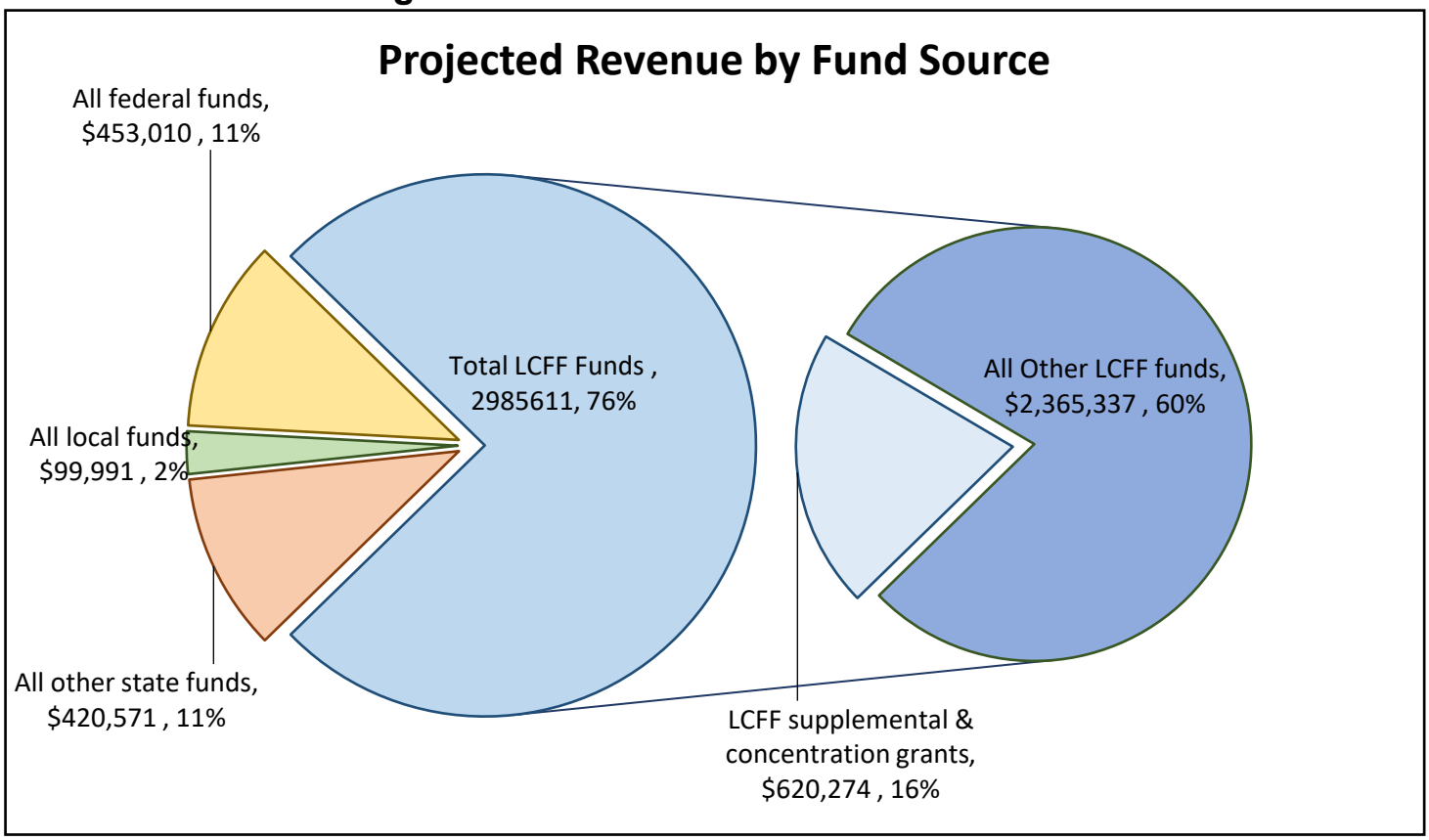
CDS Code: 37681060137034

School Year: 2025-26

LEA contact information: Allison Fleck, Ph: (858) 203-4640, Email: afleck@altusschools.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

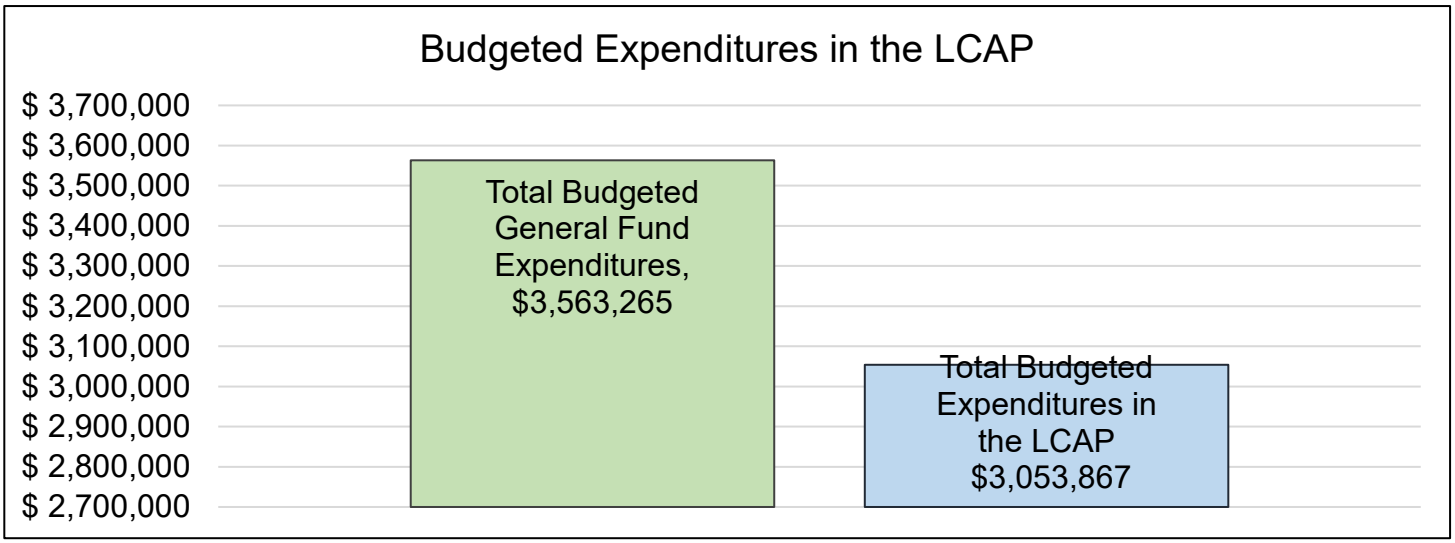


This chart shows the total general purpose revenue Altus Schools North County expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Altus Schools North County is $3,959,183.00, of which $2,985,611.00 is Local Control Funding Formula (LCFF), $420,571.00 is other state funds, $99,991.00 is local funds, and $453,010.00 is federal funds. Of the $2,985,611.00 in LCFF Funds, $620,274.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Altus Schools North County plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Altus Schools North County plans to spend $3,563,265.00 for the 2025-26 school year. Of that amount, $3,053,867.00 is tied to actions/services in the LCAP and $509,398.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

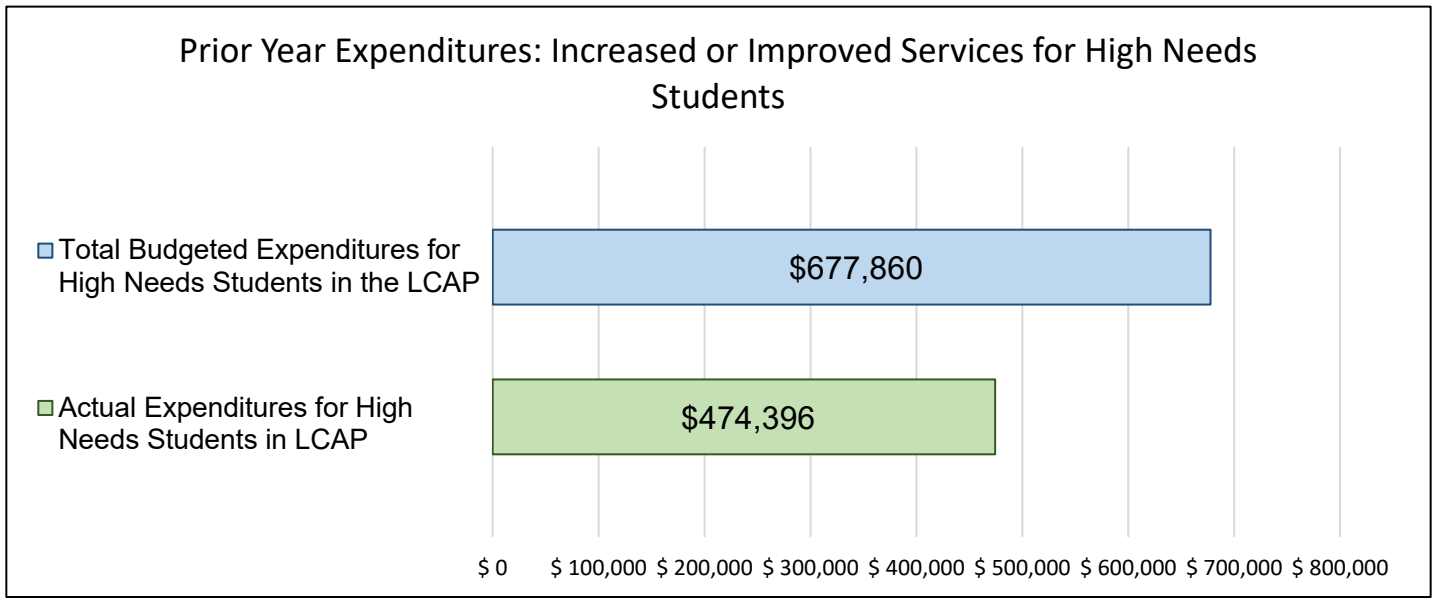
The budgeted expenditures that are not included in the Local Control Accountability Plan (LCAP) are salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Altus Schools North County is projecting it will receive $620,274.00 based on the enrollment of foster youth, English learner, and low-income students. Altus Schools North County must describe how it intends to increase or improve services for high needs students in the LCAP. Altus Schools North County plans to spend $990,465.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Altus Schools North County budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Altus Schools North County estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Altus Schools North County's LCAP budgeted $677,860.00 for planned actions to increase or improve services for high needs students. Altus Schools North County actually spent $474,396.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $203,464.00 had the following impact on Altus Schools North County's ability to increase or improve services for high needs students:

The estimate actual expenditures for actions/services for high needs students is less than the projected budget amount due to staffing challenges. Planned posiitons to support high-needs students were not filled due to the workforce shortage.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Altus Schools North County	**Allison Fleck** *Administrator of Instructional Services*	afleck@altusschools.net (858) 678-2020

Plan Summary: 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

In 2017, Altus Schools North County (previously known as Audeo Charter School III) was approved for operation by the Escondido Union High School District as a free public-school option serving students in grades 6-12. AS North County is an academic intervention alternative centered on student motivation. It is our goal to place each student on a pathway to success.

AS North County received a Six-Year Accreditation Status by WASC through June 30, 2026. AS North County operates a resource center in Escondido. Students and families visit the Escondido Resource Center by appointment, or as needed, to participate in the instructional program and meet with school staff in a quiet, distraction-free, and safe environment. AS North County is a non-classroom based, independent study program.

AS North County is part of Altus Schools. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform. At AS North County, every student's progress and academic achievement is important to us.

Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging with parents on a weekly basis through formal meetings, home visits, phone calls, and emails. Families are considered part of the learning 'team' and an integral part of the learning process.

Our school's standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Academic instruction is presented individually and in small groups. Courses at AS North County are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, AS North County works to alleviate social and personal pressures that can impact academic performance. We also have many partnerships and alliances to provide community resources to students and families.

AS North County is identified by the California Department of Education (CDE) as Dashboard Alternative School Status (DASS). DASS schools must have an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups, to be eligible for DASS. The high-risk groups include the following:

a) Expelled

b) Suspended more than 10 days in a school year

c) Wards of the Court

d) Pregnant and/or parenting

e) Recovered Dropouts

f) Habitually Truant

g) Retained more than once in kindergarten through grade eight

h) Students who are credit deficient

i) Students with a gap in enrollment

j) Students with a high-level transiency

k) Foster youth

l) Homeless youth

In January 2025, AS North County had a total enrollment of 182 students. A summary of the school's demographics is provided below.

Socioeconomic Status:

- Socioeconomically Disadvantaged: 77%

Special Populations:

- Students with Disabilities: 26%
- Gifted and Talented Education (GATE): 2%
- English Learners: 19%
- Homeless: 9%
- Foster Youth: 0%

Ethnicity:

- Hispanic: 80%
- White: 12%
- Black or African American: 2%
- Other Ethnicities: 6%

Reflections: Annual Performance

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

AS North County's educational partners consistently express satisfaction with the school's personalized instruction, which addresses the unique needs of each student. This commitment resulted in numerous **successes** reflected in the 2024 School Dashboard:

- **Chronic Absenteeism** was a **Blue (Very Low) Performance Level**. There were no student groups performing at a Red level.
- **Suspension Rate** was a **Blue (Very Low) Performance** Level. There were no student groups performing at a Red level.
- **College/Career** was a **Yellow (Medium) Performance Level**. There were no student groups performing at a Red level.
- **English Learner Progress** did not receive a Performance Level due to the number of students: n=25. However, it is important to note that the percentage of current EL students making progress towards English language proficiency or maintaining the highest level increased by 40% to a total of 60% making progress on AS North County's 2024 Dashboard.

In addition, educational partners remain very satisfied with the school's **DASS One-Year Grad Rate**, summarized in the table provided below. The schoolwide graduation rate average was 94.9%.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	39	37	94.9%
English Learners	1	*	*
Long-Term English Learners	1	*	*
Homeless	4	*	*
Socioeconomically Disadvantaged	20	18	90.0%
Students with Disabilities	13	12	92.3%
African American	2	*	*
American Indian or Alaska Native	1	*	*
Asian	3	*	*
Hispanic	21	20	95.2%
White	11	11	100.0%
Two or More Races	1	*	*

Based upon a thorough analysis of the 2024 School Dashboard, the school will continue to focus resources and develop strategies to **strengthen** the student outcomes identified below:

Combined Four-and Five-Year Graduation Rate was a Red (Very Low) Performance Level. There was one Student Group that performed Very Low: Socioeconomically Disadvantaged. It should be noted that prior to 2022, the California Department of Education utilized the One-Year Grad Rate as a modified method for DASS schools. *However, beginning with the 2022 School Dashboard, the DASS one-year graduation rate is being reported for information purposes only to provide data for local planning and analyses. With the denial of California's waiver in 2022 by the U.S. Department of Education to continue the use of the DASS one-year graduation rate and modified methods, this rate is no longer being used to determine DASS high schools for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI). Rather, the combined four- and five-year graduation rate is now applied.* While the school will continue to focus on improving the combined four- and five-year graduation rate, the school excelled in the DASS One-Year Grad Rate provided by the CDE: Graduation Rate by Student Group. Our school is dedicated to ensuring every student will graduate prepared for success. Our approach involves targeted initiatives to improve graduation rates through comprehensive support, including: individualized academic counseling; a robust tutoring program designed to boost student engagement and credit attainment; addressing the digital divide by providing home computers to students in need; and expanding opportunities in specialized programs like AVID, Character and Leadership Development, CTE Pathways, and Early College Credits, ensuring a well-rounded and supportive educational experience for all.

English Language Arts did not receive a Performance Level due to the number of students: n=16. Driven by a shared vision for continuous improvement in English Language Arts (ELA), and in collaboration with educational partners, our school will implement a comprehensive literacy initiative in the 2025-26 school year. This initiative (Goal 2, Action 1a) will introduce a new ELA curriculum via Canvas for select grade levels, chosen for its academic rigor and its ability to better serve the unique needs of our students in an independent study setting. Alongside this, we will continue to provide targeted one-on-one tutoring for foundational skills and grade-level small group sessions featuring direct instruction, peer collaboration, and formative assessments. By strategically integrating Canvas and these targeted approaches, we are committed to ensuring measurable progress for all students.

Mathematics did not receive a Performance Level due to the number of students: n=15. Building on our commitment to mathematics achievement, the 2025-26 school year will see a focused, data-driven approach to enhance learning for all students, particularly identified subgroups. Recognizing mathematics as a critical area, we established a Math Study Group (MSG) at the start of the year. This collaborative team, including teachers, subject matter experts, and school leaders, meets regularly to analyze student data, share best practices, and monitor progress. Through a comprehensive Needs Assessment, the MSG identified key gaps in student performance and conducted root cause analysis, leading to the development of a targeted Math Instructional Plan. This plan prioritizes not only rigorous skill development but also the cultivation of student confidence and a growth mindset. We are committed to creating a transformative math culture where students understand that proficiency is attainable through effort, engagement, and a willingness to learn from mistakes. Our instructional strategies are designed to connect mathematical concepts to real-world applications, fostering deeper understanding. We are leveraging innovative tools such as IXL Math for personalized learning, Desmos Math Classroom for visual and exploratory learning, and Virtual Reality for immersive, standards-aligned experiences.

Through a comprehensive analysis of our Annual Performance reflection, we have identified key areas for improvement and allocated **Learner Recovery and Emergency Block Grant** (LREBG) funds for the 2025-26 school year. These funds will strategically support the

following goal-aligned actions: **Goal 1** (Actions 2, 4, 5, 6, and 7), **Goal 2** (Actions 1 and 2), **Goal 3** (Actions 1, 2, and 3), and **Goal 4** (Action 3). The rationale and detailed information for each LREBG-funded action is clearly articulated within the action descriptions, demonstrating our approach and commitment to continuous improvement.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Altus Schools North County is eligible for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Altus Schools North County qualifies for **Comprehensive Support and Improvement (CSI)** based on its three-year average Combined Four-Year and Five-Year Graduation Rate, as indicated on the California School Dashboard. The most recent (2024) Dashboard shows a schoolwide Graduation Rate of 66.7%, a 6.3% increase from 2023. However, the Socioeconomically Disadvantaged student group demonstrated Very Low performance with a 55.9% graduation rate (n=34). Other graduation rates for student groups include Hispanic (62.1%, n=29), Students with Disabilities (62.5%, n=16), and White (75%, n=12).

The shift to this Four-Year and Five-Year Graduation Rate metric for DASS schools began with the 2022 School Dashboard. Previously, the One-Year Graduation Rate served as the accountability measure for these schools, acknowledging the unique challenges of their highly mobile and credit-deficient student populations. However, the U.S. Department of Education (ED) raised concerns regarding California's use of a modified graduation rate and academic indicator for DASS schools on the Dashboard, leading to its discontinuation.

Despite the potential challenges posed by the Combined Four-Year and Five-Year Graduation Rate calculation for a DASS school, **the school community remains dedicated to overcoming obstacles and achieving educational excellence**.

The school's Comprehensive Support and Improvement (CSI) Plans are the result of a **collaborative effort** involving diverse educational partners: teachers, staff, students, parents, and family members. The school actively sought meaningful feedback from key educational partners through surveys, school events, meetings, conferences, and training. This valuable input was systematically collected, organized, and analyzed to pinpoint the educational needs of all students and to strategically inform the development of programs, services, and resource allocation. The active involvement of educational partners was instrumental in several key stages of CSI Plan development:

- **Identifying and Refining Needs**: Through joint data analysis, partners identified areas needing improvement and gained a deeper understanding of student needs.
- **Creating Goals**: Collaborative discussions led to the establishment of clear goals aligned with identified needs and the aspirations of the school community.
- **Establishing Metrics**: Education partners jointly determined appropriate metrics and indicators to effectively track progress toward their goals.
- **Designing Activities**: Education partners contributed to the selection and design of specific interventions aimed at addressing identified needs and achieving desired outcomes.
- **Allocating Resources**: Education partner input informed decisions regarding resource allocation, ensuring that funds were directed toward initiatives with the greatest potential impact.

This collaborative approach extended to a comprehensive **Needs Assessment** process specifically targeting students not meeting or at risk of not meeting state academic standards. To guide this assessment, partners utilized an Improvement Science Protocol, providing a structured framework for identifying achievement gaps and developing targeted improvement strategies.

During this process, educational partners focused on the current state of graduation rates and established ambitious yet attainable growth targets as benchmarks for progress. Their analysis encompassed a broad spectrum of data and information related to student engagement and achievement, including:

- **School Dashboard Indicators**: These indicators provide a comprehensive overview of the school's performance and student outcomes across various domains.
- **Measures of Academic Progress by NWEA**: This assessment tool offers valuable insights into individual student growth and proficiency in core subject areas, highlighting both strengths and areas for improvement.
- **Monthly Storybook Reports**: These reports provide a rich blend of qualitative and quantitative data on student progress, behavior, attendance, and other relevant factors, offering a nuanced understanding of student performance.

A key aspect of the Needs Assessment was the analysis of historical and trend data for both All Students and unduplicated student groups

by all educational partners. This inclusive approach ensured that the assessment addressed the unique needs and challenges faced by the diverse student populations within the school.

Following a thorough and data-informed **review of resource allocation across various educational categories**, collaborative educational partners identified a crucial area necessitating focused and strategic investment. Their comprehensive analysis indicated a clear correlation between targeted support for the lowest-achieving student groups and the potential for significant improvement in overall graduation rates. Consequently, they determined that a strategic investment in providing additional resources and tailored support to **English Learners**, **Students with Disabilities**, and **students experiencing homelessness** or **Socioeconomically Disadvantaged** is essential to achieve this goal. This explicit commitment to providing these necessary additional resources and support is clearly and formally articulated within the school's CSI Plan and the Local Control and Accountability Plan (LCAP), demonstrating a deliberate and documented prioritization of these student populations.

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

The school has embraced a **Continuous Improvement Framework**, fostering a problem-solving culture and a focus on examining the systems that produce outcomes. This framework, essential for sustaining program improvement efforts, comprises five fundamental steps: Inform, Select, Plan, Implement, and Analyze. Evidence-based decision-making and reflection are central to each step of this ongoing improvement cycle, with active engagement from educational partners.

Adhering to this continuous improvement framework, educational partners developed a systematic plan to enhance the graduation rate. The initial analysis phase involved a thorough examination of school needs, historical trends, potential challenges and barriers, and current strategies and interventions. This process revealed several key themes impacting the school's graduation rate:

- **Credit Deficiency**: Many high school students enroll at the school with existing credit deficiencies, significantly impacting their ability to graduate on time. Some students require additional time to meet graduation requirements due to these shortfalls.

- **Academic Preparedness**: Entering high school students often demonstrate skills below grade level in English Language Arts and Mathematics, as indicated by NWEA assessments. Addressing this requires high-quality instruction and rigorous materials to effectively close potential achievement gaps.

- **Engaging Curriculum and Instruction**: Key educational partners have voiced a clear preference for a unified Learning Management System designed with entirely enhanced courses and activities created by Altus teachers and staff. The school visions this platform as user-friendly for teachers, engaging for students, and designed to cultivate authentic and challenging learning experiences through internally developed, context-specific resources.

- **Individualized Support**: Students need access to targeted small groups and one-on-one tutoring in core subjects to maintain the necessary pace for credit completion.

- **Access to Technology**: Equitable access to computers and home internet is crucial for all students and families, particularly those from socioeconomically disadvantaged backgrounds, to fully participate in the educational program.

- **Programs and Services**: Providing access to a range of programs and services, including Naviance, AVID, Pathways Portfolio, Cadet Corps, CTE Pathways, Advanced Placement (AP), and Early College Credit, is vital for engaging students and preparing them for diverse post-secondary pathways.

- **Role of Counselors**: School counselors play a critical role in supporting students with college and career planning, offering guidance in academic matters, college research, application processes, career exploration, financial aid, scholarships, personal/social support, and college transition.

- **Social-Emotional Learning**: Access to social-emotional learning opportunities and support resources is essential for fostering student engagement and academic achievement.

Based on the findings of the Needs Assessment, the school undertook a comprehensive selection process to identify allowable CSI activities that build capacity, are **evidence-based**, and directly address the school's need to increase the Graduation Rate. Consequently, AS North County has integrated specific actions and services into the 2025-26 LCAP that are strategically designed to improve Graduation Rate outcomes.

- **Goal 1, Action 1**: To closely monitor each student's academic journey and progress toward graduation, dedicated **school staff will systematically gather and analyze crucial academic data**, specifically pinpointing students who may be off track for advancement. These insights will be shared with educators in timely progress reports and Monthly Storybooks, facilitating proactive interventions to ensure every student stays on the path to graduation.

- **Goal 1, Action 3**: Recruit and hire **additional instructional support staff** that are designed to support the educational program. Additional instructional support staff can help provide personalized attention to students, helping to address individual learning needs and improve academic performance.

- **Goal 1, Action 4**: Provide a **high dosage tutoring program** to students focused on intensive and targeted instruction over an extended period. This will involve one-on-one or small group instruction, allowing high-quality tutors to tailor their approach to individual needs.

- **Goal 1, Action 4**: Accelerate on-time student graduation rates by **increasing student math proficiency and confidence through IXL Math**. This program provides personalized learning paths, immediate feedback, and motivational rewards that can cater to diverse learning needs and enable students to master the required math concepts for graduation.

- **Goal 1, Action 5:** Promote, recruit, and **expand AVID Program** to more students. AVID fosters a supportive learning community and cultivates a college-going culture, encouraging students to set ambitious goals and persist through challenges, ultimately leading to higher graduation rates.

- **Goal 1, Action 5**: Counselors providing individualized student meetings focused on **collaborative course planning and goal setting** to increase the percentage of students earning a high school diploma by ensuring they select the appropriate courses and develop targeted strategies to meet all graduation requirements.

- **Goal 2, Action 2**: The school's curriculum, instructional, and technology leadership teams will collaboratively design, develop, and implement a phased rollout of a tailored **Learning Management System (LMS) on Canvas**. This initiative aims to cultivate a more engaging, interactive, and personalized learning environment for all students, while prioritizing equitable access and data-informed instruction.

- **Goal 2, Action 2**: Provide **Chromebooks and internet services** to students in need to enhance educational opportunities, create equal access to information, improve collaboration and communication, build digital literacy and technological skills, access personalized learning, and access career readiness tools and platforms.

- **Goal 2, Action 3**: Provide an **Early College Credit Program** that allows high school students to take college courses and earn college credits while attending high school. The Early College Credit Program is free to eligible students to increase the number of low socioeconomic status students who can attend and complete college.

- **Goal 3, Action 1**: **Professional development** for staff focused on **implementing the school's MTSS with fidelity** to ensure that the 'Whole Child' is being supported.

- **Goal 3, Action 2**: **Specialized professional development** for staff focused on utilization of evidence-based instructional strategies and rigorous materials to **quickly close potential achievement gaps that may exist in Math and ELA**, specifically for historically underserved student groups.

- **Goal 4, Action 3**: The **Cadet Corps Program will cultivate character and leadership**, fostering health and wellness to empower students in exploring careers, increasing their motivation, and achieving academic success and graduation.

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

Monitoring and Evaluating Effectiveness

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

To effectively measure the impact of our Comprehensive Support and Improvement (CSI) strategies, a key component of Goal 1, we will closely monitor and evaluate the school's Combined Four-Year and Five-Year Graduation Rate Metric. Our analysis of the 2023 Dashboard

data, conducted by our Data Department staff, provided important context: the State DASS school average was 54.2%, and the San Diego County DASS school average was 49.3%. Our desired outcome is to demonstrate continuous growth in this critical metric on an annual basis, with the intention to exceed either the state or county DASS school averages. We recognize that our lowest-achieving student groups include English Learners, Students with Disabilities, and students experiencing homelessness, and our CSI efforts are particularly focused on their progress.

As we move forward with the Continuous Improvement Framework for the 2025-26 school year, school leadership is committed to the ongoing implementation, rigorous analysis, and strategic enhancement of the strategies and supports detailed within our CSI Plan. To thoroughly evaluate the effectiveness of these services and support, we will employ a multifaceted approach that includes multiple assessment tools, clearly defined data analysis protocols, and the active involvement of our key educational partners. These partners will play a vital role in reviewing data derived from the School Dashboard, our internal Monthly Storybook Reports, and various Survey Results. This comprehensive review will allow us to determine the extent to which the CSI Plan is effectively addressing the diverse needs of all our students, with a particular emphasis on the progress of English Learners, Students with Disabilities, and students experiencing homelessness. To ensure a cycle of continuous improvement, our educational partners will utilize established evaluative methods, specifically the guiding questions provided by the San Diego County Office of Education (SDCOE) for the in-depth analysis of both quantitative and qualitative data, to accurately determine the overall effectiveness of our programs and interventions.

The following school departments and personnel will be instrumental in supporting the monitoring of designated strategies and interventions targeted towards our high school students:

School Data Department

- Publish a Monthly Storybook that includes the number of students assigned to the Early College Credit Program, intervention frequency/methods, participation/attendance data disaggregated by student groups (including our lowest-achieving populations), and credit completion rates. This report will also include trend analysis to identify patterns and the effectiveness of specific interventions over time.

- Provide teachers, counselors, and instructional leaders with a quarterly SharePoint Technology Tool to monitor and respond to grade 12 students marked as ‘not on-track’ to graduate. This tool will include real-time data and facilitate collaborative action planning, allowing for documentation of interventions and follow-up.

School Curriculum & Professional Learning Department

- Develop an annual Professional Development Catalog and adjust training topics and formats throughout the year based upon instructional staff feedback and teaching and learning data. A portion of the PD will be specifically focused on evidence-based strategies to support English Learners, Students with Disabilities, and students experiencing homelessness, directly aligning with the needs identified in our data.

- Publish a monthly professional development (PD) report that summarizes the number of PD hours completed per teacher and in each content domain.

School Leadership

- Monitor and evaluate the effectiveness of actions and interventions at weekly team meetings by analyzing comprehensive school data, including progress monitoring data for our identified lowest-achieving student groups. Leadership will ensure that these discussions lead to actionable steps and resource allocation adjustments as needed.

Instructional Leaders

- Meet with all teachers in July, October, and January to review individual students' progress towards graduation, with a specific emphasis on the progress of English Learners, Students with Disabilities, and students experiencing homelessness. These meetings will result in documented support plans for students who are not on track.

- Conduct ongoing teaching observations, September 2025 to April 2026, to ensure teachers and tutors are providing high-level, targeted instruction that supports the needs of the lowest achieving students. Observations will also be focused on the use of grade-level curriculum, technology tools, and the integration of TIPS and AVID instructional strategies. Feedback from these observations will be shared with teachers, and professional development opportunities will be aligned to address identified areas for growth in supporting our target student populations.

School Counselors

- Meet weekly with instructional leaders to discuss and collaborate on students entering Tier II and Tier III interventions, as prescribed in the school's MTSS. These discussions will include specific strategies tailored to the needs of English Learners, Students with Disabilities, and students experiencing homelessness, and counselors will play a key role in connecting students and families with necessary resources.

- Ongoing utilization of the School Pathways Student Information System to monitor high school student progress towards graduation. Counselors will proactively identify students who are falling behind and initiate outreach and support.

- Meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates, with a focus on identifying and addressing barriers for our lowest-achieving student groups.

Teachers

- Ongoing utilization of monitoring tools, including Grad Countdowns and Student Participation/Credit Trackers as instruments to identify students at-risk of not graduating on time. Teachers will be expected to document initial interventions implemented in the resource center and collaborate with counselors and instructional leaders when additional support is needed for students, particularly our English Learners, Students with Disabilities, and students experiencing homelessness.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	The 2025-26 LCAP was directly informed by teacher perspectives gathered through a variety of engagement strategies, including the Staff LCAP Engagement Survey, School Site Council (SSC), English Learner Advisory Committee (ELAC), Instructional Meetings, All Staff Meetings, and Altus University (AU) Professional Learning. This comprehensive data collection process allowed us to develop actionable, student-centered priorities that directly address the needs identified by our educators, fostering a collaborative and impactful school environment.
Principals and Learning Leads	Principals and Learning Leads directly influenced the 2025-26 LCAP by actively participating in various forums, including weekly Learning Lead Huddles, surveys, and committee meetings. Their expertise in data analysis and instructional programming enabled the creation of a strategic, student-centered LCAP designed to maximize learning and achievement.
Administrators	Administrators initiated the LCAP development through a collaborative approach, prioritizing meaningful engagement with all educational partners. Utilizing platforms such as Leadership Huddles, School Site Council, ELAC, Instructional and All-Staff meetings, strategic planning sessions, and AU Professional Learning, they actively sought and integrated diverse input. This engagement directly translated into actionable LCAP strategies aligned with school goals, promoting a transparent and inclusive environment for sustained improvement.
Other school personnel or staff	School staff and personnel collaboratively developed the 2025-26 LCAP through regular engagement and consultation. The Staff LCAP Engagement Survey, SSC, Instructional and Staff Meetings, and professional learning facilitated diverse input, ensuring LCAP actions align with the school's Vision, Mission, and Values. This inclusive process resulted in a comprehensive LCAP that addresses community needs and supports school-wide goals.

Parents	Parent engagement was strategically prioritized to directly inform and shape the school's LCAP, ensuring alignment with the diverse needs and perspectives of our community. Multiple avenues for consultation were implemented to maximize parent voice and participation. • **Data-Driven Feedback:** The Parent LCAP Engagement Survey provided quantifiable data and qualitative insights, enabling the school to understand parent priorities and tailor programs accordingly. • **Direct Interaction and Dialogue:** Open House and Senior Night Events facilitated direct communication between parents, teachers, and administrators, fostering collaborative partnerships. Parent-Teacher Conferences offered personalized conversations to address individual students' needs and progress. • **Shared Decision-Making:** Active participation in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings empowered parents to directly contribute to school-wide decisions regarding instructional strategies and resource allocation. • **Empowering Educational Partnerships:** The Family Learning Series provided targeted workshops and resources, equipping parents with the tools to actively support their children's academic and social-emotional development. • **Community Vision:** Parent participation in Board Meetings fostered meaningful contributions and increased awareness of broader school policies and initiatives. Recognizing the pivotal role of parent perspectives in shaping school communication, climate, and student holistic development, the school actively sought and integrated parent feedback throughout the LCAP development process. This commitment to collaborative decision-making resulted in a more inclusive, responsive, and student-centered learning environment, ultimately enhancing outcomes for all students.

Students	At the core of our LCAP development lies a commitment to centering student voice. We recognize that authentic student input is crucial for creating a responsive and effective learning environment. To ensure their perspectives were not only heard but actively valued, we implemented a multi-faceted approach to student engagement. • **Direct Feedback through the Student LCAP Engagement Survey:** Students were empowered to provide candid feedback and constructive suggestions, directly influencing the LCAP's direction. • **Meaningful Participation in Decision Making:** Student representation in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings facilitated collaborative discussions on critical school initiatives and policies. • **Diverse Avenues for Input:** Events like Open House, Senior Night, College and Career Week, Senior Exhibition Panels, and Health & Wellness Week provided platforms for students to share their experiences and insights, fostering open dialogue with educators and administrators. • **Personalized Student-Teacher Conferences:** These conferences created individualized opportunities for students to discuss their academic progress, goals, and challenges, ensuring their individual needs were addressed. By actively integrating student perspectives throughout the LCAP development process, we are building a student-centered learning environment that prioritizes academic achievement, social-emotional well-being, and positive behavioral development. This commitment reflects our dedication to creating a school where every student feels heard, valued, and empowered to succeed.

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

Engaging our educational partners remains a continuous and integral process as we collaboratively design an educational program that effectively addresses the evolving needs of our students and the wider community. This partnership ensures that all students have access to enriched opportunities and achieve improved outcomes. The valuable insights gathered through this engagement directly inform our school's comprehensive strategic planning, accountability measures, and ongoing improvement efforts within the framework of California's State Priorities.

Feedback from our educational partners indicates continued satisfaction with our current initiatives focused on improving the educational program. As a result, for the 2025-26 school year, our school will continue to prioritize five Local Control and Accountability Plan (LCAP) goals. These goals strategically address key areas: 1) High-quality Instruction, 2) Standards-aligned Curriculum and Course of Study, 3) Professional Learning System, 4) School Climate, and 5) Innovative Teaching and Engagement Methods.

Each LCAP Goal, along with its corresponding Metrics, is carefully aligned not only with State and Local priorities but also with the specific metrics and targets established by our charter authorizer. This intentional alignment ensures a cohesive and focused approach to accountability and continuous improvement.

The Metrics incorporated into the 2025-26 LCAP emphasize both Status and Change, mirroring the California School Dashboard's Five-by-Five Placement methodology. Furthermore, certain Metrics utilize locally established targets, informed by historical data or tailored to the specific needs of our student population, including those within our alternative education setting (DASS).

Teachers and Staff:

Valuable insights from our teachers and staff regarding instructional strategies, curriculum design, professional development needs, and student support services have directly informed the following additions and refinements to the 2025-26 LCAP:

- **Instructional Support:** Recruit and hire additional staff to enhance student supervision, tutoring, and learning feedback.
- **Learning Management System:** Design and develop an improved LMS with enhanced course structures and activities.
- **Technology Access:** Continue providing Chromebooks and internet services to students and families with home technological needs.
- **Early College Credit:** Expand opportunities for all students to earn college credit while in high school.
- **Professional Learning:** Continue offering ongoing professional development focused on the effective integration of Virtual Reality, IXL Mathematics, Summit K12, and Culturally and Linguistically Responsive Teaching.
- **Mental Health Support:** Expand systems to better support student mental health.

Principals, Learning Leads, and Administrators:

These educational partners shared valuable insights into the school's operations, encompassing strategic planning, data analysis, engagement methods, resource allocation, program evaluation, alignment with state priorities, and communication systems. Their feedback has directly informed us of the following 2025-26 Local Control and Accountability Plan (LCAP) Actions:

- **Mathematics**: Increase student engagement, achievement, and confidence by expanding the use of Virtual Reality Math and IXL Math. We will also support this through monthly Math Study Groups focused on research-based strategies and ongoing high-quality professional learning for our math instructional staff.
- **Instructional Support**: Enhance support for teachers and education specialists by recruiting and hiring additional support staff.
- **Targeted Student Support**: Expand our tutoring program in Math and English Language Arts to provide high-dosage support for academic growth and increased graduation rates.
- **English Learners**: Ensure effective integration of Summit K12 resources for English Learners through ongoing professional learning for teachers.
- **Students With Disabilities:** Ensure that Students With Disabilities receive high-quality Specialized Academic Instruction (SAI) and supports, including effective differentiation and the maintenance of high academic standards.
- **Counseling**: Enhance counseling and advising sessions with a focused approach on ensuring students are on track for graduation, thoughtfully planning their future pathways, and demonstrating robust college and career preparedness.
- **Safety**: Maintain safe learning environments through the consistent operation of our Brivo card access system.

Parents, Family Members, and Advisory Committees:

These educational partners offered valuable perspectives on school communication, family engagement strategies, academic support services, and initiatives for social-emotional learning. Based on their feedback, the school will implement the following 2025-26 LCAP Actions and/or Metrics:

- **Tutoring Support:** Continue to provide targeted tutoring opportunities for English Learners, Foster Youth, and underserved students.
- **Reading Proficiency:** Highly recommend the use of Achieve3000 as an educational tool to improve student reading proficiency and meet the needs of unique learners.
- **Meal Program:** Maintain the school's meal program to ensure students from under-resourced homes and communities have access to healthy nutrition, supporting their readiness to learn.
- **Individualized Guidance:** Offer individualized counseling and advising sessions focused on course planning, goal setting, and preparation for future pathways.
- **Character and Leadership Development:** Support the Character and Leadership Development program with Cadet Corps, which offers students opportunities for physical fitness, team building competitions, and social skills development.
- **Safe and Supportive Environment:** Provide a safe and supportive bully-free school environment.
- **Positive School Culture:** Provide a positive school climate characterized by clean facilities, clear channels for communication with staff regarding any concerns, and school staff who are consistently responsive, energetic, helpful, optimistic, and caring.

Students:

These educational partners provided first-hand insights into school communication, instructional methods, curriculum design, health, and safety. Based on their input, the following Actions have been prioritized for the 2025-26 LCAP:

- **Field Trips:** Students expressed a desire for field trips that connect to their interests and future goals.
- **Comprehensive Mental Health Resources:** Recognizing students' call for greater mental health support, the school will provide accessible counselors, informative workshops, and readily available wellness resources.
- **Real-World Experiences:** Students want learning that connects to their lives and helps them solve real problems.
- **Meal Program:** Students highlighted the need for consistent access to healthy food while at school.
- **Equitable Access to Technology:** Students voiced the importance of having the necessary technology at home to access school activities and assignments.
- **Curriculum Integration:** Students expressed interest in using 3D Printers and Virtual Reality in their courses and course of study.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

Priority 5: Student Engagement (Engagement)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Recognizing that students entering the school often face significant educational challenges, including credit deficiencies and below-grade-level performance in Reading, Language, and Mathematics (as indicated by NWEA assessments), the program provides comprehensive academic intervention and support. The school is dedicated to fostering student growth through Pathways Personalized Education Plans (PPEP), designed to accelerate learning, address individual needs, and prepare students for college, career, and future endeavors.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Independent Study Program: Teacher Credentials	**2023-24 Results** 100% of teachers as of October 2023 **Data Source**: Locally Reported	**2024-25 Results** 100% of general and special education teachers with a teaching credential and EL Authorizations as of October 2024 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	There was no change from the 100% baseline
M1.2	Teachers Appropriately Assigned and Credentialed	**2021-22 Results** Total teaching FTE: 3.98 Clear: 11.8% **Data Source**: Teaching Assignment Monitoring Outcomes, DataQuest	**2022-23 Results** Total teaching FTE: 5.06 Clear: 33.8% **Data Source**: Teaching Assignment Monitoring Outcomes, DataQuest	Available in 2026-27 LCAP	**Exceed baseline results**	Total teaching FTE: Increased 1.08 Clear: Increased 22%

<table>
<tr>
<td>M1.3</td>
<td>DASS One-Year Graduation Rate</td>
<td>
<table>
<tr><th colspan="2">2022-23 Results</th></tr>
<tr><td>Schoolwide</td><td>93.8%</td></tr>
<tr><td>Hispanic</td><td>91.3%</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>89.5%</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
Data Source: CA School Dashboard (Additional Reports)

* Less than 11 students – data not displayed for privacy
</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>Schoolwide</td><td>94.9%</td></tr>
<tr><td>Hispanic</td><td>95.2%</td></tr>
<tr><td>White</td><td>100%</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>90%</td></tr>
<tr><td>SWD</td><td>92.3%</td></tr>
</table>
Data Source: CA School Dashboard (Additional Reports)

* Less than 11 students – data not displayed for privacy
</td>
<td>Available in 2026-27 LCAP</td>
<td>Improve Annually or Exceed the 2023 Statewide or County DASS school average:

Statewide: 68.8%

San Diego County: 73.4%</td>
<td>Schoolwide increased 1.1%</td>
</tr>
<tr>
<td>M1.4</td>
<td>Combined Four- and Five-Year Graduation Rate</td>
<td>
<table>
<tr><th colspan="2">2022-23 Results</th></tr>
<tr><td>Schoolwide</td><td>60.4%</td></tr>
<tr><td>Hispanic</td><td>57.6%</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>50%</td></tr>
<tr><td>SED</td><td>57.9%</td></tr>
<tr><td>SWD</td><td>53.3%</td></tr>
</table>
Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy
</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>Schoolwide</td><td>66.7%</td></tr>
<tr><td>Hispanic</td><td>62.1%</td></tr>
<tr><td>White</td><td>75%</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>55.9%</td></tr>
<tr><td>SWD</td><td>62.5%</td></tr>
</table>
Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy
</td>
<td>Available in 2026-27 LCAP</td>
<td>Improve Annually or Exceed the 2023 Statewide or County DASS school average:

Statewide: 54.2%

San Diego County: 49.3%</td>
<td>Schoolwide increased 6.3%</td>
</tr>
</table>

M1.5	Chronic Absenteeism Rate	**2023-24 Results** Schoolwide: 5.4% Hispanic: 6.9% White: * African American: * 2+ Races: * EL: 8.3% SED: 7.4% SWD: * **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 0% Hispanic: 0% White: * African American: * 2+ Races: * EL: 0% SED: 0% SWD: * **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 47.1% San Diego County: 22.2%	Schoolwide improved 5.4%
M1.6	CAASPP ELA: Average Distance from Standard	**2022-23 Results** Schoolwide: 1.6 Hispanic: -26.6 White: * African American: * 2+ Races: * EL: * SED: -17.6 SWD: * **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: -57.9 Hispanic: -58.1 White: * African American: * 2+ Races: * EL: * SED: -68.4 SWD: * **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -118.2 San Diego County: -135.9	Schoolwide declined 59.5 points

M1.7	CAASPP Math: Average Distance from Standard	**2022-23 Results** Schoolwide: -99.6 Hispanic: -143.2 White: * African American: * 2+ Races: * EL: * SED: -138.8 SWD: * **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: -154.6 Hispanic: -155.3 White: * African American: * 2+ Races: * EL: * SED: * SWD: * **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -192.8 San Diego County: -185.2	Schoolwide declined 55.1 points
M1.8	Grade 11 CAASPP ELA: Met or Exceeded Standard	**2022-23 Results** ELA: * **Data Source:** DataQuest CAASPP Results * Less than 11 students – data not displayed for privacy	**2023-24 Results** ELA: 27.27% **Data Source:** DataQuest CAASPP Results	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 21.8% San Diego County: 33.3%	The 2022-23 baseline was undetermined because the results were not displayed for privacy
M1.9	Grade 11 CAASPP Math: Met or Exceeded Standard	**2022-23 Results** Math: * **Data Source:** DataQuest CAASPP Results * Less than 11 students – data not displayed for privacy	**2023-24 Results** Mathematics: 18.18% **Data Source:** DataQuest CAASPP Results	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 3.8% San Diego County: 3.8%	The 2022-23 baseline was undetermined because the results were not displayed for privacy

M1.10	English Learner Progress Indicator (ELPI)	**2022-23 Results** English Learners: 20% **Data Source**: CA School Dashboard	**2023-24 Results** English Learners: 60% **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 32.5% San Diego County: 37%	Improved 40%
M1.11	English Learner Reclassification Rate	**2022-23 Results** School Reclassification Rate: 12% **Data Source**: Locally Reported	**2023-24 Results** School Reclassification Rate: 17% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 10%**	Increased 5%
M1.12	Measures of Academic Progress by NWEA: Reading	**2022-23 Results** Schoolwide: 67% Hispanic: 61% White: * African American: * 2+ Races: * EL: 60% SED: 63% SWD: 75% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide: 74% Hispanic: 76% White: * African American: * 2+ Races: * EL: 63% SED: 73% SWD: 61% **Data Source**: Locally Reported, as of May 2025 * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Schoolwide improved 7%

M1.13	Measures of Academic Progress by NWEA: Language	**2022-23 Results** Schoolwide 78% Hispanic 77% White * African American * 2+ Races * EL 67% SED 78% SWD 63% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide 82% Hispanic 81% White * African American * 2+ Races * EL 77% SED 83% SWD 92% **Data Source**: Locally Reported, as of May 2025 * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Schoolwide improved 4%
M1.14	Measures of Academic Progress by NWEA: Math	**2022-23 Results** Schoolwide 72% Hispanic 66% White * African American * 2+ Races * EL 65% SED 74% SWD 74% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide 75% Hispanic 74% White * African American * 2+ Races * EL 80% SED 78% SWD 83% **Data Source**: Locally Reported, as of May 2025 * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Improved 3%

M1.15	California Science Test	**2022-23 Results** Schoolwide: 16.67% Hispanic: 10.53% White: * African American: * 2+ Races: * EL: * SED: 11.76% SWD: * **Data Source**: DataQuest CAASPP Results	**2022-23 Results** Schoolwide: 11.2% Hispanic: 9.09% White: * African American: * 2+ Races: * EL: * SED: * SWD: * **Data Source**: DataQuest CAASPP Results	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: Not available San Diego County: 13.6%	Schoolwide declined 5.47%
M1.16	Student Attendance or Participation Rate	**2023-24 Results** Schoolwide: 93.6% Hispanic: 93.3% White: 95.1% African American: * EL: 93.4% SED: 91.4% SWD: 96.1% Foster Youth: * Homeless: 85.1% Cadet Corps: * Pregnant/Parent: * **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy **Note:** Cumulative Attendance Rate as of April 2024	**2024-25 Results** Schoolwide: 91.5% Hispanic: 91.6% White: 90.3% African American: * EL: 91.1% SED: 91.4% SWD: 89% Foster Youth: * Homeless: 94.9% Cadet Corps: * Pregnant/Parent: * **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy **Note:** Cumulative Attendance Rate as of February 2025	Available in 2026-27 LCAP	**Greater than 84%**	Schoolwide declined 1.1%

M1.17	Middle School Dropout Rate	**2023-24 Results** Middle School: 0% **Data Source**: Locally Reported **Note:** Middle School Dropout Rate as of April 2024	**2024-25 Results** Middle School: 0% **Data Source**: Locally Reported **Note:** Middle School Dropout Rate as of March 2025	Available in 2026-27 LCAP	**Less than 5%**	There was no change from the 0% baseline
M1.18	High School Dropout Rate	**2023-24 Results** High School: 0% **Data Source**: Locally Reported **Note:** High School Dropout Rate as of April 2024	**2023-24 Results** High School: 0.8% **Data Source**: Locally Reported **Note:** High School Dropout Rate as of March 2025	Available in 2026-27 LCAP	**Less than 5%**	Declined 0.8%
M1.19	Student Confidence Survey	**2023-24 Results** Schoolwide: 94% **Data Source**: Locally Reported **Note:** Results as of April 2024	**2024-25 Results** Schoolwide: 93% **Data Source**: Locally Reported **Note:** Results as of March 2025	Available in 2026-27 LCAP	**Greater than 90%**	Declined 1%

Goal Analysis for 2024-25

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

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

Goal 1 aims to increase student engagement and academic achievement by developing, implementing, and adjusting a Pathways Personalized Education Plan (PPEP) for each student. There are seven actions under this goal. **A careful review of each action reveals no substantive differences to report**. Below is a summary of these actions:

- **Action 1**: Fully implemented the use of MAPs by NWEA, Smarter Balanced Interim Assessments, California Educators Reporting System (CERS) and Renaissance (Illuminate) Assessments to inform teaching and learning systems.
- **Action 2**: The school's English Language Development (ELD) Plan was fully implemented to provide comprehensive support for all English Learner students.
- **Action 3**: Each student had a fully developed and implemented Pathways Personalized Education Plan (PPEP). To ensure progress toward individual academic goals and successful postsecondary transitions, which included participation in enriching field trip experiences, school staff leveraged key platforms such as School Pathways and Naviance for ongoing monitoring. Learning Leads and counselors actively participated in the school's Multi-Tiered System of Supports (MTSS) to address students' unique needs and provided

guidance to both students and parents on multiple graduation pathways. Furthermore, teachers delivered live academic instruction specifically designed to enhance student skills in Math and English Language Arts (ELA) and other academic subjects.

- **Action 4**: To further support unduplicated pupils, the school provided additional academic tutoring through instructional support staff and a sustained partnership with a non-profit tutoring organization. Additionally, Learning Leads provided instructional coaching with teachers, focusing on the effective implementation of the Multi-Tiered System of Supports (MTSS). Recognizing the unique needs of special populations and further empowering all students with strong study skills and habits through the AVID program, Counselors, Equity and Inclusion staff, and the Homeless and Foster Youth Liaison offered tailored support and diligently coordinated necessary services.
- **Action 5**: Fully implemented all Special Education services for qualifying students as outlined in their IEP.
- **Action 6**: Conducted systematic monitoring of student engagement and achievement using key Data Integration System platforms, including Naviance, NWEA, Renaissance, and Achieve3000. Published and updated local monitoring tools and instruments to allow timely monitoring of key performance indicators by staff.
- **Action 7**: Staff utilized Ellevation for English Learner monitoring and instructional planning all year. To further support this work, the Data and Assessment Department consistently delivered timely Monthly Storybooks. These reports summarized the progress and achievement of unduplicated English Learners on key indicators, directly informing staff decisions about current programs and services.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are several material differences to report for Goal 1:

- 1.1 increased by 29.9% due to higher costs for NWEA and Renaissance learning programs which are used to assess students' math and reading skills.
- 1.3 decreased by 21% due to unfilled budgeted teacher positions due to shortage in the workforce.
- 1.4 decreased by 29% due to unfilled positions for Certificated Teacher Resource, Resource Cetner Associate and Learning Associate due to shortage in the workforce.

There are no other material differences to report for Goal 1.

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

The school is confident that all actions under Goal 1 are effectively contributing to successful student outcomes, appropriate for a DASS-identified school. The school has successfully met or is on track to meet the desired outcomes for the current three-year LCAP cycle, as detailed below:

- Independent Study Program: Teacher Credentials
- Teachers Appropriately Assigned & Credentialed
- DASS 1-Year Graduation Rate
- Combined 4- and 5-Year Graduation Rate
- Chronic Absenteeism Rate
- CAASPP ELA & Mathematics

- Grade 11 CAASPP ELA & Mathematics
- English Learner Progress Indicator (ELPI)
- English Learner Reclassification Rate
- NWEA Reading, Language & Mathematics
- California Science Test
- Student Attendance (Independent Study Participation)
- Middle School & High School Dropout Rate
- Student Confidence Survey

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

In anticipation of the 2025-26 school year, a key priority for the school is to significantly enhance student mathematics engagement and achievement through the implementation of **Action 4**. This comprehensive initiative will encompass targeted math interventions, the strategic allocation of resources, and the establishment of a **Math Study Group**. This group will foster regular collaboration and professional growth among instructional staff and leaders. Furthermore, the school will integrate two new supplemental math programs into the curriculum: Amplify Desmos and IXL Math.

Based on thoughtful reflections and valuable input from our educational partners, the following actions have been strategically adjusted or added to our plan for the 2025-26 school year:

- **1.3j:** To further cultivate student engagement and ensure equitable access to the full spectrum of school activities, including enriching field trip experiences, the school will utilize sprinter vans.
- **1.6g:** Recognizing the diverse needs of our student population, the school will strategically expand its special education support staff to provide more comprehensive and individualized assistance.

It is important to note that all established targets within Goal 1 will remain consistent for the 2025-26 school year, underscoring our ongoing commitment to these key performance measures.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	a) School staff will administer **Measures of Academic Progress by NWEA** to students in the fall and spring semesters. This data will inform targeted adjustments to curriculum and instructional strategies, ensuring we effectively address achievement gaps and support all students' academic success. b) School staff will administer the **Smarter Balanced Interim Assessments** to students in the fall semester. This data will empower instructional staff to analyze student understanding of grade-level standards and develop systematic strategies for continuous improvement in teaching and learning. c) Using the **California Educators Reporting System (CERS)**, teachers will analyze student progress and create targeted interventions to meet the diverse needs of all students, ensuring success in core subjects. d) To enhance student learning, instructional staff will strategically integrate **Instructure Mastery Connect** formative and summative assessments within the core curriculum. This data-driven approach will enable teachers to analyze student achievement, identify areas for growth, and refine teaching practices to meet the diverse needs of all learners, and inform core curriculum development and adjustments. e) Teachers will analyze student data from **Naviance**, specifically focusing on career exploration, college interests, and learning styles, to create personalized and engaging instructional plans. f) **Data and Assessment Department staff** will systematically collect and analyze data on key student achievement metrics, including student participation, chronic absenteeism, credit completion, potential dropout rates, AP course performance, and Naviance student confidence—and disseminate these findings in **Monthly Storybooks.**	$79,020	No

2	English Learner Assessment and Support Framework	a) School staff will conduct a **Home Language Survey** to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans. b) Instructional staff will **administer the ELPAC** to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification. c) Instructional staff will **collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities**, incorporating academic language development goals to ensure comprehensive support. d) **English Learner Achievement Department (ELAD)** will utilize data analysis to develop evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems. e) Instructional staff will integrate evidence-based **formative and summative English Language proficiency assessments** in personalized one-on-one or small group settings to accurately measure language acquisition. f) Instructional staff will implement **Integrated English Language Development (ELD)** strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners. g) **LREBG Action**: To fully meet the needs of the educational program, instructional staff will provide engaging and dynamic Designated ELD instruction. Utilizing **Summit K12** and blended courses, this personalized instruction will foster essential language skills for content learning, with content and delivery specifically aligned to each student's grade, proficiency, and individual learning needs. This initiative represents an allowable use of funds, as it is specifically designed to address the unique language needs of English Learners. • Metric being used to monitor action: M1.10, M1.11	$109,534	Yes

		• LREBG funds supporting this action: $689.13 h) School staff will **research valid and reliable assessments to measure emerging English Learners' native language literacy** to provide equitable access to standards-aligned and rigorous courses of study, provide primary language assistance, and support biliteracy.		

3	Personalized Academic Instruction and Support for All Students	a) To strengthen student support, **Human Resources staff will prioritize the hiring of Resource Center Associates, Learning Associates, and Certificated Teacher Resources**, who will provide tutoring, deliver student learning feedback, and perform other critical instructional support functions. b) **The Student Services Center (SSC) staff will gather comprehensive student data**, including transcripts, report cards, attendance, behavior, and IEP/504 plans, to create Pathways Personalized Education Plans (PPEPs). c) **Teachers will create and manage Pathways Personalized Education Plans (PPEPs)** for each student, using educational records, assessments, academic progress, and post-secondary goals to guide student growth d) Instructional staff will utilize the **School Pathways Student Information System (SPSIS)** to streamline student support by documenting attendance, tracking MTSS interventions, monitoring progress, and recording grades. e) **Counselors** will work with students to develop personalized graduation plans**, offering multiple pathways to a diploma or equivalent**, and facilitating successful post-high school transitions. f) **Teachers will implement live, small-group instruction** designed to provide individualized skill support, enabling students to achieve mastery of course objectives and content standards, and create interactive opportunities to build student connectedness. g) Instructional staff will implement **Spring Academies in April**, providing targeted test preparation in Math and ELA to equip students with the skills/knowledge needed to maximize their proficiency in key claims and targets. h) **Learning Leads** and school administrators will offer support and guidance for **effective MTSS implementation**, facilitating timely interventions to meet the diverse academic, behavioral, and social-emotional needs of all students, and systematically monitoring the	$313,003	No

		impact of these interventions. i) Instructional staff will plan and provide **personalized field trip experiences**, focusing on student interests in career and college pathways, to enhance their exploration of future possibilities. j) The school will deploy **sprinter vans** to support student engagement in a range of activities, including field trips, school events, and Cadet Corps. This transportation solution will enhance accessibility for students. k) Identified students will be provided with access to rigorous **GATE programs**, facilitated by specially trained teachers, which will cultivate their talents and intellectual abilities through a challenging and stimulating academic environment, enabling them to reach their full potential.		

4	Targeted Math Interventions and Resources	a) Using data analysis, the **Math Study Group** will identify and prioritize key math standards and themes, informing daily instruction and targeted interventions throughout the school year. b) To support effective math instruction, the school will create a centralized, web-based **Teacher Math Resource**, offering readily accessible materials including key math themes, test preparation strategies, tutoring and intervention tools, VR integration guides, lesson plans, and targeted resources for English learners. c) Integrate the interactive features of **Amplify Desmos Curriculum** into weekly math tutorials, enabling students to explore mathematical concepts visually, manipulate variables, and receive immediate feedback, thereby fostering active learning and improved problem-solving skills. **LREBG Action**: Recent data reveals a critical need to improve student performance on the Summative SBA mathematics, particularly for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. To address this, and in accordance with LREBG's allowance for evidence-based learning supports to close learning gaps, we are **implementing IXL Math**. This platform offers personalized learning paths, immediate feedback, and motivational rewards to enhance student math proficiency. By leveraging IXL's adaptive technology, we aim to accelerate learning and effectively target areas of weakness, significantly improving student outcomes and directly contributing to learning recovery for these targeted student groups. • Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7 • LREBG funds supporting this action: $410.64 d) Utilize **Prisms Virtual Reality** mathematics to provide students with hands-on, spatial learning experiences, enabling them to visualize and manipulate mathematical concepts, thus building a strong foundation for grade-level math mastery.	$62,998	No

5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	a. **Learning Leads** and school administrators will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and **implementing the school's MTSS with fidelity**. b. To significantly increase graduation rates, the school will deploy additional **instructional support staff**, including Resource Center Associates, Learning Associates, and Certificated Teacher Resources, who will provide targeted tutoring. This focused support will address specific academic needs, ensuring students successfully complete the required graduation coursework and progress towards their diplomas. c. Partner with a **community-based organization for high-dosage tutoring throughout the school week**. This tutoring is designed to target unique learner needs, focusing on developing effective study habits and accelerating Math and ELA growth. This approach will directly support improved academic outcomes and contribute to closing identified learning gaps. d. **Counselors** will facilitate individualized student meetings focused on collaborative course planning and goal setting. These meetings will empower students to identify their academic, social-emotional, and behavioral needs, and work with counselors to develop tailored strategies for success, including **personalized course recommendations and support plans**. e. To drive increased graduation rates, the **Equity and Inclusion Department will focus on removing barriers to student success**. Through close collaboration with school staff, Equity and Inclusion staff will identify and address the holistic needs of individual students, particularly those facing unique challenges. This includes coordinating academic support, social-emotional resources, and family assistance, ultimately creating a supportive environment that empowers all students to achieve graduation. f. Full implementation of the **AVID Program** to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness.	$197,350	Yes

6	Academic Instruction and Support for Students with Disabilities	a) **Special Education (SPED) staff** will implement a system of frequent IEP reviews to facilitate timely adjustments and ensure personalized learning for all students with disabilities. These reviews will focus on maintaining alignment between IEPs, students' current needs, and evolving goals, enabling responsive and effective educational support. b) **Special Education Learning Lead** will offer support and guidance for compliance and specialized instruction for students with disabilities. c) **Special Education (SPED) staff will collaborate with general education teachers** and support staff to ensure the effective implementation of accommodations, modifications, and supplementary aids as specified in each student's Individualized Education Program (IEP). d) Provide ongoing professional development for all staff members to ensure understanding of **Free Appropriate Public Education (FAPE) requirements** and best practices for supporting students with disabilities. e) Education Specialists will provide **Specialized Academic Instruction (SAI)**. This instruction will be tailored to each student's unique learning needs. They will focus on targeted instruction in areas of need. This ensures individualized support for students with disabilities. f) Education Specialists will coordinate **supplemental services as needed**. Students requiring additional support, such as speech therapy or occupational therapy, will receive services from a nonpublic agency (NPA) certified by the California Department of Education (CDE). This ensures individualized support for students with disabilities. g) **LREBG Action**: To address identified needs highlighted by state and local academic and engagement data, specifically for Students with Disabilities, and focus on improving their performance on SBAs and ensuring graduation within four years of high school, the school is committed to expanding its **special education support team**. This	$656,909	N

resource allocation, an allowable use of LREBG funds, directly impacts student success by integrating evidence-based staff support and ensuring all Students with Disabilities receive the personalized attention and specialized services essential for their academic and personal growth.

- Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7
- LREBG funds supporting this action: $6,000

h) Special Education (SPED) staff will offer **ongoing support and consultation to general education teachers** to facilitate the effective implementation of accommodations and modifications within core curriculum areas.

i) By integrating the **principles of Universal Design for Learning (UDL),** we will proactively customize learning activities and materials, ensuring multiple means of engagement, representation, and action/expression, thus fostering accessibility for all students, including those with disabilities.

j) Utilize the California **Practitioners' Guide for Educating English Learners with Disabilities** to ensure effective instruction for dually identified students.

a) The **progress of students with disabilities will be systematically monitored through data-driven assessments**, allowing for timely and targeted adjustments to their intervention strategies. This process will ensure that interventions are responsive to their unique needs and promote optimal learning outcomes.

7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	a) **LREBG Action**: An analysis of English Learner performance metrics, including data related to Long-Term English Learners, Newcomers, and Reclassified Fluent English Proficient (RFEP) students, has informed our instructional strategy. To ensure adequate academic progress, instructional staff will utilize **Ellevation as a comprehensive monitoring system**. This utilization, an allowable use of LREBG funds for additional academic services, specifically diagnostic, progress monitoring, and benchmark assessments of pupil learning, enables the timely adjustment of instructional and supplemental supports • Metric being used to monitor action: M1.10 and M1.11 • LREBG funds supporting this action: $691.94 b) Instructional staff will **monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students** through the PPEP Phase Meetings in July, October, January, and other instructional meetings. c) School leadership will implement a **semesterly ELD progress report**, aligned with the CA EL Roadmap, to track student progress in designated ELD courses, attendance, and reclassification readiness. d) To support English Learner success, teachers will provide families with ELD progress reports and **facilitate collaborative meetings** to discuss language acquisition, academic growth, and individual student needs. b) **Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners** performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.	$138,629	Yes

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

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

Priority 4: Student Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The school is committed to providing a rigorous and relevant curriculum that prepares students for success in the 21st century. This curriculum is grounded in the development of essential learning skills, including critical thinking, collaboration, creativity, and communication, which are vital for navigating the complexities of the modern global landscape. Adherence to California Content Standards ensures that students not only meet state-mandated educational requirements but also experience high academic expectations. Furthermore, the school prioritizes accessibility and inclusivity, ensuring that all students have equitable opportunities to thrive academically and pursue diverse college and career pathways, thereby maximizing their potential.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	Availability of standards aligned instructional materials to every student	**2023-24 Results** 100% of students **Data Source**: Locally Reported	**2024-25 Results** 100% of students **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100%**	There was no change from the 100% baseline
M2.2	Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Lab Science, World Language, Visual & Performing Arts, College Preparatory Electives, General Electives, Health, Physical Education, Career Technical Education	**2023-24 Results** All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** All students continue to have access and are enrolled in a broad course of study for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100%**	There was no change from the 100% baseline
M2.3	Design and implement programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills	**2023-24 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	**2024-25 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100%**	There was no change from the 100% baseline
M2.4	Increase the annual number of students completing college credit courses	**2022-23 Results** Dual Enrollment: 1 Articulated Credit: 4 Total early college credit: 5 **Data Source**: Locally Reported	**2023-24 Results** Dual Enrollment: 12 Articulated Credit: 15 Total early college credit: 27 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 97 early college courses**	Increased by 22

M2.5	Maintain a comprehensive selection of college-aligned Advanced Placement and Honors course offerings	**2024-25 Results** Advanced Placement Courses Available: 10 Honors Courses Available: 10 Total offerings: 20	**2024-25 Results** Advanced Placement Courses Available: 10 Honors Courses Available: 10 Total offerings: 20	Available in 2026-27 LCAP	**Greater than 140 AP courses**	There was no change from the baseline
M2.6	Maintain High-Quality and relevant established CTE Career Pathways	**2023-24 Results** Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported	**2024-25 Results** Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 11 CTE Career Pathways**	There was no change from the baseline
M2.7	100% of Core Courses will be aligned to CCSS	**2023-24 Results** Core Courses Aligned to CCSS: 100% **Data Source**: Locally Reported	**2024-25 Results** Core Courses Aligned to CCSS: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.8	100% of Science Courses will be aligned to NGSS	**2023-24 Results** Science Courses Aligned to NGSS: 100% **Data Source**: Locally Reported	**2024-25 Results** Science Courses Aligned to NGSS: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline

M2.9	100% of ELA and Social Science Courses will be aligned to ELD Standards	**2023-24 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	**2024-25 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.10	100% of Core Courses will be UC A-G approved	**2023-24 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	**2024-25 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.11	100% of CTE Courses will be aligned to CTE Model Curriculum Standards	**2023-24 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	**2024-25 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.12	Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway	**2022-23 Results** Schoolwide: 4.2% Hispanic: 3% White: * African American: * 2+ Races: * EL: 0% SED: 5.3% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 0% Hispanic: 0% White: 0% African American: * 2+ Races: * EL: * SED: 0% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Declined 4.2%

M2.13	Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU	**2022-23 Results** Schoolwide: 10.4% Hispanic: 6.1% White: * African American: * 2+ Races: * EL: 0% SED: 2.6% SWD: 6.7% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 4.2% Hispanic: 0% White: 8.3% African American: * 2+ Races: * EL: * SED: 0% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide declined 5.2%
M2.14	Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway	**2022-23 Results** Schoolwide: 0% Hispanic: 0% White: * African American: * 2+ Races: * EL: 0% SED: 0% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 0% Hispanic: 0% White: 0% African American: * 2+ Races: * EL: * SED: 0% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	There was no change from the baseline

M2.15	Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher	**2022-23 Results** Schoolwide: 0% Hispanic: 0% White: * African American: * 2+ Races: * EL: * SED: 0% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 2.3% Hispanic: 0% White: 8.3% African American: * 2+ Races: * EL: * SED: 0% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide improved 2.3%
M2.16	Maintain a compliant and accessible Work Experience Education (WEE) Program	**2023-24 Results** WEE Program remains compliant and available to all students for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** WEE Program remains compliant and available to all students for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Fully compliant and accessible WEE Program**	There was no change from the baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 2 aims to provide all students with a comprehensive, rigorous, and accessible course of study that prepares them for college and career pathways. This goal includes three actions**, none of which presented substantive differences upon review**. A summary of these actions is as follows:

- **Action 1**: The school's APAC department effectively aligned courses with State Standards, UC a-g, and NCAA requirements. APAC also updated and aligned the school's online curriculum to the Smarter Balanced ELA and Mathematics Assessments Blueprint. Furthermore, based on teacher and student feedback, APAC adjusted both online and textbook curricula. Demonstrating a commitment to inclusivity, the department refined curriculum and materials to be multicultural and diverse. The school also continued its efforts to recruit and challenge students to enroll in advanced curriculum offerings and provided on-site AP Exams.

- **Action 2:** The school ensured equitable access to technology by providing all students requiring home devices with a school-issued Chromebook and internet connectivity. Moreover, the school's ELD program is fully implemented and consistently maintained. Historically underserved student groups continue to have access to a challenging curriculum, including Honors and AP courses, as well as targeted instructional materials and coursework designed to accelerate foundational skills, literacy development, and credit recovery for grade-level advancement and graduation. School counselors and Equity & Inclusion (E&I) staff offered continuous academic advising, support services, and coaching to the school community.

- **Action 3:** School staff benefited from continuous and in-depth professional learning focused on preparing students for their post-secondary journeys. Counselors actively engaged the school community through various informational sessions and training programs covering crucial college and career elements. These included understanding the College Career Indicator (CCI) Prepared Criteria, navigating financial aid applications, earning early college credit, exploring Career Technical Education (CTE) pathways, utilizing the Early Assessment Program (EAP), managing AP exam registration, and engaging in work experience education. To further elevate awareness of college and career requirements, timelines, and processes, the school hosted a dedicated College and Career Week featuring guest speakers from diverse professional fields and higher education institutions. Moreover, the school offered eleven fully developed Career CTE Pathways accessible to all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.3 increased by 21% due to expanded staff support for the CTE Program, which is designed to enhance student access to hands-on learning experiences and career readiness opportunities. There are no other material differences to report for Goal 2.

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

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

- Availability of standards aligned instructional materials to all students
- Provide all students with access to a broad course of study
- Design and implement programs and services to pupils with exceptional needs that promote successful transitions
- Students earning early college credits
- Maintain a comprehensive selection of AP and Honors course offerings
- Availability of CTE Career Pathways to all students
- Core courses aligned to CCSS
- Science courses aligned to NGSS
- ELA and Social Science courses aligned to ELD Standards
- Core courses are UC a-g approved

- CTE courses aligned to CTE Model Curriculum Standards
- Compliant and accessible Work Experience Education Program

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

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

The school remains dedicated to increasing the number of students who graduate with a diploma and meet the College/Career Indicator (CCI) prepared criteria. While our commitment is to enhance the CCI for all students, we are particularly focused on supporting our lowest-performing student groups. Consequently, based on reflections and feedback from educational partners, the following Actions have been adjusted for the 2025-26 school year:

- **2.1a**: The school will develop and implement a new Learning Management System (LMS) in Canvas to provide students with enhanced instruction, engaging activities, and timely feedback. This upgrade aims to offer more accessible resources, personalized learning pathways, and clearer communication of progress, ultimately helping more students earn credits, advance grade levels, and graduate on time.

- **2.1c**: The school is strategically prioritizing the Visual and Performing Arts (VAPA) Department to enrich and innovate art activities, with the goal of increasing student participation in the arts and fostering exploration of diverse art forms.

- **2.3i**: To enhance program monitoring and analysis, particularly regarding equitable access for diverse student groups, staff will develop an Early College Credit Storybook.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Continuating

1	Dynamic, Engaging and Standards-Aligned Curriculum	a) **LREBG Action**: To elevate student engagement and academic outcomes, the school conducted a comprehensive evaluation of student achievement and engagement data and actively listened to the insights of students and teachers. Based on these findings, the school will develop a tailored **Learning Management System (LMS) on the Canvas platform**. This initiative, an allowable use of LREBG funds for integrating evidence-based pupil support to address other barriers to learning, will focus on designing and implementing interactive content and engaging activities that directly support student learning, promote academic growth, and improve overall achievement. • Metric being used to monitor action: M1.4, M1.6, M1.7, and M1.15 • LREBG funds supporting this action: $15,050.96 b) APAC will maintain course alignment with **Common Core, ELD, and NGSS standards** through continuous review and updates. c) The **Visual and Performing Arts (VAPA) Department** will annually revise its comprehensive arts curriculum to align with state standards and integrate the arts across core subjects. Furthermore, VAPA will explore innovative opportunities, such as virtual reality and local partnerships, to enrich learning through hands-on experiences and cross-curricular projects, ultimately aiming to increase student participation and foster exploration of diverse art forms. d) APAC will regularly review curriculum to ensure alignment with **Smarter Balanced ELA and Math Assessment blueprints**. e) APAC will ensure course alignment with **UC a-g and NCAA requirements** to maximize student college and athletic eligibility. f) APAC will develop and enhance curriculum and instructional resources that integrate **culturally and linguistically responsive content and activities.** g) Instructional staff and counselors will actively **promote the benefits of advanced coursework** (Accelerated, Honors, AP) to students and families.	$209,224	No

2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	a) Provide **Chromebooks and internet services to families** in need of home technology to increase access and equity to the instructional program – close the digital divide. b) APAC will develop curriculum that is customized and blended for English Learners, with the **Universal Design Learning (UDL) Guidelines** to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities. c) Utilize **Achieve3000** as a differentiated literacy program, tailored to individual reading levels, to accelerate learning gains and build content knowledge for English Learners within the school year. d) **LREBG Action**: An analysis of English Learner student achievement data has revealed the need for targeted language and content support. In response, instructional staff will utilize **BrainPop and BrainPop ELL**, a web-based supplemental English language learning platform. This utilization, an allowable use of LREBG funds as a learning recovery program for English Learner students, will provide ELL-specific support, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge. • Metric being used to monitor action: M1.6, M1.10, and M1.11 • LREBG funds supporting this action: $236.78 e) Instructional staff will conduct outreach and recruitment to English Learner, Foster Youth, and Low-Income students with the focus **on providing equitable access to the same educational program** and services as all students, including access to Accelerated, Honors and Advanced Placement (AP), Gifted and Talented Education, and the Early College Credit Program.	$254,394	Yes

3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	a) Curriculum and Professional Development staff will regularly evaluate and update the course offerings list to ensure it reflects the current requirements for **college, university, career, and military pathways**. b) School staff will continue to offer **CTE courses and Certification programs** which are aligned to CTE Model Curriculum Standards. c) School staff will organize an engaging annual **College and Career Week**, connecting students with field experts and representatives through informational presentations and interactive workshops focused on post-secondary opportunities. d) Create a comprehensive **Early College Credit Resource Guide**, including a clear vision and mission, to ensure consistent program implementation school wide. e) Expand **Early College Credit access** for all students through strategic Dual Enrollment and Articulation partnerships with local colleges. f) Proactively inform students and families about Early College Credit academic and social emotional benefits, deadlines and course offerings through **comprehensive counseling outreach**. g) Deliver targeted Early College Credit **information and training through diverse platforms**, including Open House, Senior Night, Family Learning Series, and college workshops. h) **Collaborate with local colleges** to offer comprehensive Early College Credit onboarding, including informational sessions, application support, and orientations. i) **Track and analyze Early College Credit participation** and outcomes through a comprehensive "storybook" approach, with specific attention to diverse student populations (Special Education, English Learners, GATE, Homeless). j) Utilize **professional learning communities to analyze Early College Credit data** ("storybook") and identify trends, strengths, and	$166,498	No

		areas for improvement. k) Proactively collaborate with support staff and homeless liaison to identify and eliminate barriers, guaranteeing **equitable access to tuition-free Early College Credit** for all students, supported by the College & Careers Access Pathways Grant. l) Counseling staff will actively promote and educate students on the benefits of work-based learning opportunities, including the **Work Experience Education Program and Service Learning**, to prepare them for future careers. m) School staff will coordinate and oversee the administration of **Advanced Placement (AP) exams** during designated testing windows, providing students the opportunity to earn college credit and placement. n) To ensure grade 12 students are effectively prepared for diverse post-high school pathways, including college, university, military, and workforce entry, instructional staff will provide **targeted support in the development of their Pathways Portfolio**. This graduation requirement emphasizes the development of digital literacy and strategic planning.		

Goal

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

State Priorities addressed by this goal.

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

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The school prioritizes data-informed professional learning, designed to align teaching strategies with the specific academic needs and strengths of students. By analyzing performance data, the school ensures that professional development is relevant and effective, enhancing instructional quality and maximizing teacher impact. This data-driven approach also facilitates ongoing adaptation and refinement of teaching practices to meet evolving educational standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	90% of teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for all pupils, including English Learners	**2022-23 Results** 100% of teachers as of April 2023 **Data Source**: Locally Reported	**2024-25 Results** Not Available **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	N/A
M3.2	90% of teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards	**2022-23 Results** 100% of teachers as of April 2023 **Data Source**: Locally Reported	**2024-25 Results** Not Available **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	N/A
M3.3	English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction	**2023-24 Results** 6 ELAD trainings **Data Source**: Locally Reported	**2024-25 Results** 10 ELAD trainings **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least six English Learner trainings offered throughout the school year**	Increased 4

M3.4	90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	**2023-24 Results** 100% of teachers **Data Source**: Locally Reported	**2024-25 Results** 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	There was no change from the 100% baseline
M3.5	90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	**2022-23 Results** 98% of staff as of April 2024 **Data Source**: Locally Reported	**2023-24 Results** 99% of staff as of March 2025 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	Improved 1%
M3.6	90% of students surveyed will report high levels of satisfaction with their overall educational experience	**2023-24 Results** 100% of students **Data Source**: Locally Reported	**2024-25 Results** 97% of students surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	Declined 3%
M3.7	90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience	**2023-24 Results** 100% of parents and family **Data Source**: Locally Reported	**2024-25 Results** 100% of parents and family members surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	There was no change from the 100% baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 3 centers on equipping instructional staff with continuous support and professional learning to effectively address the diverse needs of students and their families. This goal encompasses three key actions. A comprehensive review indicated that nearly all planned strategies were successfully implemented. Below is a summary of the actions within Goal 3:

- **Action 1**: The Curriculum and Professional Development Department designed and developed a comprehensive Professional Learning Calendar and Catalog based on strategic goals, staff needs, and educational partner feedback. Altus University (AU) provided various professional development opportunities focused on enhancing teacher effectiveness in core standards (CCSS, NGSS, ELD), CTE, online instruction (including LEC certification), curriculum differentiation (including GATE), staff leadership development, and support for new and select teachers. Specialized training was available for Special Education staff (IEP, assessment, differentiation) and instructional staff (WRITE literacy program). Furthermore, the school embedded social-emotional learning in all offerings and provided specific training in college/career readiness (AVID), whole-child support (YMHFA, suicide prevention), and safety protocols (ALICE). Learning Leads utilized a Teaching Observation rubric to conduct observations, ensuring the implementation of professional development learnings.

- **Action 2**: This school year, instructional staff received comprehensive training on the CA EL Roadmap and various aspects of the English Learner Plan, including Designated ELD, ELPAC administration, data analysis, and effective strategies. Specialized training was also provided on implementing the Summit K12 curriculum and addressing the unique needs of newcomer, immigrant, and refugee students. Furthermore, staff received support utilizing Achieve3000 to enhance EL literacy, while counselors focused on college preparation for vulnerable student populations, and all staff learned trauma-informed practices to support Homeless and Foster Youth.

- **Action 3**: In the fall semester, the school provided a Math Literacy Summit centered on data analysis, evidence-based instruction, and support for special populations. The school partnered with a math expert/organization to deliver ongoing professional learning focused on culturally responsive math instruction. Additionally, a Math Study Group met regularly to discuss effective intervention and instruction in independent study. The school also provided training and time for staff to use the California Educators Reporting System (CERS) to analyze student math data and inform instruction for underperforming groups, and the Math Specialist offered professional learning on VR mathematics and strategies for supporting English Learners in math.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no other material differences to report for Goal 3.

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

Goal 3 Actions have significantly enhanced high-quality teaching and learning at the school for **all students**, including unduplicated pupils. Goal 3 Metrics were met for the 2024-25 school year, demonstrating the **effectiveness of these initiatives**. A summary of these achievements is provided below:

- Teachers participated in at least 60 hours of annual professional learning.

- Teachers participated in at least 10 hours of annual Math professional learning.
- English Learner Achievement Department provided at least six trainings focused on supporting the unique needs of English Learner students.
- Teachers have completed Leading Edge Certification (LEC) within three years of their initial employment.
- Staff report high levels of training relevance at Altus University sessions.
- Students report high levels of satisfaction with their educational experience.
- Parents and family members report high levels of satisfaction with their child's overall educational experience.

Our Professional Learning System effectively addresses the specific needs of our educational partners. While school administration is encouraged by the Goal 3 Metric results, we recognize the necessity for continuous and intensive training and coaching for instructional staff to elevate math and ELA achievement further. This sustained focus will guarantee that all students receive high-quality instruction, setting them up for academic success. Professional development remains a central priority in our commitment to maintaining and strengthening teaching excellence.

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

Goal 3 Metrics will remain unchanged for the 2025-26 school year, as educational partners believe that the current metrics comprehensively measure the effectiveness of the professional learning system.

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

- **3.1c**: Responding to staff and administrator requests, the school will use LREBG funds for the Clifton Strengths assessment to identify employee strengths. This will inform tailored professional development to improve instruction and learning for better student outcomes.

- **3.1m**: Addressing staff and administrator requests to value students' cultural and linguistic diversity, Altus University will provide LREBG-funded training on culturally and linguistically responsive teaching. This evidence-based training will equip teachers to improve student engagement and learning outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1	Professional Learning Focused on Improving Academic Performance for All Students	a) Aligning with strategic initiatives, and responding to staff and partner feedback, the Curriculum and Professional Development Department will design and deliver a targeted **Professional Learning Calendar and Catalog**. b) Altus University (AU) will provide **professional development trainings designed to enhance teacher effectiveness** in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards, ultimately improving student learning outcomes. c) **LREBG Action**: Recognizing the importance of customized training and leveraging individual strengths, as directly requested by staff and administrators, the school will provide access to the **Clifton Strengths** assessment. This, an allowable use of LREBG funds for integrating evidence-based pupil support through staff training, will provide employees with a clear understanding of their unique strengths. Professional development will then be tailored to focus on applying these strengths to enhance instructional practices, improve teaching and learning, and ultimately drive positive student outcomes by fostering a more effective and collaborative learning environment. • Metric being used to monitor action: M3.5 • LREBG funds supporting this action: $332.12 d) Learning Leads and school administrators will conduct formal observations using a **Teaching Observation rubric aligned with the 5 Dimensions of Teaching and Learning framework**. These observations will provide teachers with targeted feedback to support the implementation of professional development learnings. e) Altus University (AU) will provide professional development to increase **staff knowledge of CTE standards and instructional strategies**. This will strengthen CTE programs and improve student transitions to post-secondary education and employment f) Altus University (AU) will provide comprehensive professional development designed to improve teacher online instructional delivery. This program will include training on best practices,	$17,183	No

technology integration, and student engagement, with the added benefit of supporting teachers in achieving **Leading Edge Certification (LEC)**, a national certification demonstrating advanced proficiency in educational technology.

g) To enhance Special Education practices, staff will participate in **specialized training on IEP compliance, assessments, and differentiated instruction**, delivered by experts including the Special Education Administrator, Special Education Learning Lead, School Psychologists, and SELPA personnel.

h) Altus University (AU) will offer professional development to advance equitable teaching practices through differentiation of curriculum and instruction, providing opportunities for educators to earn **GATE certification and demonstrate specialized knowledge**.

i) Offer **staff training in AVID strategies** and other college/career readiness best practices, focusing on areas such as academic support, college application guidance, and student motivation, to improve UC a-g completion rates among low-income students.

j) Altus University (AU) will empower staff to become effective leaders through professional development training sessions and mentorships, featuring **Executive Studies and Fellows Projects** that promote strategic innovation and program advancement.

k) AU provided comprehensive **professional development for new teachers**, covering essential areas such as student engagement, data-driven instruction, MTSS implementation, technology integration, independent study compliance, equity and inclusion, and alignment with the school's vision and values.

l) AU will strategically integrate **social-emotional learning (SEL) activities into all professional development** to empower teachers with the knowledge and skills necessary to support student SEL.

m) **LREBG Action**: Based on feedback from instructional staff and school administrators, who emphasized the necessity of an educational approach that recognizes the importance of incorporating students' cultural and linguistic backgrounds into their learning

experiences and valuing their diverse backgrounds as assets in the classroom, Altus University will provide training on **culturally and linguistically responsive teaching and learning**. This training, which integrates evidence-based pupil support through staff training, and is therefore an allowable use of LREBG funds, will provide teachers with the tools and mindset shifts necessary to increase student engagement and learning outcomes.

- Metric being used to monitor action: M3.5
- LREBG funds supporting this action: $1,383.49

n) Targeted professional development to **support teacher growth and address areas identified for improvement** in annual performance evaluations.

o) Implemented comprehensive professional development focused on the whole child, addressing physical, mental, and social-emotional well-being. This included specialized training in **Youth Mental Health First Aid (YMHFA)** and Suicide Prevention and Intervention.

p) Provide **ALICE Training** and collaborative practice for all school personnel, addressing prevention, mitigation, response, and recovery strategies for violent critical incidents.

q) The school will implement a comprehensive **AI training program for all staff**, addressing the safe and ethical deployment of AI technologies in education. This program will focus on practical applications, data security, and the responsible use of AI to support student learning and administrative efficiency.

r) Professional development will be provided to instructional staff on the pedagogical integration of **Magic School AI**, focusing on how to use the platform to create engaging learning experiences and support student achievement.

s) To ensure the successful transition and professional growth of certificated educators seeking to clear their credentials, the school will provide a tuition-free, mentor-driven **Teacher Induction Program**. This program will emphasize collaborative learning, peer observation, and personalized coaching, empowering teachers to

		refine their pedagogical practices and contribute to a culture of continuous improvement.	

2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	a) Instructional staff will **receive training on the CA EL Roadmap** to build understanding and expertise about the needs of ELs and research-based programs and practices. b) **English Learner Achievement Department (ELAD)** will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Integrated and Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies. c) Instructional staff will receive **specialized training on effectively implementing Summit K12** designated ELD curriculum, student engagement, and proficiency level growth. d) **LREBG Grant**: After analyzing EL student performance on SBAs and graduation rates, the school identified this population as requiring ongoing and specialized support. To provide this, and as an allowable use of LREBG funds focused on providing learning recovery programs for ELs and professional learning, instructional staff will access the **Ellevation Strategies platform**. This platform offers **personalized, on-demand professional learning modules and instructional activities**. These resources include research-based strategies and differentiated instruction techniques, all connected to real-time EL data, enabling targeted and data-informed instruction, and improving performance outcomes. • Metric being used to monitor action: M1.4, M1.6, M1.7, M1.10, M1.11, and M3.5 • LREBG funds supporting this action: $56.70 e) Instructional staff will receive specialized training on how to meet the **unique needs of newcomer, immigrant, and refugee students** who may be new to the country/school system. f) Instructional staff will receive specialized professional learning, including the San Diego County Office of Education's (SDCOE) **WRITE program, focused on enhancing literacy skills** and	$110,404	Yes

		academic achievement for underserved students. g) **Achieve3000 training, coaching and support for instructional staff** which is focused on program integration, best practices, and data analysis which will improve English Learner students' literacy skills. h) Offer **specialized counselor training to equip low-income, foster youth, and first-generation students** with resources for successful college transitions, including financial aid, scholarships, and academic preparation. i) The school will implement professional development for staff on research-based strategies and **trauma-informed practices,** specifically designed to increase school engagement and support the unique needs of homeless and foster youth.		

3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	a) The school will implement a **Math Literacy Summit** during the fall semester to enhance teacher capacity in data analysis, evidence-based mathematical instruction, and strategies for effectively supporting special populations, ultimately improving student math achievement. b) The school will develop a **strategic partnership with a mathematical expert or organization** to deliver ongoing and sustained professional learning that centers on culturally responsive instructional practices in mathematics, ultimately enhancing student achievement. c) The school will implement a regular **Math Study Group** to facilitate in-depth discussion and collaboration among educators on effective academic intervention and instruction strategies specifically tailored for independent study environments, with the goal of improving student outcomes. d) To enhance data-driven instruction, instructional staff will receive comprehensive training, ongoing support, and dedicated time to utilize **CERS for analyzing individual student math achievement data**. This analysis will directly inform targeted instructional planning aimed at improving outcomes for underperforming student groups. e) The Math Specialist will lead professional learning and provide ongoing support to staff on the effective **implementation of Virtual Reality (VR) mathematics.** This initiative will establish clear schoolwide instructional protocols for VR integration within the core curriculum, aiming to significantly enhance student engagement and improve overall math achievement. f) To better support English Learners, the Math Specialist will provide **targeted professional development to teachers, education specialists, and CTRs** on effective curriculum implementation and instructional strategies, focusing on grade-level content access and academic vocabulary development. g) **LREBG Action**: An analysis of student math performance data revealed the need for a supplemental targeted mathematics platform,	$114,368	Yes

		as well as training and support in how to effectively implement it. To meet this need, and as an allowable use of LREBG funds for accelerating progress and closing learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, the school will utilize **IXL Learning**. **Comprehensive training and sustained support** will be provided to instructional staff by IXL Learning, ensuring effective program integration. • Metric being used to monitor action: M1.7, M3.5 • LREBG funds supporting this action: $18.01		

Goal

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

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A safe, secure, and supportive educational environment is paramount. This positive school climate fosters belonging, trust, and open communication, empowering students to learn and collaborate. It cultivates resilience, academic persistence, and essential social-emotional skills, crucial for both educational and lifelong success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	Maintain a Suspension Rate at 1.5% or less for All Students and Student Groups	**2023-24 Results** Suspension Rate: 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of May 2024	**2024-25 Results** Suspension Rate: 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of April 2025	Available in 2026-27 LCAP	**Less than 1.5%**	There was no change from the 0% baseline
M4.2	Maintain an Expulsion Rate at 1.0% or less for All Students and Student Groups	**2023-24 Results** Expulsion Rate: 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of May 2024	**2024-25 Results** Expulsion Rate: 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of April 2025	Available in 2026-27 LCAP	**Less than 1%**	There was no change from the 0% baseline
M4.3	More than 90% of students surveyed annually will report high levels of School Safety satisfaction	**2023-24 Results** 90% of students **Data Source**: Locally Reported	**2024-25 Results** 98% of students surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	Improved 8%
M4.4	More than 90% of parents surveyed annually will report high levels of School Safety satisfaction	**2023-24 Results** 90% of parents and family **Data Source**: Locally Reported	**2024-25 Results** 98% of parents and family surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	Improved 8%
M4.5	Maintain a School Safety Plan that meets the needs of educational partners and is compliant	**2023-24 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Compliant School Safety Plan**	There was no change from the baseline

Goal Analysis for 2024-25

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

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

Goal 4 aimed to foster a safe and supportive school culture for all educational partners. Throughout the 2024-25 school year, the three Actions within this goal were **fully implemented and consistently maintained**, resulting in **no significant changes to report**. These ongoing efforts have helped to cultivate a more inclusive and positive atmosphere, benefiting students, staff, and the wider community. A summary of the key initiatives and their impact under Goal 4 is provided below:

- **Action 1**: During the 2024-25 school year, the school took several actions to promote school safety and well-being. We established regular meetings of the Executive School Safety Committee and designated Safety Ambassadors at each Resource Center who participated in quarterly training. Operations and Facilities staff ensured the review and update of safety equipment, while ZenDesk was consistently used for facility management, and Brivo card access controls were utilized at all school locations. Furthermore, based on survey data, the school enhanced mental health services, provided nursing support, and created a Mental Health & Wellness Hub; they also sought input on safety planning and offered annual professional learning for staff on various safety and health-related topics.

- **Action 2**: The school implemented several actions to support student well-being. Equity and Inclusion staff developed a mental health referral process connecting students and families to various supports. Additionally, a Healthy Youth Therapist began providing counseling and case management, while the Healthy Youth Department organized a Wellness Week and the RISE broadcast series. Furthermore, the school implemented AVID's SEL and the Character and Leadership Development Program, and instructional staff offered supportive small group learning environments. Finally, the school updated its website with information on food and wellness resources, and the Meal and Nutrition Program continued to promote student health.

- **Action 3**: School enrollment staff tagged incoming foster youth in the SIS, allowing the Homeless and Foster Youth Liaison to address their various needs through ongoing case management and collaboration with instructional staff. Furthermore, a Healthy Youth Therapist offered targeted support to low-income students and foster youth, and the school integrated relevant resources into its mental health and wellness hub.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences to report for Goal 4.

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

Educational partners expressed high satisfaction with the Goal 4 Actions, recognizing their significant contributions to creating a safe and supportive school culture conducive to teaching and learning. Due to the successful implementation of these actions, the school was able to meet all 2024-25 Metrics. This achievement reflects the **effectiveness** of the strategies in fostering a secure and nurturing environment for the entire school community. A summary of these achievements is provided below:

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

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

For the 2025-26 school year, all Goal 4 Metrics will remain unchanged, as educational partners are satisfied with them. This continuity reflects confidence in the existing metrics to accurately assess and support the ongoing efforts to maintain a safe and supportive school environment.

However, based upon reflections and educational partner input, the following Actions have been adjusted for SY 2025-26:

- **4.2k**: For the 2025-26 school year, the school will implement an online training curriculum to support lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) cultural competency among teachers and certificated employees, aiming to foster a safe and supportive school environment.

- **4.3e**: the school will deploy calming carts to designated areas to promote student emotional well-being and enhance self-regulation skills. These carts will contain various sensory tools, mindfulness resources, and calming activities, directly supporting social-emotional learning (SEL) initiatives.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Continuating

1	Safe and Supportive School Environment for All Students	a) The **Executive School Safety Committee** will convene regularly to ensure the effective implementation and continuous improvement of the School Safety Plan, fostering a safe and secure learning environment. b) To enhance safety preparedness, each Resource Center will designate a **Safety Ambassador** who will receive quarterly training, serve as an information liaison to colleagues, ensure the implementation of safety protocols, and facilitate discussions on ALICE Training key takeaways regarding preparation for violent critical incidents in the school setting. c) **Operations and Facilities staff** will develop and maintain a comprehensive process for the systematic review and update of critical equipment and tools, including communication systems, emergency response kits, and personal protective equipment, to ensure optimal functionality and readiness. d) The school will ensure healthy and productive learning environments by continuously monitoring and strategically upgrading **HVAC systems** to provide optimal air quality and comfortable temperatures for all students and staff. e) The school will continue to employ the **Brivo Access** system to effectively manage and monitor the flow of students, staff, and visitors into all resource centers, enhancing overall building security. This system ensures that only authorized individuals can access these areas, contributing to a safer learning and working environment. f) To better support student well-being, the school will leverage **California Healthy Kids Survey** data to enhance existing mental health and wellness services and programs. g) The school will provide dedicated **nursing services** to address students' physical health needs and support their social-emotional well-being, fostering a healthy and supportive learning environment. h) **To promote health awareness, the school will display flyers** at each resource center addressing topics such as cold, flu, and	$49,755	N

		COVID-19 symptom differentiation, mental health coping strategies and resources, human trafficking awareness and prevention, suicide prevention, and access to support services. i) The school will expand and maintain the **Mental Health & Wellness Hub**, providing educational partners with consistently updated essential information, evidence-based resources, and strategic partnerships. This hub will continue to address crucial areas such as bullying prevention and intervention, human trafficking of children, mental health support, suicide prevention, teen dating violence, and other related wellness topics. j) The school will conduct **annual professional learning** for all staff, providing essential training on Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR, Fentanyl Awareness, and First Aid to ensure a safe and informed school environment. k) Implement online training curriculum to support lesbian, gay, bisexual, transgender, queer, and questioning **(LGBTQ+) cultural competency training** for teachers and certificated employees to support a safe and supportive school environment. l) School staff will receive training opportunities on **human trafficking prevention,** curriculum and the school's Human Trafficking School Safety Protocol.		

2	Social, Emotional, and Behavioral Support Systems for All Students	a) Equity and Inclusion staff will maintain and strengthen the **mental health referral process**, designed to connect students and families with essential mental health and wellness resources and support systems. This will include facilitating access to school-based services, community-based organizations, and crisis intervention resources such as 988, as well as providing information on key areas like suicide prevention, teen dating violence, and human trafficking awareness. b) To promote student well-being, the Healthy Youth Department will implement a **Wellness Week** focused on key themes of student connection and self-care. Activities and resources will emphasize practical coping strategies, including spending time in nature, staying hydrated, getting enough sleep, exercising, connecting with others, eating healthy food, doing stretches, and practicing gratitude. c) To support students' social-emotional development, the Healthy Youth Department will provide **Resilience in Student Education (RISE)**, a series of live interactive broadcasts focused on building Social and Emotional Core Competencies. These broadcasts will equip students with essential skills for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, contributing to their overall resilience and well-being. d) To foster positive student development, instructional staff will provide **small group learning environments**, both in the resource center and through distance learning, designed to promote positive communication, responsible behavior, and a sense of accountability among students.	$97,730	No

3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	a) The **Character and Leadership Development Program** will provide opportunities for students to develop character and leadership skills while also promoting their health, wellness, and academic achievement. This will include emphasizing the importance of mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices. b) To foster student success, the school will implement **AVID's social and emotional learning (SEL) framework**. This implementation will support students in meeting their diverse needs, pursuing their academic and career goals, and effectively leveraging their college and career readiness skills. e) **LREBG Action**: To support student health and well-being, the school will implement a **Meal Program**. This program will ensure students have access to nutritious meals, with breakfast and lunch provided at no charge. The school will adhere to relevant regulations, and information on additional food assistance programs will be made available to families. • Metric being used to monitor action: M1.16, M4.3, M4.4 • LREBG funds supporting this action: $1,831.28 c) To better support homeless and foster youth, the school will create and integrate dedicated resources within the school's **Mental Health and Wellness Hub**, providing access to essential services and information. d) **Healthy Youth Therapists** will offer counseling services, facilitate connections to school-based and community-based mental health supports, and manage student cases to ensure access to comprehensive services that address their social-emotional, mental health, and physical well-being. e) To promote student emotional well-being and enhance self-regulation skills, the school will deploy **calming carts** to designated areas. These carts will contain a variety of sensory tools, mindfulness resources, and calming activities, directly supporting social-emotional learning (SEL) initiatives.	$26,132	Yes

4	Collaborative Support Systems for Foster Youth	a. School **enrollment staff will identify and tag incoming Foster Youth students within the Student Information System (SIS)**. This process will enable the Homeless and Foster Youth Liaison to provide targeted support and ensure that these students' academic, physical, mental health, and social-emotional needs are comprehensively met. b. The **Homeless and Foster Youth Liaison will provide ongoing case management services** to support students and will collaborate with instructional staff to coordinate resources and interventions as needed.	$32,132	Yes

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The school is committed to developing innovative, community-based resource centers that provide holistic support for students. These resource centers will integrate advanced technologies, promote well-being, and foster strong community connections to enhance the educational experience. By creating these dynamic spaces, we aim to ensure every student has access to the tools and support necessary to reach their full potential, fostering a culture of growth and collaboration within our community.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.1	100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning	**2023-24 Results** 100% of school facilities **Data Source**: Locally Reported	**2024-25 Results** 100% of school facilities **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of school facilities**	There was no change from the 100% baseline
M5.2	Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events	**2023-24 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels **Data Source**: Locally Reported	**2024-25 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels • LCAP Engagement Surveys • Mental Health Parent Notifications • ParentSquare Weekly Communication **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students**	Increased opportunities for parental and family participation

M5.3	Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences	**2023-24 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways		**2024-25 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways	Available in 2026-27 LCAP	**Maintain or expand opportunities for parental and family member participation for students with exceptional needs**	Maintained opportunities for parental and family participation
M5.4	Maintain connections to community partners that support the academic, physical, and social-emotional needs of students, parents, and family members	**2023-24 Results** 24 community-based partnerships **Data Source**: Locally Reported		**2024-25 Results** 23 community-based partners and alliances **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 24 community partners**	Declined 1

M5.5	Provide six Family Learning Series Trainings to all parents and family members	**2023-24 Results** 12 Family Learning Series were provided **Data Source**: Locally Reported	**2024-25 Results** 11 Family Learning Series were provided **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 6 trainings**	Declined 1
M5.6	90% of parents will report that Resource Centers provide innovative learning opportunities for students	**2023-24 Results** 100% of parents and family members **Data Source**: Locally Reported	**2024-25** 99% of parents and family members **Data Source**: Locally Reported	Available in 2026-27 LCAP	**More than 90%**	Declined 1%

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 5 focuses on establishing innovative community-based resource centers that actively engage students, parents, and families. Recognizing the school's non-classroom based instructional model, leadership is committed to providing a physical school environment that fosters student interaction, live instruction, access to resources, and regular engagement with school staff throughout the week. The two Actions within Goal 5 are closely aligned in their purpose. Upon review, school staff have determined that there are **no substantive differences to report between their implementation**. A summary of these key Actions follows.

- **Action 1**: School staff offered information and resources at Open House and Senior Night events and provided a Family Learning Series with training and collaboration opportunities. Instructional staff delivered individualized support to families on web-based programs like the SIS Portal, Edgenuity, Achieve3000, and Naviance. The school maintained an Alumni Community to keep graduates connected and involved. Furthermore, Technology and Operations staff maintained innovative resource centers enhanced with educational technology to engage students.

- **Action 2**: The school demonstrated its commitment to accessibility by providing an annual Family Resource Night to educate parents on available programs and services, particularly aimed at historically underserved students. To further enhance access, transportation services were coordinated for Foster Youth to enable their participation at the resource center. The school actively sought input from English Learner families by facilitating interactive ELAC meetings focused on the English Learner Plan and its needs assessment. Moreover, they utilized ELD progress report cards to involve these families in understanding progress and setting goals, alongside offering translated materials and ensuring bilingual staff were available at resource centers.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

5.1 increased by 26% due to higher marketing, technology, and facility lease expenditures which support the academic program. There are no other material differences to report for Goal 5.

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

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

- School facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning.
- The school expanded opportunities for parental and family member participation for low-income, English learners, and foster youth students in trainings, advisory meetings, and school events.
- Staff increased opportunities for parental and family member participation for students with exceptional needs.
- Formal partnerships with community-based organizations were maintained by the school to ensure comprehensive support for the well-being of every child.
- Monthly Family Learning Series offered to parents and family members.
- Parents and family members who completed an LCAP Survey reported that the Resource Center provided their child with innovative learning opportunities.

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

All Goal 5 Metrics will remain unchanged for the 2025-26 school year, as educational partners are satisfied with their effectiveness. This continuity demonstrates a strong confidence in the current metrics' ability to accurately assess and support the ongoing efforts to establish innovative community-based resource centers that actively engage students, parents, and family members.

However, based on reflections and input from educational partners, the following Actions have been adjusted for the 2025-26 school year to better meet our goals and enhance our initiatives:

- **5.2b**: To further enhance innovative teaching, the school is integrating 3D printing with the acquisition of MakerBot Sketch Large printers. This initiative will offer all students hands-on STEAM exploration. Comprehensive teacher training will support effective technology integration, equipping students for 21st-century careers.

- **5.2d**: To foster instructional innovation, the school will provide instructional staff with access to MagicSchool AI. This will empower them to optimize instructional planning, personalize learning pathways, and develop curriculum that integrates responsible AI usage, leading to more dynamic and effective teaching.

- **5.2e**: Demonstrating a commitment to innovation, the school's California Cadet Corps will offer a novel Aviation Program focused on hands-on learning with unmanned drones. This program is strategically designed to equip students with foundational knowledge and practical skills vital for future careers in piloting and related aerospace industries.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Continuating

1	Strengthening Community: Communication, Support, and Access	a) The school will enhance communication by hosting **Open House and Senior Night events**, providing students and families with direct access to key school information and resources, including academic programs, student support services, and graduation requirements. b) Altus Schools will launch a comprehensive **Family Learning Series** that will empower families in supporting student success. The series will cover key areas including advanced academic programs (AP and Early College Credit), student support services, mental health, responsible technology use, and career pathways. c) Building upon its established **Alumni Community**, the school will further expand opportunities for graduates. Alumni will continue to engage through guest speaking, panel participation in Senior Exhibitions, and ongoing networking initiatives. d) Instructional staff will employ **ParentSquare** to ensure accessible and timely information sharing with students, parents, and families regarding the educational program. This proactive communication will keep everyone informed about academic progress, events, and resources, fostering active participation and a strong school-home partnership. e) To evaluate student well-being and school climate, the school will **administer the California Healthy Kids Survey (CHKS)**, gathering data on student perceptions of mental health, social-emotional health, and their sense of belonging within the school community. f) The school will embed a **confidential feedback form within the Mental Health and Wellness Hub** to facilitate collaborative support. This will allow educational partners to share insights and request assistance while maintaining privacy. g) The school will continue to provide **AltusGo**, a web-based platform that offers students streamlined access to essential school resources, including key instructional tools, resources, and support services. h) The school will leverage technology platforms, including **DocuSign, Zoom, and Adobe**, to enhance collaboration with educational	$392,834	No

partners. DocuSign will streamline digital signatures, Zoom will facilitate virtual meetings, and Adobe will support document sharing and editing. This integrated approach will foster efficient and effective partnerships, ultimately benefiting student outcomes.

i) The Communications Department will **enhance the school website** to provide accurate and timely information to parents and community members, ensuring compliance with all educational requirements. The website will also feature interactive elements, allowing visitors to easily ask questions, provide feedback, and connect with school staff.

j) To maximize reach and recruit students and families in need of innovative learning methods, the school will conduct a **broad marketing initiative encompassing diverse formats** such as bus advertisements, television and radio spots, print materials, and targeted online search campaigns, all focused on re-engagement and post-high school preparation.

k) To recognize and celebrate student accomplishments, the school will provide **promotion and graduation ceremonies** at the end of the academic year. Families and guests are invited to attend these special events, which honor the hard work and achievements of our students.

2	Integrating Advanced Technologies into Education	a) Enhance career exploration and workforce readiness by providing students with immersive **Transfr Virtual Reality** simulations, leading to increased engagement, improved skill retention, and greater confidence in their future career choices. b) The school is expanding its innovative teaching methods by introducing **3D printing with MakerBot Sketch Large printers**. This initiative will provide all students with opportunities to explore STEAM fields through practical, hands-on projects. Teachers will receive thorough training to ensure effective integration of this technology, preparing students for the evolving demands of the 21st century workforce. c) To ensure optimal learning experiences aligned with Next Generation Science Standards, school staff will proactively maintain and enhance facilities, equipment, and instructional materials. This includes integrating **Vernier temperature probes, pH sensors, and motion detectors** into lab activities, allowing students to gather accurate, real-time data for experiments in physics, chemistry, and biology. This commitment to 'best practices' will provide students with a safe and effective lab environment for scientific exploration and discovery, aligning with modern scientific practices. d) Provide instructional staff with access to **MagicSchool AI** to optimize instructional planning, personalize learning pathways, and develop curriculum that integrates responsible AI usage. This will enable educators to effectively leverage AI tools and guide students in navigating the ethical and practical aspects of AI technology. e) The school's California Cadet Corps will offer an innovative **Aviation Program centered on hands-on experience with unmanned drones**. This program is strategically designed to equip students with foundational knowledge and practical skills vital for future careers in piloting and related aerospace industries.	$18,251	N

3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	a) The school will continue to host our annual **Family Resource Night** at the beginning of the school year. This event will empower families, especially those from historically underserved communities, with information about our educational programs and services. We will focus on ensuring equitable access and opportunities for all students. b) To enhance accessibility for foster youth, we will provide **coordinated transportation services** to our resource center. This will enable them to fully utilize the educational support and services offered, fostering their academic success. c) To foster collaborative partnerships, we will facilitate interactive **English Learner Advisory Committee (ELAC) meetings**. These meetings will empower parents to provide valuable input into the English Learner Plan. We will include an annual Needs Assessment within these meetings to directly inform and improve our services. This process will ensure our services are responsive to the needs of English Learners. d) Instructional staff will use **ELD Progress Reports as a tool to initiate meaningful conversations with families of English Learners**. These conversations will focus on assessing student needs and collaboratively developing personalized learning goals. This approach will foster active family involvement in their child's language development. e) The school will ensure accessibility for all families by **providing translated materials and resources** for parents and family members of English Learners. Additionally, we will staff resource centers with **designated translators or bilingual staff** in locations with high enrollment of non-English speaking families. This will facilitate clear communication and support. f) The school will actively facilitate communication by **arranging translation services** in all languages for non-English-speaking parents. These services will be provided for both in-person and virtual parent-teacher conferences and school meetings.	$7,525	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$620,274	$63,544

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.223%	0%	$0	26.223

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 5a	CAASPP data highlights significant disparities in academic achievement in both English Language Arts (ELA) and Mathematics, particularly when comparing the performance of English Learners (EL) and Students with Disabilities (SWD) to the schoolwide average. While the school would like to improve performance on both ELA and Mathematics, the data indicates that EL and SED students face considerably greater academic challenges relative to their peers. To address these inequities and foster a more inclusive learning environment, the school will implement a comprehensive support system. This system will integrate academic, social-emotional, and behavioral supports to ensure all students have equitable access to the resources and opportunities they need to succeed. A central focus of this initiative will be to close the identified achievement gaps for our EL and SWD student populations in comparison to the broader student body.	To address the holistic needs of each student, the school has designed a **comprehensive Multi-Tiered System of Support** (MTSS) that teachers, staff, and administrators use to provide targeted support. MTSS is fundamentally proactive, aiming to identify and address student needs before they escalate into more significant issues. This approach benefits all students by maintaining continuous monitoring and support, but it is especially critical for underserved students who may not have access to similar support outside of school. Because MTSS is focused on early intervention, tailored support, and data-driven decision-making, it is especially advantageous for underserved and marginalized student groups, helping to bridge the gap in educational equity.	CAASPP ELA and Math
Goal 1, Action 5b	CAASPP data reveals an achievement gap in both English Language Arts (ELA) and Math, with the school performing below standard. This gap is particularly pronounced for English Learners (EL), Students with Disabilities (SWD) and some other student groups. To address this, the school will implement targeted interventions, including assigning additional support staff to focus on improving ELA and Math skills for targeted student groups. This strategy aims to provide these students with the necessary support to excel in core subjects and close the achievement gap.	To increase academic progress and credit completion rates for targeted student groups, the school will employ additional **instructional support staff that can provide individualized attention** and tailored tutoring to students. While support staff can work with all students, this personalized support is particularly beneficial for students from underserved backgrounds who might face additional barriers to learning, such as language challenges, limited access to educational resources at home, or cultural differences.	CAASPP ELA and Math

Goal 1, Action 5c	Analysis of graduation rates and chronic absenteeism among unduplicated students, particularly Socioeconomically Disadvantaged (SED), indicates an engagement gap compared to their peers. This suggests that SED students face challenges in consistently attending school and completing their education, highlighting the need for targeted interventions and support to improve their engagement and overall academic success.	To improve students' daily study habits and academic proficiency in core subjects, the school will partner with a non-profit organization that can provide **high dosage tutoring opportunities** for students throughout the school week. While this high dosage tutoring will be offered LEA-wide, it will help address and close achievement gaps by providing extra tutoring, mentoring, and academic support. This is crucial for students who might not receive adequate educational support outside of school, helping these students keep up with their peers and grade level expectations.	DASS One-Year Graduation Rate, Combined Four-Year and Five-Year Graduation Rate, CAASPP ELA and Math
Goal 1, Action 5d	Unduplicated students require targeted social-emotional support to address heightened stress and anxiety stemming from personal challenges. These challenges hinder their academic focus, engagement, and post-secondary planning. To thrive academically and personally, these students need a supportive environment that prioritizes their emotional well-being in conjunction with their academic development.	To meet the social-emotional needs of students, **counselors** are trained to provide not only academic but also social-emotional support. This is particularly important for underserved students who may experience high levels of stress and anxiety related to their personal circumstances. Counselors can help students develop coping strategies and resilience in education.	Chronic Absenteeism and Student Attendance
Goal 1, Action 5e	Students require a learning environment that fosters a strong sense of belonging, values diversity, and actively promotes equity and inclusion. This necessitates specialized Equity and Inclusion staff to advocate for underrepresented students, address potential biases, provide access to essential resources, and create safe spaces for students to discuss their identities and experiences. All students deserve to feel valued, empowered, and supported in their academic and personal growth.	To help meet the needs of learners from diverse backgrounds, the school will provide **Equity and Inclusion staff** that can act as advocates for underserved students, ensuring their needs are met within the school system. Equity and Inclusion staff can play a key role in bridging the gap between schools and communities, particularly in marginalized areas. This can help with navigating the educational landscape, assist in accessing services, and providing equitable treatment and opportunities.	Chronic Absenteeism and Student Attendance

Goal 1, Action 5f	NWEA assessment data in Reading, Mathematics, and Language Usage reveals areas for growth. While the schoolwide performance is excellent, there are some student groups that need targeted intervention and support. To address this disparity and equip all students with the necessary skills for future success, the school will implement the AVID program. This program focuses on building academic skills, fostering knowledge acquisition, and preparing students for college and career pathways.	To build academic skills, knowledge, and preparation for future pathways, the school will provide an **AVID Program**. While AVID will be offered LEA-wide, educational partners report that the program provides them with more opportunities to build close relationships with students, which can be especially important for marginalized students who may feel disconnected from the traditional school activities and structures. These relationships can foster a sense of belonging, enhancing a students' academic engagement and motivation to succeed in school.	NWEA Reading, Language, and Mathematics
Goal 2, Action 2a	A significant number of students lack equitable access to essential learning resources, specifically computers and reliable internet service at home. This digital divide hinders their ability to complete assignments, develop 21st-century skills, and access online educational opportunities, ultimately limiting their academic success and future. To ensure equitable access to learning and opportunities, these students need to be provided with the necessary technology and internet connectivity.	To close the digital divide, the school will **provide a Chromebook and/or internet service**s to all families in need to help bridge the digital divide and promote equity in education. Research shows that students from socio-economically disadvantaged backgrounds are more likely to lack access to technology and the internet at home, creating a 'homework gap' that can hinder their ability to fully participate in the educational program. Providing all students with technology and internet access helps ensure equal opportunities for learning and reduces disparities in educational outcomes. The school expects the Altus Connect Program to improve digital access and equity, expand learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication.	Chronic Absenteeism and Student Attendance

Goal 2, Action 2b	While the current curriculum provides a solid foundation, English Learners and students with unique learning profiles require a more inclusive and effective learning experience to ensure equitable access to meaningful and challenging opportunities. To achieve this, the school needs to prioritize the ongoing development and refinement of a blended curriculum model incorporating Universal Design for Learning (UDL) guidelines. This approach will personalize learning experiences, promote greater engagement, and lead to improved outcomes for all students.	To meet the diverse learning needs and styles of all students, the school's curriculum departments (APAC), integrates **Universal Design for Learning (UDL) Guidelines** into the core curriculum. While UDL will benefit all students, educational research indicates that it is vital for underserved students because it creates an inclusive environment that proactively addresses diverse learning needs, including language barriers, disabilities, or different cultural backgrounds. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students.	NWEA Reading, Language, and Mathematics
Goal 2, Action 2c	English Learners (ELs) require enhanced instructional support to accelerate their literacy development and access grade-level content. While existing practices provide a foundation for language acquisition, they do not fully address the diverse learning needs and reading levels within the EL population. To ensure equitable access and accelerate learning gains, ELs need a comprehensive literacy program, such as Achieve3000, that provides differentiated instruction tailored to individual student needs and empowers them to build essential literacy skills.	To improve English language proficiency rates, the school will implement **Achieve3000**, an online literacy platform designed to enhance reading comprehension and vocabulary for all students, including English Leaners. This platform adapts content to individual reading levels and includes a variety of tools and activities to aid in language development. Educational partners indicate that Achieve3000 will likely boost English learners' performance on the ELPAC by aligning texts with students' reading abilities, offering personalized learning paths, and progressively adjusting the difficulty level. Although primarily aimed at English learners, school staff believe this program will also assist other students identified as struggling readers.	CAASPP ELA, ELPI, EL Reclassification

Goal 2, Action 2d	English Learners (ELs) require additional support to accelerate English language acquisition and access core academic content. To enhance language proficiency and ensure equitable learning opportunities, ELs need a supplemental learning program, such as BrainPop and BrainPop ELL, that provides explicit instruction in grammar, builds academic vocabulary, and supports access to core content, ultimately empowering them to thrive academically.	To build literacy skills and content knowledge of English Learner students, the school will utilize BrainPop and BrainPOP ELL as an educational tool that will be integrated into the school's English Language Development (ELD) Program. These resources support ELs through engaging animated videos, comprehensive activities, vocabulary building, grammar lessons, and opportunities for writing and speaking practice, along with promoting cultural awareness. We anticipate that these tools will not only help improve our school's English Language Proficiency Indicator (ELPI) and other engagement metrics, such as attendance rates, but also benefit other students by making learning more enjoyable and aiding in language skill development across various subjects.	CAASPP ELA, ELPI, EL Reclassification, EL Attendance
Goal 2, Action 2e	English Learners (ELs) require proactive support and outreach to ensure equitable access and participation in advanced learning opportunities, including Accelerated, Honors, Advanced Placement (AP), Gifted and Talented Education, and Early College Credit Programs. Currently, ELs may be underrepresented in these programs due to limited awareness among EL families and a lack of targeted recruitment efforts. To address this inequity and ensure that ELs can reach their full potential, the school must implement targeted outreach and recruitment strategies designed to engage EL students and families and provide clear information about advanced learning opportunities.	To increase college and career readiness for English Learners, the school will conduct targeted recruitment of English Learner students to participate in Honors and Advanced Placement (AP) coursework. This initiative not only aims to bridge opportunity gaps but also promotes educational equity by ensuring that ELs have access to challenging academic programs. By encouraging EL participation in these advanced courses, we anticipate a rise in the number of EL students taking advanced coursework and meeting the CCI Prepared criteria as reported on the School Dashboard. Furthermore, as we create and distribute flyers and other informational materials about these opportunities, we expect to see a broader impact on the school community. This visibility will likely encourage greater overall student interest and participation in our Honors and AP programs, thereby enhancing academic engagement and achievement LEA-wide. Participation in AP Courses, Exams, and Early College Credit	Participation in AP Courses, Exams, and Early College Credit

Goal 3, Action 3a	Students require educators to have strong instructional skills in mathematics, particularly in data analysis, and to be equipped with effective teaching strategies that support all learners, including those with special needs. Currently, a lack of support in these areas may hinder students' mathematical development. To ensure students develop strong math skills, educators need professional development opportunities, such as a Math Literacy Summit, focused on data analysis techniques, research-based strategies, and differentiated instruction for diverse learners.	To meet the diverse and unique learning needs of special populations, the school will provide a full day of math professional learning (Math Literacy Summit) focused on evaluating individual student mathematics achievement data and implementing appropriate teaching strategies. By applying evidence-based methods, educators can specifically address and support the unique challenges faced by special populations such as low-income students, foster youth, and English learner students, promoting equity in educational outcomes. This targeted approach not only boosts overall student engagement and achievement but significantly aids those who may lack additional educational support outside of school, leveling the playing field.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3b	Students from diverse cultural backgrounds require culturally responsive instruction in mathematics to ensure equitable learning experiences and outcomes. Currently, educators need further support in implementing these practices effectively. To create inclusive and engaging learning environments that value students' cultural identities and prior knowledge, the school needs to invest in a partnership with a mathematical expert or organization to provide ongoing professional learning in culturally responsive mathematics instruction. This will lead to improved student engagement, achievement, and a deeper appreciation for the cultural relevance of mathematics.	To meet the cultural needs of special populations, the school will partner with a mathematical expert or organization that can provide ongoing and sustained professional learning centered on culturally responsive teaching practices. Culturally responsive mathematical instruction ensures that teaching practices and curricular materials reflect the diverse backgrounds and experiences of all students, making learning more relevant and accessible. This approach is especially beneficial for English learners, low-income, and foster youth as it acknowledges and integrates their unique cultural contexts, thereby increasing their engagement and connection to the material. By fostering a more inclusive and understanding academic environment, students are more likely to participate actively and perform better academically. Ultimately, this leads to higher levels of college and career readiness by equipping students with the confidence and skills necessary to succeed in a diverse and competitive world.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3c	Students require educators who are consistently supported and engaged in ongoing professional learning in mathematics instruction. This includes opportunities for collaboration, exploration of new pedagogical techniques, and effective integration of technology into the curriculum. By investing in a Math Study Group, educators will deepen their understanding of key standards and topics, share best practices, and refine their instructional approaches, ultimately creating a more engaging and effective learning environment where all students have access to high-quality mathematics instruction.	To provide staff with additional collaboration opportunities, the school will organize a Math Study Group that regularly explores new pedagogical techniques. This group's focus on analyzing key standards and discussing effective teaching and intervention methods ensures that instruction is aligned with best practices and tailored to meet diverse learning needs. English learners, low-income, and foster youth students particularly benefit from this action as it fosters an environment of targeted support and intervention, addressing educational gaps and promoting equity in learning opportunities. These improvements in teaching quality and relevance can significantly enhance engagement, understanding, and academic success for these vulnerable student groups, better preparing them for future educational and career challenges.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math
Goal 3, Action 3d	Students require educators who are equipped to effectively utilize the California Educators Reporting System (CERS) to improve math achievement. Currently, a lack of expertise and resources in data analysis and instructional planning may lead to missed opportunities for identifying learning gaps and providing effective interventions. To ensure that all students have access to high-quality instruction and achieve improved math outcomes, educators need dedicated time and professional development focused on CERS data analysis, enabling them to make data-driven decisions, differentiate instruction, and implement targeted interventions.	To enhance student achievement data analysis, the school will provide professional learning focused on how to utilize the California Educators Reporting System (CERS) to aid instructional planning practices. This targeted analysis helps educators identify specific areas where students, particularly those from underperforming groups, are struggling and adjust teaching strategies accordingly. For English learners, low-income, and foster youth, this personalized attention can significantly close achievement gaps by addressing the unique challenges they face. Consequently, this approach not only enhances learning outcomes for all students but is particularly transformative for those who traditionally lack support, thereby boosting their academic achievement and future educational prospects.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3e	Students, particularly English Learners, foster youth, and students from under-resourced communities, require educators who are knowledgeable and skilled in effectively integrating Virtual Reality (VR) technology into mathematics instruction. Currently, a lack of preparedness in this area may create inequitable access to powerful learning opportunities. To ensure that all students benefit from the use of VR in mathematics, educators need professional learning and guidance from a Math Specialist to establish schoolwide protocols and design engaging learning activities that leverage VR to deepen students' understanding of mathematical concepts.	To provide students with innovative teaching and learning methods, the school will provide professional learning centered on effective implementation of Virtual Reality (VR) mathematics. Implementing VR into the math curriculum through established protocols can significantly boost engagement among historically underserved students, as immersive learning environments often increase motivation and understanding by providing interactive and contextual experiences. This strategy aligns with findings that suggest technology-enhanced instruction can lead to improved academic outcomes, particularly in complex subjects like mathematics.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math, Innovative Learning Opportunities for Students
Goal 3, Action 3f	English Learners (ELs) require specialized support and differentiated instruction in mathematics to access grade-level content, develop academic language, and achieve their full potential. Currently, educators may lack the specific training and resources needed to effectively support ELs in mathematics, potentially leading to gaps in understanding, limited engagement, and hindered progress in this critical subject area. To address this, educators need targeted professional development from a Math Specialist, focused on effective strategies for supporting ELs, including curriculum modification, culturally responsive teaching practices, and language acquisition support. This will ensure that ELs can confidently engage with grade-level content, develop essential academic vocabulary, and succeed in mathematics.	To ensure that each instructional staff can tailor teaching strategies to meet the diverse needs of all students, the school will employ a Math Specialist to provide personalized professional learning. The Math Specialist will provide targeted approaches to benefit special populations like low income, English learner students, and foster youth, who may face unique educational challenges that require specialized support to achieve academic success. By equipping teachers with the skills to differentiate instruction and engage these students effectively, the specialist helps create a more inclusive and equitable learning environment where every student can excel.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3g	Based on data analysis and teacher insights, the school has identified a critical need for a supplemental math program with the following key features: rapid identification and remediation of student skill deficiencies, an engaging and user-friendly interface, built-in gamification to enhance motivation, immediate and actionable learning feedback, and robust differentiated instruction to personalize the learning experience and drive significant improvement in math skills.	Data analysis revealed math learning gaps, particularly for English Learners, Students with Disabilities, and other unique learners, necessitating focused intervention for specific student groups. Leveraging allowable LREBG funds, the school will implement IXL Learning, an evidence-based platform providing personalized math instruction and immediate feedback to directly address these needs while also offering supplementary support for all students schoolwide. Comprehensive staff training will ensure effective IXL integration, maximizing its impact on accelerating targeted student progress and fostering mathematical proficiency for everyone. This strategic action directly addresses individual student needs for both remediation and growth, benefiting both identified learners and the wider student body.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math
Goal 4, Action 3a	Students, particularly those navigating challenging personal circumstances, greatly benefit from dedicated programs focused on character and leadership development. Acquiring skills in areas like resilience, problem-solving, and positive communication can provide crucial support and empower them to overcome adversity. Integrating a focus on health and wellness, including mental health strategies, offers vital coping mechanisms and promotes stability, ultimately fostering their academic engagement and overall well-being.	To address this identified need of students, the Character and Leadership Development Program will be particularly beneficial for those navigating challenging personal circumstances, offering crucial support in developing character and leadership skills alongside promoting their health, wellness, and academic achievement. However, it also provides valuable opportunities and resources that can positively impact all students. This includes emphasizing mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices, which are beneficial to everyone.	Student Attendance, Chronic Absenteeism, Student Confidence

Goal 4, Action 3b	To thrive academically and beyond, students need explicit and consistent support in developing their social and emotional learning (SEL) competencies. Implementing AVID's SEL framework will address their diverse needs by equipping them with essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By fostering these competencies, students will be better prepared to navigate their academic journeys, pursue their college and career aspirations with greater confidence, and effectively utilize their college and career readiness skills.	To foster student success, the school will implement AVID's social and emotional learning (SEL) framework, which will be particularly impactful in supporting students with diverse needs and backgrounds as they navigate challenges and pursue their academic and career goals. This implementation will also provide a valuable foundation for all students to enhance their well-being and effectively leverage their college and career readiness skills.	Graduation Rate, Student Attendance, Student Confidence, UC a-g Completion
Goal 4, Action 3c	Students from under-resourced homes, English Learners (ELs), and foster youth often face significant barriers to consistent access to nutritious food, which can negatively impact their health, well-being, and academic success. The implementation of a universal Meal Program addresses these critical needs by ensuring that all students, regardless of their socioeconomic background, language proficiency, or living situation, have access to free and nutritious breakfast and lunch daily. This program will alleviate food insecurity and create a more equitable and supportive learning environment where all students can thrive.	Our school will implement a universal Meal Program to support student health and well-being by providing free breakfast and lunch to all. This ensures consistent access to nutritious food, especially for under-resourced students, fostering a more equitable and supportive environment. By removing financial barriers and stigma, all students can benefit from improved concentration and overall health, leading to greater academic success. We will follow all regulations and provide information on additional food assistance for families.	Student Attendance, Student and Parent Satisfaction
Goal 4, Action 3d	Homeless and foster youth in our school community require equitable access to comprehensive support services that address their unique challenges. Integrating dedicated resources within the Mental Health and Wellness Hub is crucial to ensure these students can readily connect with essential mental health support, information about housing and basic needs, and advocacy, fostering their well-being and academic success.	To effectively address the distinct challenges faced by homeless and foster youth, the school will proactively create and embed targeted resources within the Mental Health and Wellness Hub. This strategic integration will facilitate vital connections to essential health support, provide readily accessible information regarding housing and basic needs, and ensure access to dedicated advocacy services.	Student & Parent Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate

Goal 4, Action 3e	English Learner Students, Foster Youth, and Low-Income students often face unique challenges that can significantly impact their emotional well-being and academic success. These students may experience language barriers, cultural adjustment difficulties, trauma, unstable living situations, and limited access to resources. These factors can lead to increased stress, anxiety, and social-emotional difficulties that hinder their ability to thrive in school.	To address these needs, the school will employ a licensed therapist to provide on-site counseling services. This vital support will offer a safe and confidential space for students to process their emotions, develop coping strategies, and build resilience. By addressing their mental health needs, the school aims to improve students' overall well-being, enabling them to better focus on their academics, engage more fully in school activities, and cultivate a positive sense of self within the school environment.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate
Goal 4, Action 3f	Students need access to resources and strategies that support their social-emotional learning (SEL) to promote their emotional well-being and enhance self-regulation skills. The deployment of calming carts with sensory tools, mindfulness resources, and calming activities will address this need. This initiative is particularly beneficial for multilingual students, who may experience heightened stress due to language barriers; for foster youth, who often require additional support in managing complex emotions; and for students from under-resourced households, who may have limited access to such resources outside of school. By providing these tools, the school aims to create a more supportive and equitable environment, enabling all students to develop essential self-regulation skills and improve their overall emotional well-being.	Calming carts strategically placed throughout the school will be accessible to all students, providing immediate support for emotional regulation. While particularly beneficial for students with sensory processing sensitivities, anxiety, or difficulty managing intense emotions, all students can utilize the carts to practice mindfulness, de-escalate stressful situations, or simply take a moment for quiet reflection, thus fostering a school-wide culture of emotional well-being and self-awareness.	Student Attendance, Suspension Rate, Student and Parent Satisfaction

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 2a	English Learner (EL) students need individualized support to thrive academically and integrate smoothly into the school. These students arrive with diverse language backgrounds and varying English proficiency levels. A quick assessment of their needs is critical, and the school will use a Home Language Survey to determine each student's English abilities. This information will be used to create customized EL plans that provide the specific language support and resources needed for success.	To provide language support and educational resources for EL students upon their initial enrollment in a California public school, the school will utilize a Home Language Survey to quickly assess the English proficiency levels of new students. This initial evaluation is crucial for designing customized English Learner (EL) plans that cater specifically to each student's language needs. By providing tailored support from the outset, these plans help EL students acclimate faster and more effectively, enhancing their overall academic success and integration into the school environment.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2b	English Learner (EL) students need ongoing monitoring of their language development to ensure they receive effective instruction and support tailored to their individual needs. To achieve this, the school will administer the ELPAC, which will provide valuable data to inform teaching strategies and resource allocation.	To accurately monitor the language development of English Learner students over time, the school will administer the ELPAC. Staff will use ELPAC data to make informed decisions about teaching strategies and resource allocation, ensure that instruction is effectively tailored to meet the needs of EL students. By identifying areas where students require additional support or intervention, the school can provide targeted assistance to help ELs overcome specific challenges in language acquisition. Additionally, the results from the ELPAC play a critical role in determining when a student has met the criteria for reclassification from English Learner status, which can significantly impact their educational trajectory and access to a broader range of opportunities.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2c	English Learner (EL) students with disabilities require specialized support that addresses both their language acquisition needs and their individual learning differences. To ensure these students receive a truly equitable education, the school will incorporate academic language development goals into their Individualized Education Programs (IEPs).	To meet the unique needs of English Learners with disabilities, the school will incorporate academic language development goals into their IEPs. This comprehensive approach facilitates a more inclusive learning environment, enabling students with disabilities who are also ELs to make meaningful progress both linguistically and academically. Ultimately, such targeted and integrated support structures are crucial for ensuring that all students have the opportunities and resources necessary to succeed in school and beyond.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2d	English Learner (EL) students require teaching strategies that are specifically tailored to their unique learning needs and language acquisition stages. To achieve this, the school's English Learner Achievement Department (ELAD) will take a data-driven approach to inform and continuously improve teaching practices.	To develop schoolwide teaching strategies that meet the unique learning needs of EL students, the school's English Learner Achievement Department (ELAD) will meet regularly, collaborate, conduct data analysis, and share best practices with instructional staff. By analyzing performance and engagement data of EL students, ELAD can identify what methods are most effective in various aspects of education such as curriculum design, instructional strategies, and family involvement. This data-driven approach allows for continuous improvement in teaching practices and learning materials, ensuring they are aligned with the actual needs of EL students. Additionally, leveraging insights from data analysis ensures that professional development for teachers is relevant and impactful, promoting better outcomes for students.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2e	English Learner (EL) students require ongoing monitoring of their language development through personalized assessments to ensure they receive targeted instruction and support. To achieve this, the school will design and implement evidence-based formative and summative assessments conducted in personalized academic settings.	To monitor and respond to EL student language acquisition, the school will design and implement evidence-based formative and summative assessments by staff in personalized academic settings. Conducting these assessments one-on-one or in small groups ensures a tailored approach, allowing educators to precisely gauge each student's language proficiency and progress. This personalized assessment method helps identify individual strengths and areas needing improvement, facilitating targeted instruction that effectively addresses specific learning needs. Additionally, this strategy enhances the reliability of the data collected, enabling schools to make informed decisions about language support programs and instructional interventions.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2f	English Learner (EL) students need integrated language and content instruction to effectively acquire English proficiency while simultaneously mastering grade-level academic material. To address this need, the school will implement dynamic Integrated ELD strategies.	To support EL students, acquire language proficiency and understanding of core content, the school will implement dynamic Integrated ELD strategies. By embedding language development within the teaching of subjects like math, science, and social studies, instructional staff will provide ELs with constant, context-rich opportunities to practice and enhance their English skills. This integrated approach ensures that ELs are not isolated in language classes but are actively applying and expanding their language skills in meaningful, academic contexts. As a result, it supports dual objectives—boosting English fluency and achieving grade-level content mastery—thus promoting overall academic success and equity in education.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2g	English Learner (EL) students need personalized and rigorous Designated ELD instruction to effectively develop the language skills necessary for academic success. To meet this need, the school will implement a blended learning approach, combining instructional tools like Summit K12 with ELD Courses.	To offer a personalized and rigorous Designated ELD, the school will blend instructional tools such as Summit K12 with ELD Courses. This personalized approach ensures that instruction is precisely calibrated to each student's unique learning profile, promoting more effective language acquisition. By focusing on critical language skills that are essential for understanding and engaging with English-based academic content, this strategy supports ELs in becoming more proficient in English. Ultimately, such tailored instruction not only enhances the students' ability to perform in English-speaking academic environments but also lays a strong foundation for their future educational success.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2h	Emerging English Learner (EL) students need their native language literacy skills accurately assessed to ensure equitable access to rigorous academic content and effective language support. To achieve this, the school will research and implement valid and reliable assessments to measure these skills	To support the unique needs of emerging EL students, the school will research valid and reliable assessments to measure their native literacy skills. By accurately assessing these skills, school staff can ensure ELs have equitable access to rigorous, standards-aligned courses that are appropriate for their linguistic and academic levels. Additionally, providing primary language assistance and supporting biliteracy not only aids in the retention and development of the students' first language but also enhances their English acquisition. This comprehensive approach fosters academic success in both languages, supporting overall educational equity and proficiency.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 7a	EL students represent a diverse group with varying levels of English language proficiency, cultural backgrounds, and academic needs. To ensure their academic success and future opportunities, these students require individualized support tailored to their unique circumstances. This includes differentiated instruction, targeted interventions, and access to appropriate resources that address their language and learning needs. Early identification of any learning gaps or challenges is essential, allowing educators to provide timely support and prevent these challenges from hindering their progress. Furthermore, educators need access to comprehensive and current data on each EL student's language development and academic performance to make informed decisions about instruction and support. Equitable access to the same academic opportunities and resources as their native English-speaking peers is crucial to ensure EL students are fully prepared for college and careers.	To monitor and analyze the academic progress of EL students, school staff will utilize Ellevation. This centralized tracking system enables educators to tailor instructional and supplemental support specifically to the needs of these students, promoting better educational outcomes by addressing individual and group challenges directly and timely. By consistently monitoring student progress and adjusting supports as needed, the school can ensure that all English Learner students are advancing towards fluency and academic success, crucial for their college and career readiness.	ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate, College and Career Indicator (CCI)

Goal 1, Action 7b	Long-Term English Learners (LTELs), students who have been learning English for an extended period but haven't yet attained proficiency, require ongoing support and targeted interventions to ensure continued academic progress. These students often face unique challenges that can hinder their learning, such as gaps in academic content knowledge, difficulty with complex language structures, and potential social-emotional barriers. To address these needs, LTELs benefit from consistent monitoring of their academic performance and timely adjustments to their educational strategies. This requires collaborative efforts among educators to identify areas where LTELs are excelling or struggling and to develop individualized support plans that address their specific needs. A structured approach to collaboration and data analysis is essential to ensure that LTELs receive the appropriate support to accelerate their language development and achieve academic success.	The planned PPEP meetings in July, October, and January directly address the needs of LTELs by providing a structured framework for ongoing monitoring and collaboration. These regular meetings will bring together school instructional leaders, counselors and teachers to analyze student data, identify trends, and make data-driven decisions about instructional strategies and interventions. This collaborative approach ensures that LTELs receive consistent support throughout the school year and that any emerging needs or challenges are addressed promptly. By fostering a unified approach to supporting LTELs, these PPEP meetings will help create a learning environment where these students can thrive academically and progress towards English proficiency and overall academic success.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 7c	EL students are on a unique language learning journey, and their progress towards English proficiency needs to be carefully monitored, documented, and communicated effectively to all stakeholders involved in their education. Clear and comprehensive progress reports are essential to track their development across different domains, identify areas of strength and weakness, and inform targeted support and interventions. These reports should be aligned with established language development frameworks, such as the CA EL Roadmap, to provide a standardized and consistent measure of progress. Furthermore, EL students and their families benefit from transparent and accessible communication about their language acquisition journey, including their achievements, challenges, and the strategies being implemented to support their growth. This shared understanding fosters a collaborative partnership between school, families, and students, empowering everyone to contribute to the student's success.	Creating semesterly EL Progress Reports aligned to the CA EL Roadmap directly addresses these needs. These reports will provide a detailed account of each EL student's language development and academic progress, highlighting their achievements and pinpointing areas where they may be facing challenges. By utilizing a standardized framework, the reports will offer a clear and consistent measure of progress, enabling educators to identify specific needs and tailor interventions accordingly. Moreover, the progress reports will serve as a valuable communication tool, ensuring that teachers, parents, and administrators are well-informed about the student's language acquisition journey and can work together to provide the necessary support. This collaborative approach, facilitated by the progress reports, will empower EL students to overcome obstacles, accelerate their language development, and ultimately achieve reclassification as Fluent English Proficient.	Attendance, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate
Goal 1, Action 7d	EL students need their families to be active partners in their education. Families need to understand how their children are doing in school, both with learning English and in their other subjects. They also need to know how they can help their children at home. To do this, families need clear information about their child's progress and a chance to talk with teachers about what they can do to support their child's learning.	The school will give families ELD Progress Reports that are easy to understand. These reports will show how their child is doing with English and in their school subjects. The school will also invite families to meet with teachers and talk about the reports. This will help families understand their child's progress and learn how they can help at home.	Attendance, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate

Goal 1, Action 7e	EL students often require specialized support to succeed academically. Schools need to closely monitor their progress, identify achievement gaps, and implement timely strategies to address these challenges. This requires a robust system of data analysis that disaggregates data to understand the unique needs of ELs. By analyzing data through an equity lens, schools can pinpoint areas where EL students may be struggling and develop targeted interventions to close those gaps. This data analysis should also inform professional development for educators, equipping them with the knowledge and skills to effectively support EL students.	The Monthly Storybook created by the Data and Assessment Department will provide a regular snapshot of student achievement, specifically for ELs. This disaggregated data will offer valuable insights into trends, areas needing attention, and potential opportunity gaps. By focusing on equity, the Storybook will help identify any disparities in outcomes. This will enable the school to implement targeted professional development, adjust practices, and allocate resources effectively to ensure that all EL students receive the support they need to succeed. This data-informed approach will promote a more equitable learning environment where EL students can thrive.	Attendance, Chronic Absenteeism, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate
Goal 3, Action 2a	English Learner (EL) students require targeted support to develop language proficiency and achieve academic success. Many struggle to access core content due to language barriers, hindering their progress and limiting future opportunities. To address this, teachers need ongoing professional development on effective instructional strategies for ELs, including training on the CA EL Roadmap. This will create a more inclusive and equitable learning environment, ultimately preparing all students for college and career readiness.	To meet the professional learning needs of staff, the school will provide ongoing and sustained training focused on the key components of the CA EL Roadmap. This will ensure teachers are equipped to deliver effective, research-based instruction tailored to English learner (EL) students, thereby enhancing their language proficiency and academic success. This training fosters an inclusive and equitable learning environment, promoting cultural understanding and respect for diversity. Ultimately, it supports compliance with state mandates, improves overall school performance, and prepares all students for college and career readiness.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2b	English Learner (EL) students at Altus Schools have diverse learning needs that require targeted support to ensure their academic success and well-being. Teachers and staff need comprehensive training and support in implementing the Altus Schools English Learner Plan, including professional development on effective instructional strategies, accurate assessment, and data-driven decision-making. This will help address the unique academic and social-emotional needs of ELs, creating a more inclusive, equitable, and supportive learning environment where all students can thrive.	To ensure that the Altus Schools English Learner Plan is effectively implemented schoolwide, the English Learner Achievement Department (ELAD) will provide training, support, and coaching to instructional staff. This targeted professional development promotes the use of evidence-based instructional strategies, accurate assessment, and data-driven decision-making, fostering a more inclusive and equitable educational environment. Additionally, addressing both the academic and social-emotional needs of different EL typologies helps create a supportive and responsive learning atmosphere for all English learners.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2c	EL students have diverse learning needs and require personalized instruction to reach their full potential. To achieve this, teachers need training and support in effectively utilizing Summit K12, a platform that provides targeted resources and strategies for differentiated instruction. Mastery of this platform will allow educators to better monitor student progress, make data-driven decisions, and provide individualized support, ultimately leading to increased student success.	To ensure effective utilization of Summit K12, the school will provide professional learning to staff. This will equip teachers with targeted resources and strategies to deliver effective, personalized instruction, ensuring that students' diverse needs are met. Additionally, the curriculum supports ongoing progress monitoring, allowing educators to make data-driven decisions that further support student success.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2d	Our analysis of English Learners' performance, particularly in math, ELA, and graduation rates, indicates a need for focused and sustained support. To address this, instructional staff will utilize the Ellevation Strategies platform, which offers tailored professional learning and data-driven instructional resources specifically aimed at enhancing outcomes in these key areas for EL students.	Recognizing the need for ongoing and specialized support based on EL student performance on SBAs and graduation rates, instructional staff will utilize the Ellevation Strategies platform. This platform offers personalized, on-demand professional learning modules and instructional activities, including research-based strategies and differentiated instruction techniques. Connected to real-time EL data, these resources enable targeted and data-informed instruction aimed at improving performance outcomes.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2e	Newcomer, immigrant, and refugee students often arrive with diverse needs, including language barriers, cultural differences, and potential trauma. To support their academic success and well-being, staff require training in cultural competence, trauma-informed practices, and language acquisition strategies. Providing access to ongoing coaching, multilingual resources, and community partnerships will further equip educators to create a welcoming and supportive learning environment where these students can thrive.	To meet the professional learning needs of staff, the school will provide staff training focused on how to support and integrate newcomer, immigrant, and refugee students in the school system. Training will focus on cultural competence, trauma-informed teaching practices, and language acquisition strategies. Additionally, offering ongoing coaching and access to resources, such as multilingual support materials and community partnerships, ensures staff are well-prepared to address the diverse needs of these students. Creating opportunities for staff to collaborate and share best practices fosters a supportive learning environment for both educators and students.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2f	Our analysis of state and local assessment results for English Learners and Low-Income students points to areas where literacy skills can be significantly enhanced. This data underscores the importance of implementing targeted strategies to support their academic growth in literacy.	Informed by state and local assessment data identifying opportunities to improve literacy skills for English Learners and Low-Income students, instructional staff will receive specialized professional learning, including the SDCOE's WRITE program, focused on implementing targeted strategies to accelerate their literacy and academic achievement.	Professional Development Hours, Training Relevance, NWEA Reading & Language, SBA ELA
Goal 3, Action 2g	English learners require differentiated instruction and support to accelerate literacy development and achieve academic success. Teachers need professional development on effectively implementing Achieve3000, including best practices and data analysis techniques. This will empower them to personalize learning, track progress, and provide targeted instruction, ultimately leading to improved literacy skills and academic outcomes for English learners.	To improve educators' ability to integrate Achieve3000 into their teaching, the school will provide professional learning focused on how to effectively implement the program and review best practices. The focus on data analysis enables teachers to track progress and tailor instruction to meet individual student needs, ensuring targeted support. This comprehensive approach leads to improved academic outcomes and greater overall success for English learners.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2h	Low-income, foster youth, and EL students face barriers to accessing and navigating the college application process. These students need specialized support to pursue higher education. School counselors require training to address the unique challenges these students face, including financial aid and scholarships. This will ensure equitable access to post-secondary education and increase college enrollment for these underserved populations.	To increase the rate of EL students, low-income, and foster youth enrolling in college, the school will provide specialized training to counselors. This will ensure all school counselors are equipped to support and provide tailored guidance on the college application process, including financial aid opportunities and scholarship applications. They can offer targeted workshops and one-on-one advising sessions to address the unique challenges faced by low-income, foster youth, and first-generation students. Additionally, counselors can create partnerships with community organizations and colleges to provide resources and support systems that facilitate college readiness and enrollment.	Student Satisfaction, Parent Satisfaction, UC a-g Requirements
Goal 4, Action 4a	Foster youth often experience unstable living situations, leading to frequent school changes, gaps in learning, and difficulty building relationships within the school community. They may also face social and emotional challenges stemming from trauma and separation from family. These factors can significantly impact their academic performance and overall well-being.	To proactively address these needs, the school will employ a Foster Youth Liaison. This dedicated advocate will work closely with students, families, and school staff to ensure coordinated services and a supportive learning environment. By addressing the unique educational and emotional needs of foster youth, the school aims to improve their academic success and foster a sense of belonging.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate

Goal 4, Action 3b	Foster youth face unique challenges that can significantly impact their educational experience and overall well-being. These students often experience academic instability due to frequent school changes and may struggle with social and emotional difficulties stemming from trauma and separation from family.	To ensure these vulnerable students receive the necessary support, the school's Homeless and Foster Youth Liaison will provide comprehensive case management services. This includes coordinating with teachers, counselors, and community resources to develop individualized plans that address each student's academic, physical, and emotional needs. The liaison will closely monitor student progress, offer ongoing mentorship, and facilitate access to essential services such as tutoring, mental health counseling, and necessities. Furthermore, the liaison will act as an advocate, ensuring that the rights of foster youth are protected, and their voices are heard within the school system. This proactive and holistic approach aims to create a stable and supportive learning environment where foster youth can thrive academically and personally.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate
Goal 5, Action 3a	Families of historically underserved student groups often face barriers to accessing information and resources regarding specialized programs and services offered by the school. This lack of awareness can limit their ability to effectively advocate for their children and support their academic success.	To address this need, the school will host an annual Family Resource Night. This event will provide a welcoming and informative space for families to learn about available programs, connect with school staff and community partners, and gain the knowledge and tools needed to navigate the educational system. By fostering stronger school-family partnerships and promoting open communication, this initiative aims to empower families and ensure equitable access to resources for all students, ultimately leading to improved academic outcomes and a stronger sense of community engagement.	Parental Involvement, Chronic Absenteeism, Attendance Rate, Graduation Rate, Parent Satisfaction

Goal 5, Action 3b	Foster youth frequently experience placement changes and instability, which can disrupt their education and negatively impact their academic progress and emotional well-being. These disruptions often result in frequent school transfers, making it difficult for these students to maintain consistent learning environments, build relationships with peers and teachers, and access essential academic support.	To address this, the school will coordinate transportation services to ensure that foster youth can remain in a familiar school setting even if their living situation changes. By providing this stability, the school aims to improve academic outcomes, promote a sense of belonging, and support the emotional well-being of foster youth. This initiative also ensures compliance with legal mandates designed to protect the educational rights of this vulnerable population, promoting equity and educational continuity.	Community Partners, Chronic Absenteeism, Attendance Rate, Graduation Rate
Goal 5, Action 3c	English Learner (EL) students and their families often face unique challenges in navigating the educational system and advocating for their specific needs. Limited English proficiency can create barriers to communication and participation in school activities, potentially hindering students' academic progress and overall school experience.	To address this, the school will facilitate interactive English Learner Advisory Committee (ELAC) meetings. These meetings will foster a collaborative environment where parents can actively engage with school staff, share their insights and concerns, and contribute to the development of strategies that support EL students. This increased parental engagement will lead to more tailored support, improved communication, and a stronger sense of partnership between the school and EL families. Additionally, conducting an annual Needs Assessment will ensure that the school's English Learner Plan remains responsive to the evolving needs and challenges faced by EL students and their families, promoting equitable access to educational opportunities and resources.	Parent Involvement, ELPI, EL Reclassification, Parent Satisfaction

Goal 5, Action 3d	Parents of English Learners (EL) can find it challenging to fully understand their child's language development and academic progress. Traditional report cards may not adequately capture the nuances of language acquisition.	To address this, the school will develop and share comprehensive English Language Development (ELD) Progress Reports through parent-teacher conferences. These reports will provide detailed information on students' language proficiency growth, highlighting their strengths and areas for improvement. This increased transparency and communication will empower parents with a deeper understanding of their child's learning journey and enable them to actively participate in setting goals and contributing to their child's education. This collaborative approach ensures that educational strategies are personalized and effective in supporting the success of EL students.	Parent Involvement, ELPI, EL Reclassification, Parent Satisfaction
Goal 5, Action 3e	Students with parents and family members with limited English proficiency often face barriers to accessing and understanding essential school information, hindering their involvement in their child's education.	To meet this need for seamless communication and inclusive support for all families, especially our English Learner community, the school will implement a proactive translation protocol for all key school documents and announcements. Simultaneously, we will strategically allocate bilingual staff to resource centers serving a significant number of non-English speaking families. This will enable immediate and effective communication, fostering stronger home-school connections.	Parental Involvement, Parent Satisfaction
Goal 5, Action 3f	The substantial communication challenges faced by many non-English-speaking parents limit their full participation in their children's educational journey, affecting involvement in teacher conferences and other school activities.	To foster equitable partnerships and ensure all parents can actively participate in school conferences and meetings, there is a crucial need for comprehensive translation services in all languages, both in person and virtually. Providing these services will create a more inclusive and supportive school environment for all families.	Parental Involvement, Parent Satisfaction

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Altus Schools North County, like many other Local Education Agencies (LEAs), has faced challenges in increasing staff this year due to widespread hiring difficulties. As a charter school, AS North County doesn't have traditional comparison schools for calculating staff increases. Despite these challenges, the school has prioritized recruiting and hiring qualified instructional staff to directly support students, especially for Certificated Teacher Resource (CTR), Resource Center Associate (RCA), and Learning Associate (LA) positions.

These additional support staff, as outlined in Goal 1, Action 3, will provide targeted tutoring to boost student progress and course completion, particularly for the lowest achieving student groups, and unique learners. These roles are vital for delivering one-on-one and small group instruction to improve student proficiency in Mathematics and English Language Arts. Educational partners believe these new positions will help the school enhance student engagement, achievement, and college/career readiness.

To overcome recruitment challenges, the school’s Human Resources (HR) Department is dedicated to enhancing its strategies for attracting and retaining high-quality instructional support staff. HR has diversified its recruitment channels to access broader talent pools, leveraging platforms such as EDJOIN, LinkedIn, and Handshake. Their proactive approach also includes participating in virtual and in-person job fairs, distributing flyers within the community, and forming partnerships with surrounding colleges and universities. These comprehensive efforts underscore the school’s unwavering commitment to staffing for optimal student success.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:66
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:19

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 2,365,337	$ 620,274	26.223%	0.000%	26.223%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,073,075	$ 591,585	$ 23,541	$ 365,666	$ 3,053,867.00	$ 2,148,255	$ 905,612

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	All	No	LEA-wide	All	All	Ongoing	$ 63,189	$ 15,831	$ 51,006	$ 8,270	$ -	$ 19,744	$ 79,020	0.000%
1	2	English Learner Assessment and Support Framework	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 108,274	$ 1,260	$ 83,782	$ 17,801	$ -	$ 7,951	$ 109,534	0.000%
1	3	Personalized Academic Instruction and Support for All Students	All	No	LEA-wide	All	All	Ongoing	$ 283,016	$ 29,987	$ 252,777	$ 38,230	$ -	$ 21,996	$ 313,003	0.000%
1	4	Targeted Math Interventions and Resources	All	No	LEA-wide	All	All	Ongoing	$ 62,053	$ 945	$ 42,547	$ 10,382	$ -	$ 10,069	$ 62,998	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 120,027	$ 77,323	$ 105,293	$ 19,258	$ -	$ 72,799	$ 197,350	0.000%
1	6	Academic Instruction and Support for Students with Disabilities	SWD	No	Limited	SWD	All	Ongoing	$ 565,350	$ 91,559	$ 429,889	$ 206,649	$ -	$ 20,371	$ 656,909	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 137,561	$ 1,068	$ 105,128	$ 17,291	$ -	$ 16,210	$ 138,629	0.000%
2	1	Dynamic, Engaging and Standards-Aligned Curriculum	All	No	LEA-wide	All	All	Ongoing	$ 124,153	$ 85,071	$ 102,668	$ 96,351	$ -	$ 10,205	$ 209,224	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 108,274	$ 146,117	$ 83,782	$ 47,844	$ -	$ 122,765	$ 254,391	0.000%
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	All	No	LEA-wide	All	All	Ongoing	$ 129,562	$ 36,936	$ 98,116	$ 58,283	$ -	$ 10,099	$ 166,498	0.000%
3	1	Professional Learning Focused on Improving Academic Performance for All Students	All	No	LEA-wide	All	All	Ongoing	$ 13,325	$ 3,858	$ 2,199	$ 5,717	$ -	$ 9,267	$ 17,183	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 110,404	$ -	$ 83,781	$ 16,541	$ -	$ 10,082	$ 110,404	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 114,368	$ -	$ 83,476	$ 16,540	$ -	$ 14,352	$ 114,368	0.000%
4	1	Safe and Supportive School Environment for All Students	All	No	LEA-wide	All	All	Ongoing	$ 38,655	$ 11,100	$ 45,155	$ 4,600	$ -	$ -	$ 49,755	0.000%
4	2	Social, Emotional, and Behavioral Support Systems for All Students	All	No	LEA-wide	All	All	Ongoing	$ 97,230	$ 500	$ 85,602	$ 1,546	$ 561	$ 10,021	$ 97,730	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Low Income & Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	Ongoing	$ 14,013	$ 12,119	$ 12,636	$ 6,737	$ 1,683	$ 5,076	$ 26,132	0.000%
4	4	Collaborative Support Systems for Foster Youth	Foster Youth	Yes	Limited	Foster Youth	All	Ongoing	$ 32,132	$ -	$ 29,604	$ -	$ -	$ 2,528	$ 32,132	0.000%
5	1	Strengthening Community: Communication, Support, and Access	All	No	LEA-wide	All	All	Ongoing	$ 17,013	$ 375,818	$ 368,109	$ 6,675	$ 18,047	$ -	$ 392,831	0.000%
5	2	Integrating Advanced Technologies into Education	All	No	LEA-wide	All	All	Ongoing	$ 2,131	$ 16,120	$ -	$ 12,870	$ 3,250	$ 2,131	$ 18,251	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 7,525	$ -	$ 7,525	$ -	$ -	$ -	$ 7,525	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,365,337	$ 620,274	26.223%	0.000%	26.223%	$ 595,007	0.000%	25.155%	**Total:**	$ 595,007
								LEA-wide Total:	$ 285,187
								Limited Total:	$ 309,820
								Schoolwide	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	English Learner Assessment and Support Framework	Yes	Limited	English Learners	All	$ 83,782	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 105,293	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	Limited	English Learners	All	$ 105,128	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 83,782	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 83,781	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 83,476	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	$ 12,636	0.000%
4	4	Collaborative Support Systems for Foster Youth	Yes	Limited	Foster Youth	All	$ 29,604	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 7,525	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,164,479.00	$ 2,053,326.44

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	No	$ 2,265	$ 2,942
1	2	English Language Learner Assessment and Support Framework	Yes	$ 90,625	$ 81,642
1	3	Personalized Academic Instruction and Support for All Students	No	$ 460,376	$ 362,910
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	$ 281,392	$ 199,007
1	5	Academic Instruction and Support for Students with Disabilities	No	$ 372,463	$ 377,353
1	6	Systematic Approach to Monitor Academic Engagement and Achievement for All Students	No	$ 8,976	$ 8,124
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	$ 117,553	$ 106,731
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	$ 87,797	$ 86,022
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	Yes	$ 214,573	$ 213,058
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	No	$ 145,439	$ 176,119

3	1	Professional Learning Focused on Improving Academic Performance for All Students	No	$ 21,062	$ 19,050
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	$ 5,422	$ 5,866
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	$ 6,063	$ 6,095
4	1	Safe and Supportive School Environment for All Students	No	$ 33,315	$ 33,254
4	2	Social, Emotional, and Behavioral Support Systems for All Students	No	$ 24,534	$ 22,228
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	$ 30,286	$ 30,678
5	1	Engagement Opportunities and Innovative Teaching Approaches for All Students	No	$ 228,327	$ 287,759
5	2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	$ 34,011	$ 34,488

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 459,766	$ 677,860	$ 474,396	$ 203,464	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	English Language Learner Assessment and Support Framework	Yes	$ 83,479	$ 65,998.45	0.000%	0.000%
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	$ 233,181	$ 127,338.96	0.000%	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	$ 108,048	$ 85,396.62	0.000%	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	Yes	$ 189,187	$ 140,458.21	0.000%	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	$ 419	$ 414.59	0.000%	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	$ 6,063	$ 405.94	0.000%	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	$ 23,472	$ 21,770.98	0.000%	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	$ 34,011	$ 32,612.74	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,074,937	$ 459,766	0.000%	22.158%	$ 474,396	0.000%	22.863%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

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

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

How the Action(s) are Designed to Address Need(s)

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

Metric(s) to Monitor Effectiveness

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

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access

to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 1 are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

· Number/percentage of students at **Altus Schools North County** without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**

· Number of identified instances where facilities at **Altus Schools North County** do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0**

· The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp

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

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

· The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

· The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Local Control Funding Formula (LCFF) Priority 2 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 2 are provided below.

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts

- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

Altus Schools North County's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Altus Schools North County's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Altus Schools North County's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Altus Schools North County's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Support for Teachers and Administrators

Altus Schools North County's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered					X

Optional Narrative (Limited to 1,500 characters)

Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board. **N/A**

Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 3 are provided below.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	**5 – Full Implementation and Sustainability**
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	**5 – Full Implementation and Sustainability**
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	**5 – Full Implementation and Sustainability**
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	**5 – Full Implementation and Sustainability**

Building Relationships Dashboard Narrative Boxes

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**

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

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

These efforts collectively enhance the relationship between school staff and families, ensuring that students receive the support they need to succeed both academically and socially. Parents are provided with opportunities to provide input into their student's education plan and into the school's overarching goals, actions, and services. Results from the school's annual survey indicate that 100% of parents report being able to provide input and feedback to the school through multiple ways. The school values the partnership between school staff and families as the foundation of parent and family engagement. Over 100% of parents report that they have a high satisfaction rate with their student's teacher. To further engage parents and families in the instructional program, the school has prioritized providing learning environments that are innovative and engaging. 94.7% of parents report that the school provides innovative and engaging learning environments.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.**

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community The school regularly consults with educational partners throughout the school year to understand the academic, social-emotional and physical needs of students and families. The school utilizes multiple methods to conduct meaningful engagement,

including school events, trainings, meetings, committees and surveys. Additionally, the school's educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

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

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.**

To improve the engagement of underrepresented families the schools will address needs on several fronts. School materials will be translated, and interpreters have been made available for calls and meetings. The school will issue continue to Chromebooks and internet data plans to households in need of home technology. Increased Family Learning Series offerings to families focused on how to best support their child in academics, college/career interests, instructional support and health and safety for parents and families will be available. Parent Square further provides communication and engagement opportunities between the educational partners and the school.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	**5 – Full Implementation and Sustainability**
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	**5 – Full Implementation and Sustainability**
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	**5 – Full Implementation and Sustainability**
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	**5 – Full Implementation and Sustainability**

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.**

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

The school establishes formal partnerships with community-based organizations and non-profit organizations to provide services and support for students and families in the areas of family, food, housing, health, mental health, and college and career. The school has several formal partnerships providing services and support to families throughout the school year.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

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

Based upon information collected from students, the school will maintain or expand Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways. In addition, the school is focused on providing students with additional counseling services to support and plan for post-high school pathways. The school will issue Chromebooks and internet data plans to households in need of home technology through the school's connect program, managed by the school's Equity and Inclusion Department which is focused on increasing opportunities for all students to succeed. In addition, a partnership with a local non-profit tutoring organization will provide additional academic tutoring opportunities for their students – particularly focused in Mathematics and ELA.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

Altus Schools North County is fully committed to continuously improving the engagement of underrepresented families with our partnerships supporting student outcomes. This includes working to increase community-based partnerships that support the needs of our educational partners. These include resources for academic, physical, and social emotional needs of students to eliminate barriers to each student successfully achieving their Personalized Pathway Educational Plan goals. To better facilitate school to home two-way communication and input with English Learner households, school materials will be translated as translators provided when needed. Demographically, the LEA is majority-minority, majority SED, and a higher percentage of students with disabilities than the surrounding community. All students have full access to the courses and opportunities offered at the school. The school continues to solicit input from educational partners to identify and address student and family needs and to break down barriers to success.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	**5 – Full Implementation and Sustainability**
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	**5 – Full Implementation and Sustainability**
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	**5 – Full Implementation and Sustainability**
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	**5 – Full Implementation and Sustainability**

Seeking Input for Decision-Making Dashboard Narrative Boxes

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

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

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

school provides training for SSC members annually and holds regular meetings to develop, refine, and update the LCAP. The school provides training for English Learner Advisory Committee members annually and holds regular meetings to develop refine and update the English Learner Plan. The families of students in Special Education are engaged through the Community Advisory Committee that provides training, resources, support, and feedback opportunities throughout the school year. In 2024-2025 the school received input from nearly 100 students and parents and used the results in the development of the 2025-2026 LCAP.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

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

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.**

School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events. The school has also enhanced the Family Learning Series, which is ongoing and sustained training for parents and family members focused on their individual needs. The Family Learning Series is also committed to empowering parents and family members to be part of the school planning process – which includes reviewing schoolwide student engagement, achievement, and college/career readiness data. Instructional staff utilize ParentSquare to engage in two-way communication with students, parents and family members regarding the educational program and opportunities for input and engagement. Interactive English Learners Advisory Committee (ELAC) meetings will seek to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment. The school will continue to provide translated materials and resources for parents and family members of English Learners.

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

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (Dashboard) to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 6 are provided below.

School Climate (LCFF Priority 6)

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

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

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

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

1. **DATA:** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

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

Over the last five years, LCAP survey results indicate that the number one key requirement of students and parents is a safe and supportive learning environment. This requirement has directly impacted on the development of the school's LCAP. To monitor the success of Audeo 3's LCAP Goal 4: *Provide a Safe Environment and Supportive School Culture*, the school has established a metric of maintain or achieve a 90% or higher safety satisfaction rating. In 2023-2024, Audeo 3 exceeded this metric.

Student participation in the CHYS is voluntary. An important factor affecting the quality of survey results on the CHYK survey is participation rate. The validity and representativeness of the results is diminished if the student response rate is lower than 70 percent. ASNC's response rate on the CHYS was Grade 7 (44%), for CHYS Core and (38%) for CHYS Behavioral Health.

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

In 2024-2025, 98.3% of students reported that they felt safe at ASNC and 95.0% of parents reported that they feel their child is safe at the school. Additionally, the school establishes metrics for suspension and expulsion rates to reflect the effectiveness of the school's Multi-Tiered Systems of Supports (MTSS) that incorporates academic, social/emotional, and behavioral supports and interventions. In 2023-2024 ASNC's suspension rate was 0% and expulsion rate was 0%.

Results are not provided by CHYS if there are fewer than 10 responses for a grade level and/or student group. ASNC didn't receive disaggregated results on the CHYS for SPED, EL's, LTEL's, Foster/Homeless or any Ethnic Subgroup. The following applies to the students at ASNC who completed the CHKS. Key learnings from the CHYS included that in the past 12 months, 20% of students reported chronic sad or hopeless feelings and 0% of students reported having considered attempting suicide. 0% of students reported current alcohol or drug use. 19% of students reported having every used alcohol or drugs in their lifetime with 0% using alcohol and 0% using marijuana in the past 30 days. 6% reported they currently use tobacco and 21% have tried vaping. 71% reported eating breakfast today. 24% reported they went to bed at 12am or later the prior night. 19% reported having 3 or more absences in the past 30 days. In the past 12 months 13% of surveyed students reported wanting to receive mental health services, 27% reported receiving mental health services and 27% reported barriers to receiving services.

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

Altus Schools North County has implemented the administration of the California Healthy Kids Survey (CHKS) in addition to an Annual LCAP Stakeholder Engagement Survey to aide in to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness. Based on the results of the CHYS, the school's educational partners have provided feedback the

continue to have additional academic, physical, emotional, and mental health needs and there continue to be elevated needs for mental health services. To address these needs ASNC has a school meal program, provides an annual Family Resource Night to educate parents and family members on available programs and services. The school provides a Healthy Youth Therapist to provide additional and targeted counseling services and referrals and a Homeless and Foster Youth Liaison to proactively address and support students' academic, physical, mental health, and social-emotional needs. Both contribute to improving educational outcomes, promoting stability, and fostering a supportive and inclusive environment for these vulnerable populations. While students continue to have socioemotional and health related needs, over 90% of students surveyed report high levels of satisfaction with school safety and their overall experience at ASNC.

Local Control Funding Formula (LCFF) Priority 7 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for LCFF Priority 7 are provided below.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. **Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

As of CBEDS 2024-2025 **Altus Schools North County** served 138 students in grades k-12. The student demographics include:

- Percentage of Students with Disabilities: 26.2%
- Percentage of English Learners: 19.5%
- Percentage of Socioeconomically Disadvantaged: 77.9%
- Percentage of Homeless and Foster Youth (FY): 8.1%

Altus Schools North County qualifies as a Dashboard Alternative School Status (DASS) program. This status holds schools accountable for the same state indicators, some with modified methods. The school is approved as a DASS school through the eligibility criteria of serving “high risk” student groups; the school has an unduplicated count of over 70% of students in that qualify as “high risk”, including credit deficient students and high transient students.

Altus Schools North County uses the Pathways Personalized Education Plan (PPEP) process to plan, deliver and ensure all students across all student groups have access to a broad and rigorous course of study.

2. **Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in**

the extent to which all students have access to, and are enrolled in, a broad course of study.

Altus Schools North County's leadership team analyzes the results of the measures listed above annually. The results demonstrate that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad and rigorous course of study. At **Altus Schools North County**, students take one to two courses at a time and students take the required grade level core courses within an academic school year. Course planning is individualized within the Pathways Personalized Education Planning (PPEP) Process. This process allows the instructional team to design a course plan based on the student's skill levels, interests, and post-high school goals. All courses leading to a high school diploma are UC-ag approved and NCAA approved. Students have access to Advanced Placement (AP) courses, honors courses, dual-enrollment and articulated courses, CTE courses and courses based on their PPEP. There are no differences in accessibility to courses across student groups at our school.

3. **Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

There are no barriers preventing **Altus Schools North County** from providing access to a broad course of study for all students. Currently, 100% of the students have access to a broad and rigorous course of study. The school will continue to monitor its available course of study to ensure continued equitable access for all students.

4. **In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

Due to the success **Altus Schools North County** has demonstrated in providing all students with access to a broad and rigorous course of study, no changes are currently planned. However, this data continues to be reviewed as part of our cycles of continuous improvement.

ALTUS SCHOOLS SOUTHERN CALIFORNIA

Dba

Audeo Charter School II ▪ Audeo Valley Charter ▪ Altus Schools Coachella Valley
Altus Schools East County ▪ Altus Schools North County ▪ Altus Schools South Bay ▪ Mirus Secondary

June 18, 2025

ALTUS SCHOOLS SOUTH BAY
NOTICE OF PUBLIC HEARING

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

TOPICS OF HEARING:

2025-2026 Local Control Accountability Plan (LCAP)

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

HEARING DATE:	Tuesday, June 24, 2025
TIME:	*1:05 p.m., or soon thereafter as such item may be heard
LOCATION:	3252 Bonita Road, Chula Vista, CA 91910 or at Altus Schools South Bay Resource Centers and/or via the following link South Bay: https://www.altussouthbay.com/about/board-of-directors

* The public, open session of the Altus Schools Southern California Board Meeting will begin at 1:00 p.m.

Certification of Posting

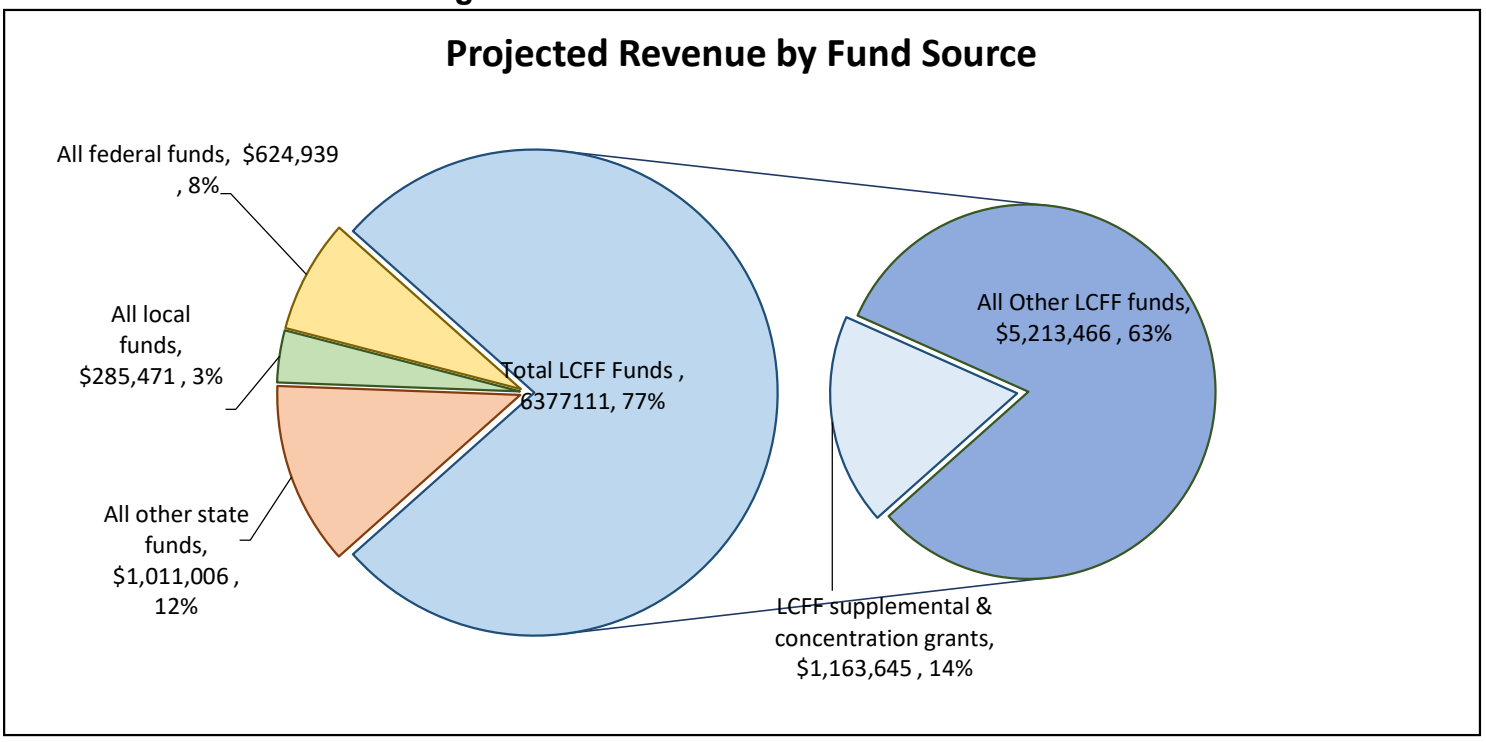
I, Angela Neri, hereby certify that I posted this Public Hearing Notice at Altus Schools South Bay Resource Centers, and on the Audeo Charter School II, Audeo Valley Charter, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools North County, Altus Schools South Bay, and Mirus Secondary Respective Webpages on June 18, 2025.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Altus Schools South Bay
CDS Code: 37771070136473
School Year: 2025-26
LEA contact information: Allison Fleck, Ph: (858) 203-7103, Email: afleck@altusschools.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

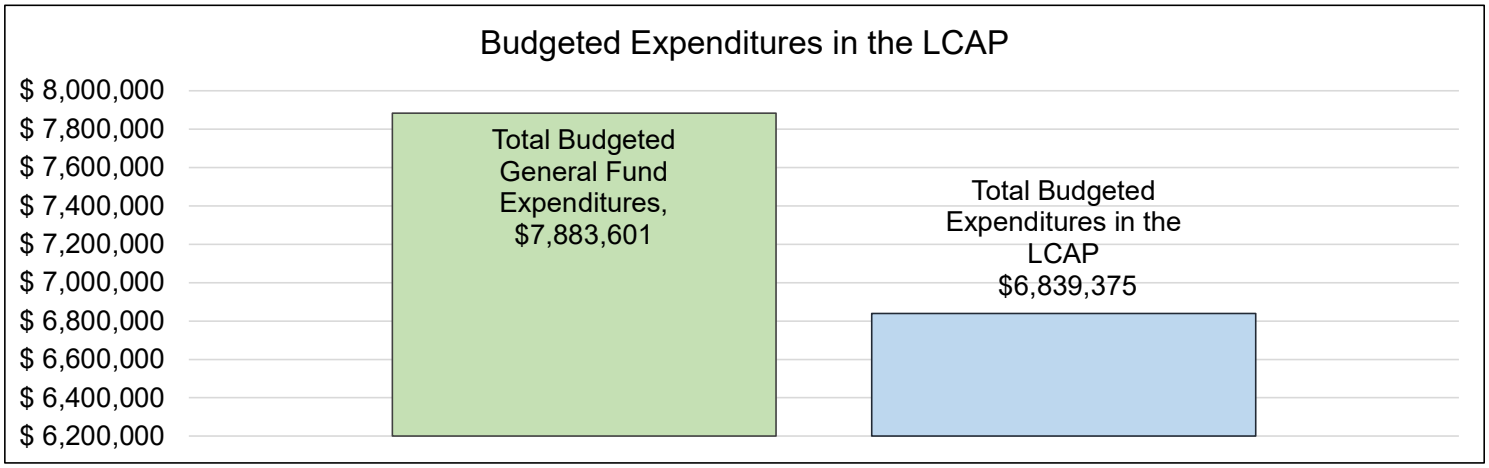


This chart shows the total general purpose revenue Altus Schools South Bay expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Altus Schools South Bay is $8,298,527.00, of which $6,377,111.00 is Local Control Funding Formula (LCFF), $1,011,006.00 is other state funds, $285,471.00 is local funds, and $624,939.00 is federal funds. Of the $6,377,111.00 in LCFF Funds, $1,163,645.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Altus Schools South Bay plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Altus Schools South Bay plans to spend $7,883,600.65 for the 2025-26 school year. Of that amount, $6,839,374.97 is tied to actions/services in the LCAP and $1,044,225.68 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

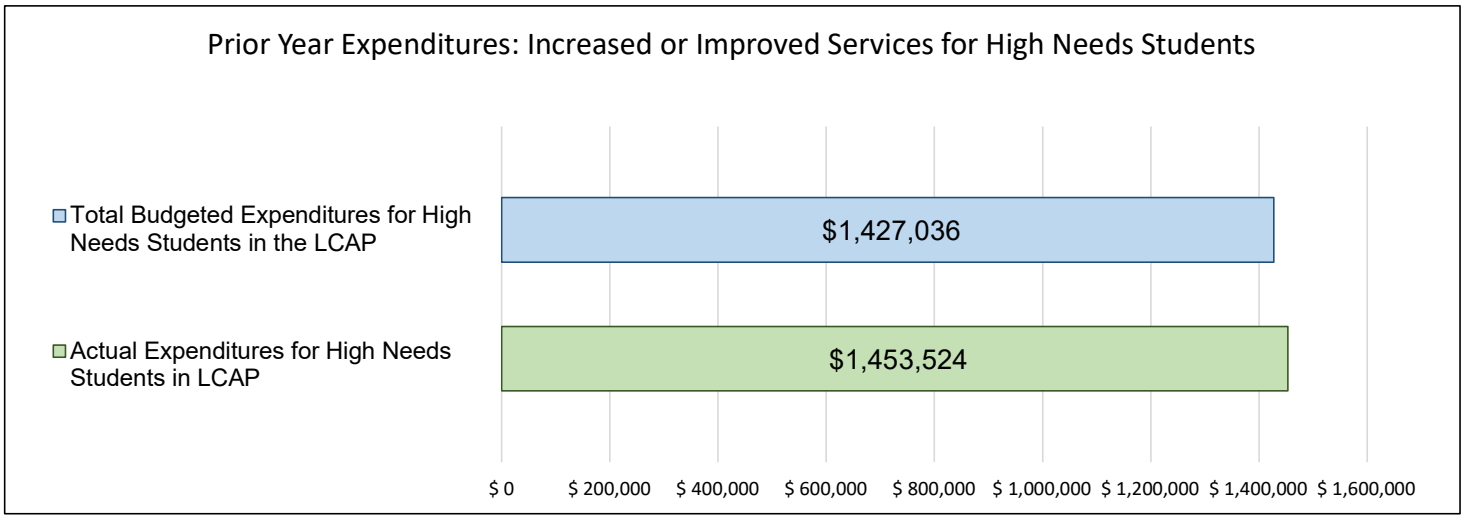
The budgeted expenditures that are not included in the Local Control and Accountability Plan (LCAP) are salaries of

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Altus Schools South Bay is projecting it will receive $1,163,645.00 based on the enrollment of foster youth, English learner, and low-income students. Altus Schools South Bay must describe how it intends to increase or improve services for high needs students in the LCAP. Altus Schools South Bay plans to spend $1,617,766.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Altus Schools South Bay budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Altus Schools South Bay estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Altus Schools South Bay's LCAP budgeted $1,427,036.00 for planned actions to increase or improve services for high needs students. Altus Schools South Bay actually spent $1,453,524.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Altus Schools South Bay	**Allison Fleck** *School Coordinator*	afleck@altusschools.net (858) 249-7019

Plan Summary: 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Recognizing the need for an engaging academic intervention, the State Board of Education established Altus Schools South Bay (AS South Bay), formerly Sweetwater Secondary School, in 2017. This tuition-free public school serves students in grades 7-12 under the authorization of the San Diego County Office of Education. At AS South Bay, our focus on student motivation drives our commitment to placing each student firmly on their individual pathway to success.

AS South Bay received a Six-Year Accreditation Status by WASC through June 30, 2026. AS South Bay operates four neighborhood resource centers in Chula Vista, Bonita (2 locations) and Otay Ranch. Students and families visit these neighborhood resource centers by appointment, or as needed, to participate in the instructional program and meet with school staff in a quiet, distraction-free, and safe environment. AS South Bay is a non-classroom based, independent study program.

AS South Bay is part of Altus Schools. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform. At AS South Bay, every student's progress and academic achievement is important to us.

Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging with parents on a weekly basis through formal meetings, home visits, phone calls, and emails. Families are considered part of the learning 'team' and an integral part of the learning process.

Our school's standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Academic instruction is presented individually and in small groups. Courses at AS South Bay are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, AS South Bay works to alleviate social and personal pressures that can impact academic performance. We also have many partnerships and alliances to provide community resources to students and families.

AS South Bay is identified by the California Department of Education (CDE) as Dashboard Alternative School Status (DASS). DASS schools must have an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups, to be eligible for DASS. The high-risk groups include the following:

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

In March 2025, AS South Bay had a total enrollment of 463 students. A student demographics summary is provided below:

Special Populations:

- Socioeconomically Disadvantaged: 78%
- Students with Disabilities: 24%
- GATE (Gifted and Talented Education): 6%
- English Learners: 21%
- Homeless: 9%
- Foster Youth: 0%

Student Ethnicity:

- Hispanic: 80%
- White: 5%
- Black or African American: 8%
- Other Ethnicities: 7%

These demographics highlight the diverse student body and varied needs of the learners at AS South Bay.

Reflections: Annual Performance

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

AS South Bay's educational partners consistently express satisfaction with the school's personalized instruction, which addresses the unique needs of each student. This commitment resulted in numerous **successes** reflected in the 2024 School Dashboard:

- **Chronic Absenteeism** was a **Blue (Very Low) Performance Level** with a 0% Chronic Absenteeism Rate, which is a 5.6% decline from the year prior. There were no student groups with a Red performance level.

- **Suspension Rate** was a **Blue (Very Low) Performance** Level. There were no student groups with a Red performance level.

- **English Learner Progress** was a **Yellow (Medium) Performance Level** with 49.3% of these students making progress towards English language proficiency. This rate is 3.6% higher than the Statewide average of 45.7%. There were no student groups with a Red performance level.

- **College/Carrer** was a **Yellow (Medium) Performance Level** with 16.4% of students Prepared**,** showing a 2.2% increase from the year prior. There were no student groups performing in the Red (Very Low) Performance Level.

- **English Language Arts** was at the **Yellow (Medium) Performance Level**, showing a 7.7 point increase from the previous year. No student groups performed at the Red (Very Low) Level. Recognizing the importance of continued growth in this area, the school, as part of Goal 2, Action 1a, will develop and implement enhanced ELA coursework via Canvas, a Learning Management System selected to better support the unique needs of our independent study students.

In addition, educational partners remain very satisfied with the school's **DASS One-Year Grad Rate**, summarized in the table provided below. The schoolwide graduation rate average was 99%.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	104	103	99.0%
English Learners	19	19	100.0%
Long-Term English Learners	16	16	100.0%
Homeless	9	*	*
Socioeconomically Disadvantaged	74	73	98.6%
Students with Disabilities	22	21	95.5%
African American	2	*	*
Asian	2	*	*
Filipino	2	*	*
Hispanic	84	83	98.8%
White	7	*	*
Two or More Races	6	*	*

Based upon a thorough analysis of the 2024 School Dashboard, the school will continue to focus resources and develop strategies to **strengthen** the student outcomes identified below:

- **Combined Four-and Five-Year Graduation Rate** was a Red (Very Low) Performance Level. There were three Student Groups that performed Very Low: Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. It should be noted that prior to 2022, the California Department of Education utilized the One-Year Grad Rate as a modified method for DASS schools. *However, beginning with the 2022 School Dashboard, the DASS one-year graduation rate is being reported for information purposes only to provide data for local planning and analyses. With the denial of California's waiver in 2022 by the U.S. Department of Education to continue the use of the DASS one-year graduation rate and modified methods, this rate is no longer being used to determine DASS high schools for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI). Rather, the combined four-*

and five-year graduation rate is now applied. While the school will continue to focus on improving the combined four- and five-year graduation rate, the school excelled in the DASS One-Year Grad Rate provided by the CDE: School Dashboard Additional Reports and Data (CA Dept of Education). Our school is dedicated to ensuring every student will graduate prepared for success. Our approach involves targeted initiatives to improve graduation rates through comprehensive support, including: individualized academic counseling; a robust tutoring program designed to boost student engagement and credit attainment; addressing the digital divide by providing home computers to students in need; and expanding opportunities in specialized programs like AVID, Character and Leadership Development, CTE Pathways, and Early College Credits, ensuring a well-rounded and supportive educational experience for all.

- **Mathematics** was a Red (Very Low) Performance Level. There were two Student Groups that performed Very Low: Hispanic and Socioeconomically Disadvantaged. Building on our commitment to mathematics achievement, the 2025-26 school year will see a focused, data-driven approach to enhance learning for all students, particularly identified subgroups. Recognizing mathematics as a critical area, we will form a Math Study Group (MSG) at the start of the year. This collaborative team, including teachers, subject matter experts, and school leaders, meets regularly to analyze student data, share best practices, and monitor progress. Through a comprehensive Needs Assessment, the MSG identified key gaps in student performance and conducted root cause analysis, leading to the development of a targeted Math Instructional Plan. This plan prioritizes not only rigorous skill development but also the cultivation of student confidence and a growth mindset. We are committed to creating a transformative math culture where students understand that proficiency is attainable through effort, engagement, and a willingness to learn from mistakes. Our instructional strategies are designed to connect mathematical concepts to real-world applications, fostering deeper understanding. We are leveraging innovative tools such as IXL Math for personalized learning, Desmos Math Classroom for visual and exploratory learning, and Virtual Reality for immersive, standards-aligned experiences.

Through a comprehensive analysis of our Annual Performance reflection, we have identified key areas for improvement and allocated **Learner Recovery and Emergency Block Grant** (LREBG) funds for the 2025-26 school year. These funds will strategically support the following goal-aligned actions: **Goal 1** (Actions 2, 4, 5, 6, and 7), **Goal 2** (Actions 1 and 2), **Goal 3** (Actions 1, 2, and 3), and **Goal 4** (Action 3). The rationale and detailed information for each LREBG-funded action is clearly articulated within the action descriptions, demonstrating our approach and commitment to continuous improvement.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Altus Schools South Bay is eligible for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Altus Schools South Bay qualified for Comprehensive Support and Improvement (CSI) based on its three-year average Combined Four-Year and Five-Year Graduation Rate reported on the California School Dashboard. The 2024 School Dashboard indicates a schoolwide Graduation Rate of 64.3%, a 0.7% decrease from the previous year. Notably, three student groups showed a Very Low performance level: Hispanic (61.2%, n=121), Socioeconomically Disadvantaged (60%, n=120), and Students with Disabilities (58.8%, n=34). Other student group graduation rates include English Learners (64.3%, n=42), Homeless (42.9%, n=21), and Long-Term English Learners (63.2%, n=38).

The shift to this Four-Year and Five-Year Graduation Rate metric for DASS schools began with the 2022 School Dashboard. Previously, the One-Year Graduation Rate served as the accountability measure for these schools, acknowledging the unique challenges of their highly mobile and credit-deficient student populations. However, the U.S. Department of Education (ED) raised concerns regarding California's use of a modified graduation rate and academic indicator for DASS schools on the Dashboard, leading to its discontinuation.

Despite the potential challenges posed by the Combined Four-Year and Five-Year Graduation Rate calculation for a DASS school, **the school community remains dedicated to overcoming obstacles and achieving educational excellence**.

The school's Comprehensive Support and Improvement (CSI) Plans are the result of a **collaborative effort** involving diverse educational partners: teachers, staff, students, parents, and family members. The school actively sought meaningful feedback from key educational partners through surveys, school events, meetings, conferences, and training. This valuable input was systematically collected, organized, and analyzed to pinpoint the educational needs of all students and to strategically inform the development of programs, services, and resource allocation. The active involvement of educational partners was instrumental in several key stages of CSI Plan development:

- **Identifying and Refining Needs**: Through joint data analysis, partners identified areas needing improvement and gained a deeper understanding of student needs.
- **Creating Goals**: Collaborative discussions led to the establishment of clear goals aligned with identified needs and the aspirations of the school community.
- **Establishing Metrics**: Education partners jointly determined appropriate metrics and indicators to effectively track progress toward their goals.

- **Designing Activities**: Education partners contributed to the selection and design of specific interventions aimed at addressing identified needs and achieving desired outcomes.

- **Allocating Resources**: Education partner input informed decisions regarding resource allocation, ensuring that funds were directed toward initiatives with the greatest potential impact.

This collaborative approach extended to a comprehensive **Needs Assessment** process specifically targeting students not meeting or at risk of not meeting state academic standards. To guide this assessment, partners utilized an Improvement Science Protocol, providing a structured framework for identifying achievement gaps and developing targeted improvement strategies.

During this process, educational partners focused on the current state of graduation rates and established ambitious yet attainable growth targets as benchmarks for progress. Their analysis encompassed a broad spectrum of data and information related to student engagement and achievement, including:

- **School Dashboard Indicators**: These indicators provide a comprehensive overview of the school's performance and student outcomes across various domains.

- **Measures of Academic Progress by NWEA**: This assessment tool offers valuable insights into individual student growth and proficiency in core subject areas, highlighting both strengths and areas for improvement.

- **Monthly Storybook Reports**: These reports provide a rich blend of qualitative and quantitative data on student progress, behavior, attendance, and other relevant factors, offering a nuanced understanding of student performance.

A key aspect of the Needs Assessment was the analysis of historical and trend data for both All Students and unduplicated student groups by all educational partners. This inclusive approach ensured that the assessment addressed the unique needs and challenges faced by the diverse student populations within the school.

Following a thorough and data-informed **review of resource allocation across various educational categories**, collaborative educational partners identified a crucial area necessitating focused and strategic investment. Their comprehensive analysis indicated a clear correlation between targeted support for the lowest-achieving student groups and the potential for significant improvement in overall graduation rates. Consequently, they determined that a strategic investment in providing additional resources and tailored support to **English Learners** (64.3%), **Students with Disabilities** (58.8%), and **students experiencing homelessness** (42.9%) is essential to achieve this goal. This explicit commitment to providing these necessary additional resources and support is clearly and formally articulated within the school's CSI Plan and the Local Control and Accountability Plan (LCAP), demonstrating a deliberate and documented prioritization of these student populations.

Importantly, there was agreement among educational partners regarding the effectiveness of the school's instructional model in addressing the needs of the lowest-achieving students and those at potentially higher risk. The Pathways Personalized Education Program (PPEP) was specifically recognized as a systematic framework providing instructional staff with the necessary tools and strategies to support the

academic and social-emotional well-being of all students.

The school has embraced a **Continuous Improvement Framework**, fostering a problem-solving culture and a focus on examining the systems that produce outcomes. This framework, essential for sustaining program improvement efforts, comprises five fundamental steps: Inform, Select, Plan, Implement, and Analyze. Evidence-based decision-making and reflection are central to each step of this ongoing improvement cycle, with active engagement from educational partners.

Adhering to this continuous improvement framework, educational partners developed a systematic plan to enhance the graduation rate. The initial analysis phase involved a thorough examination of school needs, historical trends, potential challenges and barriers, and current strategies and interventions. This process revealed several key themes impacting the school's graduation rate:

- **Credit Deficiency**: Many high school students enroll at the school with existing credit deficiencies, significantly impacting their ability to graduate on time. Some students require additional time to meet graduation requirements due to these shortfalls.

- **Academic Preparedness**: Entering high school students often demonstrate skills below grade level in English Language Arts and Mathematics, as indicated by NWEA assessments. Addressing this requires high-quality instruction and rigorous materials to effectively close potential achievement gaps.

- **Engaging Curriculum and Instruction**: Key educational partners have voiced a clear preference for a unified Learning Management System designed with entirely enhanced courses and activities created by Altus teachers and staff. The school visions this platform as user-friendly for teachers, engaging for students, and designed to cultivate authentic and challenging learning experiences through internally developed, context-specific resources.

- **Individualized Support**: Students need access to targeted small groups and one-on-one tutoring in core subjects to maintain the necessary pace for credit completion.

- **Access to Technology**: Equitable access to computers and home internet is crucial for all students and families, particularly those from socioeconomically disadvantaged backgrounds, to fully participate in the educational program.

- **Programs and Services**: Providing access to a range of programs and services, including Naviance, AVID, Pathways Portfolio, Cadet Corps, CTE Pathways, Advanced Placement (AP), and Early College Credit, is vital for engaging students and preparing them for diverse post-secondary pathways.

- **Role of Counselors**: School counselors play a critical role in supporting students with college and career planning, offering guidance in academic matters, college research, application processes, career exploration, financial aid, scholarships, personal/social support, and college transition.

- **Social-Emotional Learning**: Access to social-emotional learning opportunities and support resources is essential for fostering student engagement and academic achievement.

Based on the findings of the Needs Assessment, the school undertook a comprehensive selection process to identify allowable CSI activities that build capacity, are **evidence-based**, and directly address the school's need to increase the Graduation Rate. Consequently, AS South Bay has integrated specific actions and services into the 2025-26 LCAP that are strategically designed to improve Graduation Rate outcomes.

- **Goal 1, Action 1**: To closely monitor each student's academic journey and progress toward graduation, dedicated **school staff will systematically gather and analyze crucial academic data**, specifically pinpointing students who may be off track for advancement. These insights will be shared with educators in timely progress reports and Monthly Storybooks, facilitating proactive interventions to ensure every student stays on the path to graduation.

- **Goal 1, Action 3**: Recruit and hire **additional instructional support staff** that are designed to support the educational program. Additional instructional support staff can help provide personalized attention to students, helping to address individual learning needs and improve academic performance.

- **Goal 1, Action 4**: Provide a **high dosage tutoring program** to students focused on intensive and targeted instruction over an extended period. This will involve one-on-one or small group instruction, allowing high-quality tutors to tailor their approach to individual needs.

- **Goal 1, Action 4**: Accelerate on-time student graduation rates by **increasing student math proficiency and confidence through IXL Math**. This program provides personalized learning paths, immediate feedback, and motivational rewards that can cater to diverse learning needs and enable students to master the required math concepts for graduation.

- **Goal 1, Action 5:** Promote, recruit, and **expand AVID Program** to more students. AVID fosters a supportive learning community and cultivates a college-going culture, encouraging students to set ambitious goals and persist through challenges, ultimately leading to higher graduation rates.

- **Goal 1, Action 5**: Counselors providing individualized student meetings focused on **collaborative course planning and goal setting** to increase the percentage of students earning a high school diploma by ensuring they select the appropriate courses and develop targeted strategies to meet all graduation requirements.

- **Goal 2, Action 2**: The school's curriculum, instructional, and technology leadership teams will collaboratively design, develop, and implement a phased rollout of a tailored **Learning Management System (LMS) on Canvas**. This initiative aims to cultivate a more engaging, interactive, and personalized learning environment for all students, while prioritizing equitable access and data-informed instruction.

- **Goal 2, Action 2**: Provide **Chromebooks and internet services** to students in need to enhance educational opportunities, create equal access to information, improve collaboration and communication, build digital literacy and technological skills, access personalized learning, and access career readiness tools and platforms.

- **Goal 2, Action 3**: Provide an **Early College Credit Program** that allows high school students to take college courses and earn college credits while attending high school. The Early College Credit Program is free to eligible students to increase the number of low socioeconomic status students who can attend and complete college.

- **Goal 3, Action 1**: **Professional development** for staff focused on **implementing the school's MTSS with fidelity** to ensure that the 'Whole Child' is being supported.

- **Goal 3, Action 2**: **Specialized professional development** for staff focused on utilization of **evidence-based instructional strategies** and rigorous materials to quickly close potential achievement gaps that may exist in Math and ELA, specifically for historically underserved student groups.

- **Goal 4, Action 3**: The **Cadet Corps Program** will cultivate character and leadership, fostering health and wellness to empower students in exploring careers, increasing their motivation, and achieving academic success and graduation.

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

Monitoring and Evaluating Effectiveness

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

To effectively measure the impact of our Comprehensive Support and Improvement (CSI) strategies, a key component of Goal 1, we will closely monitor and evaluate the school's Combined Four-Year and Five-Year Graduation Rate Metric. Our analysis of the 2023 Dashboard data, conducted by our Data Department staff, provided important context: the State DASS school average was 54.2%, and the San Diego County DASS school average was 49.3%. Our desired outcome is to demonstrate continuous growth in this critical metric on an annual basis, with the intention to exceed either the state or county DASS school averages. We recognize that our lowest-achieving student groups include English Learners, Students with Disabilities, and students experiencing homelessness, and our CSI efforts are particularly focused on their progress.

As we move forward with the Continuous Improvement Framework for the 2025-26 school year, school leadership is committed to the ongoing implementation, rigorous analysis, and strategic enhancement of the strategies and supports detailed within our CSI Plan. To thoroughly evaluate the effectiveness of these services and support, we will employ a multifaceted approach that includes multiple assessment tools, clearly defined data analysis protocols, and the active involvement of our key educational partners. These partners will play a vital role in reviewing data derived from the School Dashboard, our internal Monthly Storybook Reports, and various Survey Results. This comprehensive review will allow us to determine the extent to which the CSI Plan is effectively addressing the diverse needs of all our students, with a particular emphasis on the progress of English Learners, Students with Disabilities, and students experiencing homelessness. To ensure a cycle of continuous improvement, our educational partners will utilize established evaluative methods, specifically the guiding questions provided by the San Diego County Office of Education (SDCOE) for the in-depth analysis of both quantitative and qualitative data, to accurately determine the overall effectiveness of our programs and interventions.

The following school departments and personnel will be instrumental in supporting the monitoring of designated strategies and interventions targeted towards our high school students:

School Data Department

- Publish a Monthly Storybook that includes the number of students assigned to the Early College Credit Program, intervention frequency/methods, participation/attendance data disaggregated by student groups (including our lowest-achieving populations), and credit completion rates. This report will also include trend analysis to identify patterns and the effectiveness of specific interventions over time.

- Provide teachers, counselors, and instructional leaders with a quarterly SharePoint Technology Tool to monitor and respond to grade 12 students marked as ‘not on-track’ to graduate. This tool will include real-time data and facilitate collaborative action planning, allowing for documentation of interventions and follow-up.

School Curriculum & Professional Learning Department

- Develop an annual Professional Development Catalog and adjust training topics and formats throughout the year based upon instructional staff feedback and teaching and learning data. A portion of the PD will be specifically focused on evidence-based strategies to support English Learners, Students with Disabilities, and students experiencing homelessness, directly aligning with the needs identified in our data.

- Publish a monthly professional development (PD) report that summarizes the number of PD hours completed per teacher and in each content domain.

School Leadership

- Monitor and evaluate the effectiveness of actions and interventions at weekly team meetings by analyzing comprehensive school data, including progress monitoring data for our identified lowest-achieving student groups. Leadership will ensure that these discussions lead to actionable steps and resource allocation adjustments as needed.

Instructional Leaders

- Meet with all teachers in July, October, and January to review individual students’ progress towards graduation, with a specific emphasis on the progress of English Learners, Students with Disabilities, and students experiencing homelessness. These meetings will result in documented support plans for students who are not on track.

- Conduct ongoing teaching observations, September 2025 to April 2026, to ensure teachers and tutors are providing high-level, targeted instruction that supports the needs of the lowest achieving students. Observations will also be focused on the use of grade-level curriculum, technology tools, and the integration of TIPS and AVID instructional strategies. Feedback from these observations will be

shared with teachers, and professional development opportunities will be aligned to address identified areas for growth in supporting our target student populations.

School Counselors

- Meet weekly with instructional leaders to discuss and collaborate on students entering Tier II and Tier III interventions, as prescribed in the school's MTSS. These discussions will include specific strategies tailored to the needs of English Learners, Students with Disabilities, and students experiencing homelessness, and counselors will play a key role in connecting students and families with necessary resources.

- Ongoing utilization of the School Pathways Student Information System to monitor high school student progress towards graduation. Counselors will proactively identify students who are falling behind and initiate outreach and support.

- Meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates, with a focus on identifying and addressing barriers for our lowest-achieving student groups.

Teachers

- Ongoing utilization of monitoring tools, including Grad Countdowns and Student Participation/Credit Trackers as instruments to identify students at-risk of not graduating on time. Teachers will be expected to document initial interventions implemented in the resource center and collaborate with counselors and instructional leaders when additional support is needed for students, particularly our English Learners, Students with Disabilities, and students experiencing homelessness.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	The 2025-26 LCAP was directly informed by teacher perspectives gathered through a variety of engagement strategies, including the Staff LCAP Engagement Survey, School Site Council (SSC), English Learner Advisory Committee (ELAC), Instructional Meetings, All Staff Meetings, and Altus University (AU) Professional Learning. This comprehensive data collection process allowed us to develop actionable, student-centered priorities that directly address the needs identified by our educators, fostering a collaborative and impactful school environment.
Principals and Learning Leads	Principals and Learning Leads directly influenced the 2025-26 LCAP by actively participating in various forums, including weekly Learning Lead Huddles, surveys, and committee meetings. Their expertise in data analysis and instructional programming enabled the creation of a strategic, student-centered LCAP designed to maximize learning and achievement.
Administrators	Administrators initiated the LCAP development through a collaborative approach, prioritizing meaningful engagement with all educational partners. Utilizing platforms such as Leadership Huddles, School Site Council, ELAC, Instructional and All-Staff meetings, strategic planning sessions, and AU Professional Learning, they actively sought and integrated diverse input. This engagement directly translated into actionable LCAP strategies aligned with school goals, promoting a transparent and inclusive environment for sustained improvement.
Other school personnel or staff	School staff and personnel collaboratively developed the 2025-26 LCAP through regular engagement and consultation. The Staff LCAP Engagement Survey, SSC, Instructional and Staff Meetings, and professional learning facilitated diverse input, ensuring LCAP actions align with the school's Vision, Mission, and Values. This inclusive process resulted in a comprehensive LCAP that addresses community needs and supports school-wide goals.

Parents	Parent engagement was strategically prioritized to directly inform and shape the school's LCAP, ensuring alignment with the diverse needs and perspectives of our community. Multiple avenues for consultation were implemented to maximize parent voice and participation. • **Data-Driven Feedback:** The Parent LCAP Engagement Survey provided quantifiable data and qualitative insights, enabling the school to understand parent priorities and tailor programs accordingly. • **Direct Interaction and Dialogue:** Open House and Senior Night Events facilitated direct communication between parents, teachers, and administrators, fostering collaborative partnerships. Parent-Teacher Conferences offered personalized conversations to address individual students' needs and progress. • **Shared Decision-Making:** Active participation in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings empowered parents to directly contribute to school-wide decisions regarding instructional strategies and resource allocation. • **Empowering Educational Partnerships:** The Family Learning Series provided targeted workshops and resources, equipping parents with the tools to actively support their children's academic and social-emotional development. • **Community Vision:** Parent participation in Board Meetings fostered meaningful contributions and increased awareness of broader school policies and initiatives. Recognizing the pivotal role of parent perspectives in shaping school communication, climate, and student holistic development, the school actively sought and integrated parent feedback throughout the LCAP development process. This commitment to collaborative decision-making resulted in a more inclusive, responsive, and student-centered learning environment, ultimately enhancing outcomes for all students.

Students	At the core of our LCAP development lies a commitment to centering student voice. We recognize that authentic student input is crucial for creating a responsive and effective learning environment. To ensure their perspectives were not only heard but actively valued, we implemented a multi-faceted approach to student engagement. • **Direct Feedback through the Student LCAP Engagement Survey:** Students were empowered to provide candid feedback and constructive suggestions, directly influencing the LCAP's direction. • **Meaningful Participation in Decision Making:** Student representation in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings facilitated collaborative discussions on critical school initiatives and policies. • **Diverse Avenues for Input:** Events like Open House, Senior Night, College and Career Week, Senior Exhibition Panels, and Health & Wellness Week provided platforms for students to share their experiences and insights, fostering open dialogue with educators and administrators. • **Personalized Student-Teacher Conferences:** These conferences created individualized opportunities for students to discuss their academic progress, goals, and challenges, ensuring their individual needs were addressed. By actively integrating student perspectives throughout the LCAP development process, we are building a student-centered learning environment that prioritizes academic achievement, social-emotional well-being, and positive behavioral development. This commitment reflects our dedication to creating a school where every student feels heard, valued, and empowered to succeed.

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

Engaging our educational partners remains a continuous and integral process as we collaboratively design an educational program that effectively addresses the evolving needs of our students and the wider community. This partnership ensures that all students have access to enriched opportunities and achieve improved outcomes. The valuable insights gathered through this engagement directly inform our school's comprehensive strategic planning, accountability measures, and ongoing improvement efforts within the framework of California's State Priorities.

Feedback from our educational partners indicates continued satisfaction with our current initiatives focused on improving the educational program. As a result, for the 2025-26 school year, our school will continue to prioritize five Local Control and Accountability Plan (LCAP) goals. These goals strategically address key areas: 1) High-quality Instruction, 2) Standards-aligned Curriculum and Course of Study, 3) Professional Learning System, 4) School Climate, and 5) Innovative Teaching and Engagement Methods.

Each LCAP Goal, along with its corresponding Metrics, is carefully aligned not only with State and Local priorities but also with the specific metrics and targets established by our charter authorizer. This intentional alignment ensures a cohesive and focused approach to accountability and continuous improvement.

The Metrics incorporated into the 2025-26 LCAP emphasize both Status and Change, mirroring the California School Dashboard's Five-by-Five Placement methodology. Furthermore, certain Metrics utilize locally established targets, informed by historical data or tailored to the specific needs of our student population, including those within our alternative education setting (DASS).

Teachers and Staff:

Valuable insights from our teachers and staff regarding instructional strategies, curriculum design, professional development needs, and student support services have directly informed the following additions and refinements to the 2025-26 LCAP:

- **Instructional Support:** Recruit and hire additional staff to enhance student supervision, tutoring, and learning feedback.
- **Learning Management System:** Design and develop an improved LMS with enhanced course structures and activities.
- **Technology Access:** Continue providing Chromebooks and internet services to students and families with home technological needs.
- **Early College Credit:** Expand opportunities for all students to earn college credit while in high school.
- **Professional Learning:** Continue offering ongoing professional development focused on the effective integration of Virtual Reality, IXL Mathematics, Summit K12, and Culturally and Linguistically Responsive Teaching.
- **Mental Health Support:** Expand systems to better support student mental health.

Principals, Learning Leads, and Administrators:

These educational partners shared valuable insights into the school's operations, encompassing strategic planning, data analysis, engagement methods, resource allocation, program evaluation, alignment with state priorities, and communication systems. Their feedback has directly informed us of the following 2025-26 Local Control and Accountability Plan (LCAP) Actions:

- **Mathematics**: Increase student engagement, achievement, and confidence by expanding the use of Virtual Reality Math and IXL Math. We will also support this through monthly Math Study Groups focused on research-based strategies and ongoing high-quality professional learning for our math instructional staff.
- **Instructional Support**: Enhance support for teachers and education specialists by recruiting and hiring additional support staff.
- **Targeted Student Support**: Expand our tutoring program in Math and English Language Arts to provide high-dosage support for academic growth and increased graduation rates.
- **English Learners**: Ensure effective integration of Summit K12 resources for English Learners through ongoing professional learning for teachers.
- **Students With Disabilities:** Ensure that Students With Disabilities receive high-quality Specialized Academic Instruction (SAI) and supports, including effective differentiation and the maintenance of high academic standards.
- **Counseling**: Enhance counseling and advising sessions with a focused approach on ensuring students are on track for graduation, thoughtfully planning their future pathways, and demonstrating robust college and career preparedness.
- **Safety**: Maintain safe learning environments through the consistent operation of our Brivo card access system.

Parents, Family Members, and Advisory Committees:

These educational partners offered valuable perspectives on school communication, family engagement strategies, academic support services, and initiatives for social-emotional learning. Based on their feedback, the school will implement the following 2025-26 LCAP Actions and/or Metrics:

- **Tutoring Support:** Continue to provide targeted tutoring opportunities for English Learners, Foster Youth, and underserved students.
- **Reading Proficiency:** Highly recommend the use of Achieve3000 as an educational tool to improve student reading proficiency and meet the needs of unique learners.
- **Meal Program:** Maintain the school's meal program to ensure students from under-resourced homes and communities have access to healthy nutrition, supporting their readiness to learn.
- **Individualized Guidance:** Offer individualized counseling and advising sessions focused on course planning, goal setting, and preparation for future pathways.
- **Character and Leadership Development:** Support the Character and Leadership Development program with Cadet Corps, which offers students opportunities for physical fitness, team building competitions, and social skills development.
- **Safe and Supportive Environment:** Provide a safe and supportive bully-free school environment.
- **Positive School Culture:** Provide a positive school climate characterized by clean facilities, clear channels for communication with staff regarding any concerns, and school staff who are consistently responsive, energetic, helpful, optimistic, and caring.

Students:

These educational partners provided first-hand insights into school communication, instructional methods, curriculum design, health, and safety. Based on their input, the following Actions have been prioritized for the 2025-26 LCAP:

- **Field Trips:** Students expressed a desire for field trips that connect to their interests and future goals.
- **Comprehensive Mental Health Resources:** Recognizing students' call for greater mental health support, the school will provide accessible counselors, informative workshops, and readily available wellness resources.
- **Real-World Experiences:** Students want learning that connects to their lives and helps them solve real problems.
- **Meal Program:** Students highlighted the need for consistent access to healthy food while at school.
- **Equitable Access to Technology:** Students voiced the importance of having the necessary technology at home to access school activities and assignments.
- **Curriculum Integration:** Students expressed interest in using 3D Printers and Virtual Reality in their courses and course of study.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

Priority 5: Student Engagement (Engagement)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Recognizing that students entering the school often face significant educational challenges, including credit deficiencies and below-grade-level performance in Reading, Language, and Mathematics (as indicated by NWEA assessments), the program provides comprehensive academic intervention and support. The school is dedicated to fostering student growth through Pathways Personalized Education Plans (PPEP), designed to accelerate learning, address individual needs, and prepare students for college, career, and future endeavors.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Independent Study Program: Teacher Credentials	**2023-24 Results** 93% of teachers as of October 2023 **Data Source**: Locally Reported	**2024-25 Results** 100% of general and special education teachers with a teaching credential and EL Authorizations as of October 2025 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	Maintained 100%
M1.2	Teachers Appropriately Assigned and Credentialed	**2021-22 Results** Total teaching FTE: 10.03 Clear: 16.5% **Data Source**: Teaching Assignment Monitoring Outcomes, DataQuest	**2022-23 Results** Total teaching FTE: 13 Clear: 38.8% **Data Source**: DataQuest Teaching Assignment Monitoring Outcomes	Available in 2026-27 LCAP	**Exceed the baseline results**	Total teaching FTE: Increased 2.97 Clear: Increased 22.3
M1.3	DASS One-Year Graduation Rate	**2022-23 Results** Schoolwide: 94.4% Hispanic: 93.3% White: * African American: * 2+ Races: * EL: 84.2% SED: 95.4% SWD: 100% **Data Source**: CA School Dashboard (Additional Reports) * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 99% Hispanic: 98.8% White: * African American: * 2+ Races: * EL: 100% SED: 98.6% SWD: 95.5% **Data Source**: CA School Dashboard (Additional Reports) * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 68.8% San Diego County: 73.4%	Schoolwide increased 4.6%

<table>
<tr>
<td>M1.4</td>
<td>Combined Four- and Five-Year Graduation Rate</td>
<td>
<table>
<tr><th colspan="2">2022-23 Results</th></tr>
<tr><td>Schoolwide</td><td>65.1%</td></tr>
<tr><td>Hispanic</td><td>62.6%</td></tr>
<tr><td>White</td><td>69.2%</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>52.2%</td></tr>
<tr><td>SED</td><td>64.5%</td></tr>
<tr><td>SWD</td><td>60.5%</td></tr>
</table>
Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy
</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>Schoolwide</td><td>64.3%</td></tr>
<tr><td>Hispanic</td><td>61.2%</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>64.3%</td></tr>
<tr><td>SED</td><td>60%</td></tr>
<tr><td>SWD</td><td>58.8%</td></tr>
</table>
Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy
</td>
<td>Available in 2026-27 LCAP</td>
<td>Improve Annually or Exceed the 2023 Statewide or County DASS school average:

Statewide: 54.2%

San Diego County: 49.3%</td>
<td>Schoolwide declined 0.8%</td>
</tr>
<tr>
<td>M1.5</td>
<td>Chronic Absenteeism Rate</td>
<td>
<table>
<tr><th colspan="2">2022-23 Results</th></tr>
<tr><td>Schoolwide</td><td>5.6%</td></tr>
<tr><td>Hispanic</td><td>5.2%</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>5%</td></tr>
<tr><td>SED</td><td>2.1%</td></tr>
<tr><td>SWD</td><td>5.95</td></tr>
</table>
Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy
</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>Schoolwide</td><td>0%</td></tr>
<tr><td>Hispanic</td><td>0%</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>0%</td></tr>
<tr><td>SED</td><td>0%</td></tr>
<tr><td>SWD</td><td>0%</td></tr>
</table>
Data Source: CA School Dashboard
</td>
<td>Available in 2026-27 LCAP</td>
<td>Improve Annually or Exceed the 2023 Statewide or County DASS school average:

Statewide: 47.1%

San Diego County: 22.2%</td>
<td>Schoolwide improved 5.6%</td>
</tr>
</table>

M1.6	CAASPP ELA: Average Distance from Standard	**2022-23 Results** Schoolwide: -9.5 Hispanic: -17.2 White: * African American: * 2+ Races: * EL: -45.7 SED: -13 SWD: -76.4 **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: -1.8 Hispanic: -20.6 White: * African American: * 2+ Races: * EL: -63.6 SED: -3.2 SWD: -76.4 **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -118.2 San Diego County: -135.9	Schoolwide improved 7.7 points
M1.7	CAASPP Math: Average Distance from Standard	**2022-23 Results** Schoolwide: -115.7 Hispanic: -117.8 White: * African American: * 2+ Races: * EL: -130.8 SED: -114.2 SWD: -169.5 **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: -120 Hispanic: -136.1 White: * African American: * 2+ Races: * EL: -183.6 SED: -131.4 SWD: -159.1 **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -192.8 San Diego County: -185.2	Schoolwide declined 4.2 points
M1.8	Grade 11 CAASPP ELA: Met or Exceeded Standard	**2022-23 Results** ELA: 69.56% **Data Source:** DataQuest CAASPP Results	**2023-24 Results** ELA: 64.45% **Data Source:** DataQuest CAASPP Results	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 21.8% San Diego County: 33.3%	Declined 5.11%

M1.9	Grade 11 CAASPP Math: Met or Exceeded Standard	**2022-23 Results** Mathematics: 19.57% **Data Source:** DataQuest CAASPP Results	**2023-24 Results** Mathematics: 11.11% **Data Source:** DataQuest CAASPP Results	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 3.8% San Diego County: 3.8%	Declined 8.46%
M1.10	English Learner Progress Indicator (ELPI)	**2022-23 Results** English Learners: 47.8% **Data Source**: CA School Dashboard	**2023-24 Results** English Learners: 49.3% **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 32.5% San Diego County: 37%	Improved 1.5%
M1.11	English Learner Reclassification Rate	**2022-23 Results** School Reclassification Rate: 16% **Data Source**: Locally Reported	**2023-24 Results** School Reclassification Rate: 17% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 10%**	Improved 1%
M1.12	Measures of Academic Progress by NWEA: Reading	**2022-23 Results** Schoolwide: 68% Hispanic: 67% White: * African American: * 2+ Races: * EL: 60% SED: 68% SWD: 60% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide: 71% Hispanic: 69% White: 62% African American: * 2+ Races: * EL: 83% SED: 74% SWD: 65% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Schoolwide improved 3%

M1.13	Measures of Academic Progress by NWEA: Language	**2022-23 Results** Schoolwide 73% Hispanic 71% White * African American * 2+ Races * EL 67% SED 74% SWD 80% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide 72% Hispanic 74% White * African American * 2+ Races * EL 82% SED 72% SWD 61% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Schoolwide declined 1%
M1.14	Measures of Academic Progress by NWEA: Math	**2022-23 Results** Schoolwide 73% Hispanic 75% White * African American * 2+ Races * EL 73% SED 71% SWD 76% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide 68% Hispanic 67% White 67% African American * 2+ Races * EL 79% SED 68% SWD 71% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Schoolwide declined 5%

M1.15	California Science Test	**2022-23 Results** Schoolwide: 22.39% Hispanic: 20.35% White: * African American: * 2+ Races: * EL: * SED: 20.69% SWD: 11.54% **Data Source**: DataQuest CAASPP Results * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 17.58% Hispanic: 15.49% White: * African American: * 2+ Races: * EL: 0% SED: 13.89% SWD: 13.64% **Data Source**: DataQuest CAASPP Results * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed the Statewide or County DASS school average:** Statewide: Not available San Diego County: 13.6%	Schoolwide declined 4.81%
M1.16	Student Attendance or Participation Rate	**2023-24 Results** Schoolwide: 94.5% Hispanic: 94.1% White: 98.4% African American: 95.6% EL: 94.3% SED: 94.2% SWD: 94.1% Foster Youth: * Homeless: 90.1% Cadet Corps: 97.8% Pregnant/Parent: * **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy **Note:** Cumulative Attendance Rate as of April 2024	**2024-25 Results** Schoolwide: 94.5% Hispanic: 94.3% White: 95.2% African American: 94.5% EL: 95.8% SED: 94.5% SWD: 93.1% Foster Youth: * Homeless: 93.3% Cadet Corps: 96.8% Pregnant/Parent: * **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy **Note:** Cumulative Attendance Rate as of April 2025	Available in 2026-27 LCAP	**Greater than 84%**	There was no change from the baseline

M1.17	Middle School Dropout Rate	**2023-24 Results** Middle School: 0% **Data Source**: Locally Reported **Note:** Middle School Dropout Rate as of April 2024	**2024-25 Results** Middle School: 0% **Data Source**: Locally Reported **Note:** Middle School Dropout Rate as of April 2025	Available in 2026-27 LCAP	**Less than 5%**	There was no change from the 0% baseline
M1.18	High School Dropout Rate	**2023-24 Results** High School: 0.6% **Data Source**: Locally Reported **Note:** High School Dropout Rate as of April 2024	**2024-25 Results** High School: 0.3% **Data Source**: Locally Reported **Note:** High School Dropout Rate as of April 2025	Available in 2026-27 LCAP	**Less than 5%**	Increased 0.3%
M1.19	Student Confidence Survey	**2023-24 Results** Schoolwide: 92% **Data Source**: Locally Reported **Note:** Student Confidence Survey Results as of February 2024	**2024-25 Results** Schoolwide: 93% **Data Source**: Locally Reported **Note:** Results as of April 2025	Available in 2026-27 LCAP	**Greater than 90%**	Improved 1%

Goal Analysis for 2024-25

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

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

Goal 1 aims to increase student engagement and academic achievement by developing, implementing, and adjusting a Pathways Personalized Education Plan (PPEP) for each student. There are seven actions under this goal. **A careful review of each action reveals no substantive differences to report**. Below is a summary of these actions:

- **Action 1**: Fully implemented the use of MAPs by NWEA, Smarter Balanced Interim Assessments, California Educators Reporting System (CERS) and Renaissance (Illuminate) Assessments to inform teaching and learning systems.
- **Action 2**: The school's English Language Development (ELD) Plan was fully implemented to provide comprehensive support for all English Learner students.
- **Action 3**: Each student had a fully developed and implemented Pathways Personalized Education Plan (PPEP). To ensure progress toward individual academic goals and successful postsecondary transitions, which included participation in enriching field trip experiences, school staff leveraged key platforms such as School Pathways and Naviance for ongoing monitoring. Learning Leads and counselors actively participated in the school's Multi-Tiered System of Supports (MTSS) to address students' unique needs and provided

guidance to both students and parents on multiple graduation pathways. Furthermore, teachers delivered live academic instruction specifically designed to enhance student skills in Math and English Language Arts (ELA) and other academic subjects.

- **Action 4**: To further support unduplicated pupils, the school provided additional academic tutoring through instructional support staff and a sustained partnership with a non-profit tutoring organization. Additionally, Learning Leads provided instructional coaching with teachers, focusing on the effective implementation of the Multi-Tiered System of Supports (MTSS). Recognizing the unique needs of special populations and further empowering all students with strong study skills and habits through the AVID program, Counselors, Equity and Inclusion staff, and the Homeless and Foster Youth Liaison offered tailored support and diligently coordinated necessary services.
- **Action 5**: Fully implemented all Special Education services for qualifying students as outlined in their IEP.
- **Action 6**: Conducted systematic monitoring of student engagement and achievement using key Data Integration System platforms, including Naviance, NWEA, Renaissance, and Achieve3000. Published and updated local monitoring tools and instruments to allow timely monitoring of key performance indicators by staff.
- **Action 7**: Staff utilized Ellevation for English Learner monitoring and instructional planning all year. To further support this work, the Data and Assessment Department consistently delivered timely Monthly Storybooks. These reports summarized the progress and achievement of unduplicated English Learners on key indicators, directly informing staff decisions about current programs and services.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences to report for Goal 1.

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

The school is confident that all actions under Goal 1 are effectively contributing to successful student outcomes, appropriate for a DASS-identified school. The school has successfully met or is on track to meet the desired outcomes for the current three-year LCAP cycle, as detailed below:

- Independent Study Program: Teacher Credentials
- Teachers Appropriately Assigned & Credentialed
- DASS 1-Year Graduation Rate
- Combined 4- and 5-Year Graduation Rate
- Chronic Absenteeism Rate
- CAASPP ELA & Mathematics
- Grade 11 CAASPP ELA & Mathematics
- English Learner Progress Indicator (ELPI)
- English Learner Reclassification Rate
- NWEA Reading, Language & Mathematics
- California Science Test
- Student Attendance (Independent Study Participation)

- Middle School & High School Dropout Rate
- Student Confidence Survey

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

In anticipation of the 2025-26 school year, a key priority for the school is to significantly enhance student mathematics engagement and achievement through the implementation of **Action 4**. This comprehensive initiative will encompass targeted math interventions, the strategic allocation of resources, and the establishment of a **Math Study Group**. This group will foster regular collaboration and professional growth among instructional staff and leaders. Furthermore, the school will integrate two new supplemental math programs into the curriculum: Amplify Desmos and IXL Math.

Based on thoughtful reflections and valuable input from our educational partners, the following actions have been strategically adjusted or added to our plan for the 2025-26 school year:

- **1.3j:** To further cultivate student engagement and ensure equitable access to the full spectrum of school activities, including enriching field trip experiences, the school will utilize sprinter vans.
- **1.6g:** Recognizing the diverse needs of our student population, the school will strategically expand its special education support staff to provide more comprehensive and individualized assistance.

It is important to note that all established targets within Goal 1 will remain consistent for the 2025-26 school year, underscoring our ongoing commitment to these key performance measures.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	a) School staff will administer **Measures of Academic Progress by NWEA** to students in the fall and spring semesters. This data will inform targeted adjustments to curriculum and instructional strategies, ensuring we effectively address achievement gaps and support all students' academic success. b) School staff will administer the **Smarter Balanced Interim Assessments** to students in the fall semester. This data will empower instructional staff to analyze student understanding of grade-level standards and develop systematic strategies for continuous improvement in teaching and learning. c) Using the **California Educators Reporting System (CERS)**, teachers will analyze student progress and create targeted interventions to meet the diverse needs of all students, ensuring success in core subjects. d) To enhance student learning, instructional staff will strategically integrate **Instructure Mastery Connect** formative and summative assessments within the core curriculum. This data-driven approach will enable teachers to analyze student achievement, identify areas for growth, and refine teaching practices to meet the diverse needs of all learners, and inform core curriculum development and adjustments. e) Teachers will analyze student data from **Naviance**, specifically focusing on career exploration, college interests, and learning styles, to create personalized and engaging instructional plans. f) **Data and Assessment Department staff** will systematically collect and analyze data on key student achievement metrics, including student participation, chronic absenteeism, credit completion, potential dropout rates, AP course performance, and Naviance student confidence—and disseminate these findings in **Monthly Storybooks.**	$160,043	No

2	English Learner Assessment and Support Framework	a) School staff will conduct a **Home Language Survey** to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans. b) Instructional staff will **administer the ELPAC** to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification. c) Instructional staff will **collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities**, incorporating academic language development goals to ensure comprehensive support. d) **English Learner Achievement Department (ELAD)** will utilize data analysis to develop evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems. e) Instructional staff will integrate evidence-based **formative and summative English Language proficiency assessments** in personalized one-on-one or small group settings to accurately measure language acquisition. f) Instructional staff will implement **Integrated English Language Development (ELD)** strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners. g) **LREBG Action**: To fully meet the needs of the educational program, instructional staff will provide engaging and dynamic Designated ELD instruction. Utilizing **Summit K12** and blended courses, this personalized instruction will foster essential language skills for content learning, with content and delivery specifically aligned to each student's grade, proficiency, and individual learning needs. This initiative represents an allowable use of funds, as it is specifically designed to address the unique language needs of English Learners. • Metric being used to monitor action: M1.10, M1.11	$279,024	Yes

		• LREBG funds supporting this action: $1,599.99 h) School staff will **research valid and reliable assessments to measure emerging English Learners' native language literacy** to provide equitable access to standards-aligned and rigorous courses of study, provide primary language assistance, and support biliteracy.		

3	Personalized Academic Instruction and Support for All Students	a) To strengthen student support, **Human Resources staff will prioritize the hiring of Resource Center Associates, Learning Associates, and Certificated Teacher Resources**, who will provide tutoring, deliver student learning feedback, and perform other critical instructional support functions. b) **The Student Services Center (SSC) staff will gather comprehensive student data**, including transcripts, report cards, attendance, behavior, and IEP/504 plans, to create Pathways Personalized Education Plans (PPEPs). c) **Teachers will create and manage Pathways Personalized Education Plans (PPEPs)** for each student, using educational records, assessments, academic progress, and post-secondary goals to guide student growth d) Instructional staff will utilize the **School Pathways Student Information System (SPSIS)** to streamline student support by documenting attendance, tracking MTSS interventions, monitoring progress, and recording grades. e) **Counselors** will work with students to develop personalized graduation plans**, offering multiple pathways to a diploma or equivalent**, and facilitating successful post-high school transitions. f) **Teachers will implement live, small-group instruction** designed to provide individualized skill support, enabling students to achieve mastery of course objectives and content standards, and create interactive opportunities to build student connectedness. g) Instructional staff will implement **Spring Academies in April**, providing targeted test preparation in Math and ELA to equip students with the skills/knowledge needed to maximize their proficiency in key claims and targets. h) **Learning Leads** and school administrators will offer support and guidance for **effective MTSS implementation**, facilitating timely interventions to meet the diverse academic, behavioral, and social-emotional needs of all students, and systematically monitoring the	$823,269	No

impact of these interventions.

i) Instructional staff will plan and provide **personalized field trip experiences**, focusing on student interests in career and college pathways, to enhance their exploration of future possibilities.

j) The school will deploy **sprinter vans** to support student engagement in a range of activities, including field trips, school events, and Cadet Corps. This transportation solution will enhance accessibility for students.

k) Identified students will be provided with access to rigorous **GATE programs**, facilitated by specially trained teachers, which will cultivate their talents and intellectual abilities through a challenging and stimulating academic environment, enabling them to reach their full potential.

4	Targeted Math Interventions and Resources	a) Using data analysis, the **Math Study Group** will identify and prioritize key math standards and themes, informing daily instruction and targeted interventions throughout the school year. b) To support effective math instruction, the school will create a centralized, web-based **Teacher Math Resource**, offering readily accessible materials including key math themes, test preparation strategies, tutoring and intervention tools, VR integration guides, lesson plans, and targeted resources for English learners. c) Integrate the interactive features of **Amplify Desmos Curriculum** into weekly math tutorials, enabling students to explore mathematical concepts visually, manipulate variables, and receive immediate feedback, thereby fostering active learning and improved problem-solving skills. **LREBG Action**: Recent data reveals a critical need to improve student performance on the Summative SBA mathematics, particularly for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. To address this, and in accordance with LREBG's allowance for evidence-based learning supports to close learning gaps, we are **implementing IXL Math**. This platform offers personalized learning paths, immediate feedback, and motivational rewards to enhance student math proficiency. By leveraging IXL's adaptive technology, we aim to accelerate learning and effectively target areas of weakness, significantly improving student outcomes and directly contributing to learning recovery for these targeted student groups. • Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7 • LREBG funds supporting this action: $953.40 d) Utilize **Prisms Virtual Reality** mathematics to provide students with hands-on, spatial learning experiences, enabling them to visualize and manipulate mathematical concepts, thus building a strong foundation for grade-level math mastery.	$188,105	No

5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	a. **Learning Leads** and school administrators will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and **implementing the school's MTSS with fidelity**. b. To significantly increase graduation rates, the school will deploy additional **instructional support staff**, including Resource Center Associates, Learning Associates, and Certificated Teacher Resources, who will provide targeted tutoring. This focused support will address specific academic needs, ensuring students successfully complete the required graduation coursework and progress towards their diplomas. c. **LREBG Action**: Our Annual Performance Review, which included analysis of SBA results, and the Graduation Rate reported in the California School Dashboard, identified the need to improve student academic performance in ELA and Mathematics, and increase on-time graduation rates. To address these areas, and in accordance with LREBG's allowable use category of 'Accelerating progress,' we are partnering with a **community-based organization for high-dosage tutoring throughout the school week**. This tutoring is designed to target unique learner needs, focusing on developing effective study habits and accelerating Math and ELA growth. This approach will directly support improved academic outcomes and contribute to closing identified learning gaps. • Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7 • LREBG funds supporting this action: $22,316.53 d. **Counselors** will facilitate individualized student meetings focused on collaborative course planning and goal setting. These meetings will empower students to identify their academic, social-emotional, and behavioral needs, and work with counselors to develop tailored strategies for success, including **personalized course recommendations and support plans**. e. To drive increased graduation rates, the **Equity and Inclusion Department will focus on removing barriers to student success**. Through close collaboration with school staff, Equity and Inclusion	$395,165	Yes

		staff will identify and address the holistic needs of individual students, particularly those facing unique challenges. This includes coordinating academic support, social-emotional resources, and family assistance, ultimately creating a supportive environment that empowers all students to achieve graduation. f. Full implementation of the **AVID Program** to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness.		

6	Academic Instruction and Support for Students with Disabilities	a) **Special Education (SPED) staff** will implement a system of frequent IEP reviews to facilitate timely adjustments and ensure personalized learning for all students with disabilities. These reviews will focus on maintaining alignment between IEPs, students' current needs, and evolving goals, enabling responsive and effective educational support. b) **Special Education Learning Lead** will offer support and guidance for compliance and specialized instruction for students with disabilities. c) **Special Education (SPED) staff will collaborate with general education teachers** and support staff to ensure the effective implementation of accommodations, modifications, and supplementary aids as specified in each student's Individualized Education Program (IEP). d) Provide ongoing professional development for all staff members to ensure understanding of **Free Appropriate Public Education (FAPE) requirements** and best practices for supporting students with disabilities. e) Education Specialists will provide **Specialized Academic Instruction (SAI)**. This instruction will be tailored to each student's unique learning needs. They will focus on targeted instruction in areas of need. This ensures individualized support for students with disabilities. f) Education Specialists will coordinate **supplemental services as needed**. Students requiring additional support, such as speech therapy or occupational therapy, will receive services from a nonpublic agency (NPA) certified by the California Department of Education (CDE). This ensures individualized support for students with disabilities. g) **LREBG Action**: To address identified needs highlighted by state and local academic and engagement data, specifically for Students with Disabilities, and focus on improving their performance on SBAs and ensuring graduation within four years of high school, the school is committed to expanding its **special education support team**. This	$1,671,382	No

resource allocation, an allowable use of LREBG funds, directly impacts student success by integrating evidence-based staff support and ensuring all Students with Disabilities receive the personalized attention and specialized services essential for their academic and personal growth.

- Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7
- LREBG funds supporting this action: $14,203.42

h) Special Education (SPED) staff will offer **ongoing support and consultation to general education teachers** to facilitate the effective implementation of accommodations and modifications within core curriculum areas.

i) By integrating the **principles of Universal Design for Learning (UDL),** we will proactively customize learning activities and materials, ensuring multiple means of engagement, representation, and action/expression, thus fostering accessibility for all students, including those with disabilities.

j) Utilize the California **Practitioners' Guide for Educating English Learners with Disabilities** to ensure effective instruction for dually identified students.

a) The **progress of students with disabilities will be systematically monitored through data-driven assessments**, allowing for timely and targeted adjustments to their intervention strategies. This process will ensure that interventions are responsive to their unique needs and promote optimal learning outcomes.

7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	a) **LREBG Action**: An analysis of English Learner performance metrics, including data related to Long-Term English Learners, Newcomers, and Reclassified Fluent English Proficient (RFEP) students, has informed our instructional strategy. To ensure adequate academic progress, instructional staff will utilize **Ellevation as a comprehensive monitoring system**. This utilization, an allowable use of LREBG funds for additional academic services, specifically diagnostic, progress monitoring, and benchmark assessments of pupil learning, enables the timely adjustment of instructional and supplemental supports • Metric being used to monitor action: M1.10 and M1.11 • LREBG funds supporting this action: $1,606.51 b) Instructional staff will **monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students** through the PPEP Phase Meetings in July, October, January, and other instructional meetings. c) School leadership will implement a **semesterly ELD progress report**, aligned with the CA EL Roadmap, to track student progress in designated ELD courses, attendance, and reclassification readiness. d) To support English Learner success, teachers will provide families with ELD progress reports and **facilitate collaborative meetings** to discuss language acquisition, academic growth, and individual student needs. b) **Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners** performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.	$325,413	Yes

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

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

Priority 4: Student Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The school is committed to providing a rigorous and relevant curriculum that prepares students for success in the 21st century. This curriculum is grounded in the development of essential learning skills, including critical thinking, collaboration, creativity, and communication, which are vital for navigating the complexities of the modern global landscape. Adherence to California Content Standards ensures that students not only meet state-mandated educational requirements but also experience high academic expectations. Furthermore, the school prioritizes accessibility and inclusivity, ensuring that all students have equitable opportunities to thrive academically and pursue diverse college and career pathways, thereby maximizing their potential.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	Availability of standards aligned instructional materials to every student	**2023-24 Results** 100% of students **Data Source**: Locally Reported	**2024-25 Results** 100% of students **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100%**	There was no change from the 100% baseline
M2.2	Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Lab Science, World Language, Visual & Performing Arts, College Preparatory Electives, General Electives, Health, Physical Education, Career Technical Education	**2023-24 Results** All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** All students continue to have access and are enrolled in a broad course of study for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100%**	There was no change from the 100% baseline
M2.3	Design and implement programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills	**2023-24 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	**2024-25 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100%**	There was no change from the 100% baseline
M2.4	Increase the annual number of students completing college credit courses	**2022-23 Results** Dual Enrollment: 40 Articulated Credit: 13 Total early college credit: 53 **Data Source**: Locally Reported	**2023-24 Results** Dual Enrollment: 52 Articulated Credit: 9 Total early college credit: 61 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 97 early college courses**	Schoolwide increased 8

M2.5	Maintain a comprehensive selection of college-aligned Advanced Placement and Honors course offerings	**2023-24 Results** Advanced Placement Courses Available: 10 Honors Courses Available: 10 Total offerings: 20	**2024-25 Results** Advanced Placement Courses Available: 10 Honors Courses Available: 10 Total offerings: 20	Available in 2026-27 LCAP	**Greater than 140 AP courses**	There was no change from the baseline
M2.6	Maintain High-Quality and relevant established CTE Career Pathways	**2023-24 Results** Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported	**2024-25 Results** Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 11 CTE Career Pathways**	There was no change from the baseline
M2.7	100% of Core Courses will be aligned to CCSS	**2023-24 Results** Core Courses Aligned to CCSS: 100% **Data Source**: Locally Reported	**2024-25 Results** Core Courses Aligned to CCSS: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.8	100% of Science Courses will be aligned to NGSS	**2023-24 Results** Science Courses Aligned to NGSS: 100% **Data Source**: Locally Reported	**2024-25 Results** Science Courses Aligned to NGSS: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline

M2.9	100% of ELA and Social Science Courses will be aligned to ELD Standards	**2023-24 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	**2024-25 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.10	100% of Core Courses will be UC A-G approved	**2023-24 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	**2024-25 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.11	100% of CTE Courses will be aligned to CTE Model Curriculum Standards	**2023-24 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	**2024-25 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.12	Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway	**2022-23 Results** Schoolwide: 0% Hispanic: 0% White: 0% African American: * 2+ Races: * EL: 0% SED: 0% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 2.1% Hispanic: 0.8% White: * African American: * 2+ Races: * EL: 2.4% SED: 0% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide improved 2.1%

M2.13	Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU	**2022-23 Results** Schoolwide: 10.3% Hispanic: 10.6% White: 0% African American: * 2+ Races: * EL: 8.7% SED: 9.9% SWD: 7.9% **Data Source**: CA School Dashboard	**2023-24 Results** Schoolwide: 7% Hispanic: 5% White: * African American: * 2+ Races: * EL: 4.8% SED: 5% SWD: 2.9% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide declined 3.3%
M2.14	Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway	**2022-23 Results** Schoolwide: 0% Hispanic: 0% White: 0% African American: * 2+ Races: * EL: 0% SED: 0% SWD: 0% **Data Source**: CA School Dashboard	**2023-24 Results** Schoolwide: 0.7% Hispanic: 0% White: * African American: * 2+ Races: * EL: 0% SED: 0% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide improved 0.7%

M2.15	Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher	**2022-23 Results** Schoolwide: 0.7% Hispanic: 0.7% White: 0% African American: * 2+ Races: * EL: 0% SED: 0.7% SWD: 0% **Data Source**: CA School Dashboard	**2023-24 Results** Schoolwide: 0.7% Hispanic: 0% White: * African American: * 2+ Races: * EL: 0% SED: 0.8% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	There was no change from the baseline
M2.16	Maintain a compliant and accessible Work Experience Education (WEE) Program	**2023-24 Results** WEE Program remains compliant and available to all students for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** WEE Program remains compliant and available to all students for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Fully compliant and accessible WEE Program**	There was no change from the baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 2 aims to provide all students with a comprehensive, rigorous, and accessible course of study that prepares them for college and career pathways. This goal includes three actions**, none of which presented substantive differences upon review**. A summary of these actions is as follows:

- **Action 1**: The school's APAC department effectively aligned courses with State Standards, UC a-g, and NCAA requirements. APAC also updated and aligned the school's online curriculum to the Smarter Balanced ELA and Mathematics Assessments Blueprint. Furthermore, based on teacher and student feedback, APAC adjusted both online and textbook curricula. Demonstrating a commitment to inclusivity, the department refined curriculum and materials to be multicultural and diverse. The school also continued its efforts to recruit and challenge students to enroll in advanced curriculum offerings and provided on-site AP Exams.

- **Action 2:** The school ensured equitable access to technology by providing all students requiring home devices with a school-issued Chromebook and internet connectivity. Moreover, the school's ELD program is fully implemented and consistently maintained. Historically underserved student groups continue to have access to a challenging curriculum, including Honors and AP courses, as well as targeted instructional materials and coursework designed to accelerate foundational skills, literacy development, and credit recovery for grade-level advancement and graduation. School counselors and Equity & Inclusion (E&I) staff offered continuous academic advising, support services, and coaching to the school community.

- **Action 3:** School staff benefited from continuous and in-depth professional learning focused on preparing students for their post-secondary journeys. Counselors actively engaged the school community through various informational sessions and training programs covering crucial college and career elements. These included understanding the College Career Indicator (CCI) Prepared Criteria, navigating financial aid applications, earning early college credit, exploring Career Technical Education (CTE) pathways, utilizing the Early Assessment Program (EAP), managing AP exam registration, and engaging in work experience education. To further elevate awareness of college and career requirements, timelines, and processes, the school hosted a dedicated College and Career Week featuring guest speakers from diverse professional fields and higher education institutions. Moreover, the school offered eleven fully developed Career CTE Pathways accessible to all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences to report for Goal 2.

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

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

- Availability of standards aligned instructional materials to all students
- Provide all students with access to a broad course of study
- Design and implement programs and services to pupils with exceptional needs that promote successful transitions
- Students earning early college credits
- Maintain a comprehensive selection of AP and Honors course offerings
- Availability of CTE Career Pathways to all students
- Core courses aligned to CCSS
- Science courses aligned to NGSS
- ELA and Social Science courses aligned to ELD Standards
- Core courses are UC a-g approved

- CTE courses aligned to CTE Model Curriculum Standards
- Students completing a CTE Career Pathway
- Student completing a CTE Career Pathway and UC a-g Requirments
- Compliant and accessible Work Experience Education Program

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

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

The school remains dedicated to increasing the number of students who graduate with a diploma and meet the College/Career Indicator (CCI) prepared criteria. While our commitment is to enhance the CCI for all students, we are particularly focused on supporting our lowest-performing student groups. Consequently, based on reflections and feedback from educational partners, the following Actions have been adjusted for the 2025-26 school year:

- **2.1a**: The school will develop and implement a new Learning Management System (LMS) in Canvas to provide students with enhanced instruction, engaging activities, and timely feedback. This upgrade aims to offer more accessible resources, personalized learning pathways, and clearer communication of progress, ultimately helping more students earn credits, advance grade levels, and graduate on time.

- **2.1c**: The school is strategically prioritizing the Visual and Performing Arts (VAPA) Department to enrich and innovate art activities, with the goal of increasing student participation in the arts and fostering exploration of diverse art forms.

- **2.3i**: To enhance program monitoring and analysis, particularly regarding equitable access for diverse student groups, staff will develop an Early College Credit Storybook.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Continuating

1	Dynamic, Engaging and Standards-Aligned Curriculum	a) **LREBG Action**: To elevate student engagement and academic outcomes, the school conducted a comprehensive evaluation of student achievement and engagement data and actively listened to the insights of students and teachers. Based on these findings, the school will develop a tailored **Learning Management System (LMS) on the Canvas platform**. This initiative, an allowable use of LREBG funds for integrating evidence-based pupil support to address other barriers to learning, will focus on designing and implementing interactive content and engaging activities that directly support student learning, promote academic growth, and improve overall achievement. • Metric being used to monitor action: M1.4, M1.6, M1.7, and M1.15 • LREBG funds supporting this action: $34,944.53 b) APAC will maintain course alignment with **Common Core, ELD, and NGSS standards** through continuous review and updates. c) The **Visual and Performing Arts (VAPA) Department** will annually revise its comprehensive arts curriculum to align with state standards and integrate the arts across core subjects. Furthermore, VAPA will explore innovative opportunities, such as virtual reality and local partnerships, to enrich learning through hands-on experiences and cross-curricular projects, ultimately aiming to increase student participation and foster exploration of diverse art forms. d) APAC will regularly review curriculum to ensure alignment with **Smarter Balanced ELA and Math Assessment blueprints**. e) APAC will ensure course alignment with **UC a-g and NCAA requirements** to maximize student college and athletic eligibility. f) APAC will develop and enhance curriculum and instructional resources that integrate **culturally and linguistically responsive content and activities.** g) Instructional staff and counselors will actively **promote the benefits of advanced coursework** (Accelerated, Honors, AP) to students and families.	$448,137	No

2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	a) Provide **Chromebooks and internet services to families** in need of home technology to increase access and equity to the instructional program – close the digital divide. b) APAC will develop curriculum that is customized and blended for English Learners, with the **Universal Design Learning (UDL) Guidelines** to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities. c) Utilize **Achieve3000** as a differentiated literacy program, tailored to individual reading levels, to accelerate learning gains and build content knowledge for English Learners within the school year. d) **LREBG Action**: An analysis of English Learner student achievement data has revealed the need for targeted language and content support. In response, instructional staff will utilize **BrainPop and BrainPop ELL**, a web-based supplemental English language learning platform. This utilization, an allowable use of LREBG funds as a learning recovery program for English Learner students, will provide ELL-specific support, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge. • Metric being used to monitor action: M1.6, M1.10, and M1.11 • LREBG funds supporting this action: $549.74 e) Instructional staff will conduct outreach and recruitment to English Learner, Foster Youth, and Low-Income students with the focus **on providing equitable access to the same educational program** and services as all students, including access to Accelerated, Honors and Advanced Placement (AP), Gifted and Talented Education, and the Early College Credit Program.	$383,374	Yes

3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	a) Curriculum and Professional Development staff will regularly evaluate and update the course offerings list to ensure it reflects the current requirements for **college, university, career, and military pathways**. b) School staff will continue to offer **CTE courses and Certification programs** which are aligned to CTE Model Curriculum Standards. c) School staff will organize an engaging annual **College and Career Week**, connecting students with field experts and representatives through informational presentations and interactive workshops focused on post-secondary opportunities. d) Create a comprehensive **Early College Credit Resource Guide**, including a clear vision and mission, to ensure consistent program implementation school wide. e) Expand **Early College Credit access** for all students through strategic Dual Enrollment and Articulation partnerships with local colleges. f) Proactively inform students and families about Early College Credit academic and social emotional benefits, deadlines and course offerings through **comprehensive counseling outreach**. g) Deliver targeted Early College Credit **information and training through diverse platforms**, including Open House, Senior Night, Family Learning Series, and college workshops. h) **Collaborate with local colleges** to offer comprehensive Early College Credit onboarding, including informational sessions, application support, and orientations. i) **Track and analyze Early College Credit participation** and outcomes through a comprehensive "storybook" approach, with specific attention to diverse student populations (Special Education, English Learners, GATE, Homeless). j) Utilize **professional learning communities to analyze Early College Credit data** ("storybook") and identify trends, strengths, and	$381,272	No

		areas for improvement. k) Proactively collaborate with support staff and homeless liaison to identify and eliminate barriers, guaranteeing **equitable access to tuition-free Early College Credit** for all students, supported by the College & Careers Access Pathways Grant. l) Counseling staff will actively promote and educate students on the benefits of work-based learning opportunities, including the **Work Experience Education Program and Service Learning**, to prepare them for future careers. m) School staff will coordinate and oversee the administration of **Advanced Placement (AP) exams** during designated testing windows, providing students the opportunity to earn college credit and placement. n) To ensure grade 12 students are effectively prepared for diverse post-high school pathways, including college, university, military, and workforce entry, instructional staff will provide **targeted support in the development of their Pathways Portfolio**. This graduation requirement emphasizes the development of digital literacy and strategic planning.		

Goal

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

State Priorities addressed by this goal.

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

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The school prioritizes data-informed professional learning, designed to align teaching strategies with the specific academic needs and strengths of students. By analyzing performance data, the school ensures that professional development is relevant and effective, enhancing instructional quality and maximizing teacher impact. This data-driven approach also facilitates ongoing adaptation and refinement of teaching practices to meet evolving educational standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	90% of teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for all pupils, including English Learners	**2022-23 Results** 100% of teachers as of April 2023 **Data Source**: Locally Reported	**2024-25 Results** Not Available **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	N/A
M3.2	90% of teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards	**2022-23 Results** 100% of teachers as of April 2023 **Data Source**: Locally Reported	**2024-25 Results** Not Available **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	N/A
M3.3	English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction	**2023-24 Results** 6 ELAD trainings **Data Source**: Locally Reported	**2024-25 Results** 10 ELAD trainings **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least six English Learner trainings offered throughout the school year**	Increased 4

M3.4	90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	**2023-24 Results** 100% of teachers **Data Source**: Locally Reported	**2024-25 Results** 100% of teachers **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	There was no change from the 100% baseline
M3.5	90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	**2022-23 Results** 100% of staff as of April 2024 **Data Source**: Locally Reported	**2023-24 Results** 99% of staff as of March 2025 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	Declined 1%
M3.6	90% of students surveyed will report high levels of satisfaction with their overall educational experience	**2023-24 Results** 98% of students **Data Source**: Locally Reported	**2024-25 Results** 98% of students surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	There was no change from the 98% baseline
M3.7	90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience	**2023-24 Results** 100% of parents and family **Data Source**: Locally Reported	**2024-25 Results** 100% of parents and family members surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	There was no change from the 100% baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 3 centers on equipping instructional staff with continuous support and professional learning to effectively address the diverse needs of students and their families. This goal encompasses three key actions. A comprehensive review indicated that nearly all planned strategies were successfully implemented. Below is a summary of the actions within Goal 3:

- **Action 1**: The Curriculum and Professional Development Department designed and developed a comprehensive Professional Learning Calendar and Catalog based on strategic goals, staff needs, and educational partner feedback. Altus University (AU) provided various professional development opportunities focused on enhancing teacher effectiveness in core standards (CCSS, NGSS, ELD), CTE, online instruction (including LEC certification), curriculum differentiation (including GATE), staff leadership development, and support for new and select teachers. Specialized training was available for Special Education staff (IEP, assessment, differentiation) and instructional staff (WRITE literacy program). Furthermore, the school embedded social-emotional learning in all offerings and provided specific training in college/career readiness (AVID), whole-child support (YMHFA, suicide prevention), and safety protocols (ALICE). Learning Leads utilized a Teaching Observation rubric to conduct observations, ensuring the implementation of professional development learnings.

- **Action 2**: This school year, instructional staff received comprehensive training on the CA EL Roadmap and various aspects of the English Learner Plan, including Designated ELD, ELPAC administration, data analysis, and effective strategies. Specialized training was also provided on implementing the Summit K12 curriculum and addressing the unique needs of newcomer, immigrant, and refugee students. Furthermore, staff received support utilizing Achieve3000 to enhance EL literacy, while counselors focused on college preparation for vulnerable student populations, and all staff learned trauma-informed practices to support Homeless and Foster Youth.

- **Action 3**: In the fall semester, the school provided a Math Literacy Summit centered on data analysis, evidence-based instruction, and support for special populations. The school partnered with a math expert/organization to deliver ongoing professional learning focused on culturally responsive math instruction. Additionally, a Math Study Group met regularly to discuss effective intervention and instruction in independent study. The school also provided training and time for staff to use the California Educators Reporting System (CERS) to analyze student math data and inform instruction for underperforming groups, and the Math Specialist offered professional learning on VR mathematics and strategies for supporting English Learners in math.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences to report for Goal 3.

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

Goal 3 Actions have significantly enhanced high-quality teaching and learning at the school for **all students**, including unduplicated pupils. Goal 3 Metrics were met for the 2024-25 school year, demonstrating the **effectiveness of these initiatives**. A summary of these achievements is provided below:

- Teachers participated in at least 60 hours of annual professional learning.

- Teachers participated in at least 10 hours of annual Math professional learning.
- English Learner Achievement Department provided at least six trainings focused on supporting the unique needs of English Learner students.
- Teachers have completed Leading Edge Certification (LEC) within three years of their initial employment.
- Staff report high levels of training relevance at Altus University sessions.
- Students report high levels of satisfaction with their educational experience.
- Parents and family members report high levels of satisfaction with their child's overall educational experience.

Our Professional Learning System effectively addresses the specific needs of our educational partners. While school administration is encouraged by the Goal 3 Metric results, we recognize the necessity for continuous and intensive training and coaching for instructional staff to elevate math and ELA achievement further. This sustained focus will guarantee that all students receive high-quality instruction, setting them up for academic success. Professional development remains a central priority in our commitment to maintaining and strengthening teaching excellence.

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

Goal 3 Metrics will remain unchanged for the 2025-26 school year, as educational partners believe that the current metrics comprehensively measure the effectiveness of the professional learning system.

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

- **3.1c**: Responding to staff and administrator requests, the school will use LREBG funds for the Clifton Strengths assessment to identify employee strengths. This will inform tailored professional development to improve instruction and learning for better student outcomes.

- **3.1m**: Addressing staff and administrator requests to value students' cultural and linguistic diversity, Altus University will provide LREBG-funded training on culturally and linguistically responsive teaching. This evidence-based training will equip teachers to improve student engagement and learning outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Continuating

1	Professional Learning Focused on Improving Academic Performance for All Students	a) Aligning with strategic initiatives, and responding to staff and partner feedback, the Curriculum and Professional Development Department will design and deliver a targeted **Professional Learning Calendar and Catalog**. b) Altus University (AU) will provide **professional development trainings designed to enhance teacher effectiveness** in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards, ultimately improving student learning outcomes. c) **LREBG Action**: Recognizing the importance of customized training and leveraging individual strengths, as directly requested by staff and administrators, the school will provide access to the **Clifton Strengths** assessment. This, an allowable use of LREBG funds for integrating evidence-based pupil support through staff training, will provide employees with a clear understanding of their unique strengths. Professional development will then be tailored to focus on applying these strengths to enhance instructional practices, improve teaching and learning, and ultimately drive positive student outcomes by fostering a more effective and collaborative learning environment. • Metric being used to monitor action: M3.5 • LREBG funds supporting this action: $771.11 d) Learning Leads will conduct formal observations using a **Teaching Observation rubric aligned with the 5 Dimensions of Teaching and Learning framework**. These observations will provide teachers with targeted feedback to support the implementation of professional development learnings. e) Altus University (AU) will provide professional development to increase **staff knowledge of CTE standards and instructional strategies**. This will strengthen CTE programs and improve student transitions to post-secondary education and employment f) Altus University (AU) will provide comprehensive professional development designed to improve teacher online instructional delivery. This program will include training on best practices,	$60,537	No

technology integration, and student engagement, with the added benefit of supporting teachers in achieving **Leading Edge Certification (LEC)**, a national certification demonstrating advanced proficiency in educational technology.

g) To enhance Special Education practices, staff will participate in **specialized training on IEP compliance, assessments, and differentiated instruction**, delivered by experts including the Special Education Administrator, Special Education Learning Lead, School Psychologists, and SELPA personnel.

h) Altus University (AU) will offer professional development to advance equitable teaching practices through differentiation of curriculum and instruction, providing opportunities for educators to earn **GATE certification and demonstrate specialized knowledge**.

i) Offer **staff training in AVID strategies** and other college/career readiness best practices, focusing on areas such as academic support, college application guidance, and student motivation, to improve UC a-g completion rates among low-income students.

j) Altus University (AU) will empower staff to become effective leaders through professional development training sessions and mentorships, featuring **Executive Studies and Fellows Projects** that promote strategic innovation and program advancement.

k) AU provided comprehensive **professional development for new teachers**, covering essential areas such as student engagement, data-driven instruction, MTSS implementation, technology integration, independent study compliance, equity and inclusion, and alignment with the school's vision and values.

l) AU will strategically integrate **social-emotional learning (SEL) activities into all professional development** to empower teachers with the knowledge and skills necessary to support student SEL.

m) **LREBG Action**: Based on feedback from instructional staff and school administrators, who emphasized the necessity of an educational approach that recognizes the importance of incorporating students' cultural and linguistic backgrounds into their learning

experiences and valuing their diverse backgrounds as assets in the classroom, Altus University will provide training on **culturally and linguistically responsive teaching and learning**. This training, which integrates evidence-based pupil support through staff training, and is therefore an allowable use of LREBG funds, will provide teachers with the tools and mindset shifts necessary to increase student engagement and learning outcomes.

- Metric being used to monitor action: M3.5
- LREBG funds supporting this action: $3,212.11

n) Targeted professional development to **support teacher growth and address areas identified for improvement** in annual performance evaluations.

o) Implemented comprehensive professional development focused on the whole child, addressing physical, mental, and social-emotional well-being. This included specialized training in **Youth Mental Health First Aid (YMHFA)** and Suicide Prevention and Intervention.

p) Provide **ALICE Training** and collaborative practice for all school personnel, addressing prevention, mitigation, response, and recovery strategies for violent critical incidents.

q) The school will implement a comprehensive **AI training program for all staff**, addressing the safe and ethical deployment of AI technologies in education. This program will focus on practical applications, data security, and the responsible use of AI to support student learning and administrative efficiency.

r) Professional development will be provided to instructional staff on the pedagogical integration of **Magic School AI**, focusing on how to use the platform to create engaging learning experiences and support student achievement.

s) To ensure the successful transition and professional growth of certificated educators seeking to clear their credentials, the school will provide a tuition-free, mentor-driven **Teacher Induction Program**. This program will emphasize collaborative learning, peer observation, and personalized coaching, empowering teachers to

		refine their pedagogical practices and contribute to a culture of continuous improvement.	

2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	a) Instructional staff will **receive training on the CA EL Roadmap** to build understanding and expertise about the needs of ELs and research-based programs and practices. b) **English Learner Achievement Department (ELAD)** will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Integrated and Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies. c) Instructional staff will receive **specialized training on effectively implementing Summit K12** designated ELD curriculum, student engagement, and proficiency level growth. d) **LREBG Grant**: After analyzing EL student performance on SBAs and graduation rates, the school identified this population as requiring ongoing and specialized support. To provide this, and as an allowable use of LREBG funds focused on providing learning recovery programs for ELs and professional learning, instructional staff will access the **Ellevation Strategies platform**. This platform offers **personalized, on-demand professional learning modules and instructional activities**. These resources include research-based strategies and differentiated instruction techniques, all connected to real-time EL data, enabling targeted and data-informed instruction, and improving performance outcomes. • Metric being used to monitor action: M1.4, M1.6, M1.7, M1.10, M1.11, and M3.5 • LREBG funds supporting this action: $131.64 e) Instructional staff will receive specialized training on how to meet the **unique needs of newcomer, immigrant, and refugee students** who may be new to the country/school system. f) Instructional staff will receive specialized professional learning, including the San Diego County Office of Education's (SDCOE) **WRITE program, focused on enhancing literacy skills** and	$282,136	Yes

		academic achievement for underserved students. g) **Achieve3000 training, coaching and support for instructional staff** which is focused on program integration, best practices, and data analysis which will improve English Learner students' literacy skills. h) Offer **specialized counselor training to equip low-income, foster youth, and first-generation students** with resources for successful college transitions, including financial aid, scholarships, and academic preparation. i) The school will implement professional development for staff on research-based strategies and **trauma-informed practices,** specifically designed to increase school engagement and support the unique needs of homeless and foster youth.		

3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	a) The school will implement a **Math Literacy Summit** during the fall semester to enhance teacher capacity in data analysis, evidence-based mathematical instruction, and strategies for effectively supporting special populations, ultimately improving student math achievement. b) The school will develop a **strategic partnership with a mathematical expert or organization** to deliver ongoing and sustained professional learning that centers on culturally responsive instructional practices in mathematics, ultimately enhancing student achievement. c) The school will implement a regular **Math Study Group** to facilitate in-depth discussion and collaboration among educators on effective academic intervention and instruction strategies specifically tailored for independent study environments, with the goal of improving student outcomes. d) To enhance data-driven instruction, instructional staff will receive comprehensive training, ongoing support, and dedicated time to utilize **CERS for analyzing individual student math achievement data**. This analysis will directly inform targeted instructional planning aimed at improving outcomes for underperforming student groups. e) The Math Specialist will lead professional learning and provide ongoing support to staff on the effective **implementation of Virtual Reality (VR) mathematics.** This initiative will establish clear schoolwide instructional protocols for VR integration within the core curriculum, aiming to significantly enhance student engagement and improve overall math achievement. f) To better support English Learners, the Math Specialist will provide **targeted professional development to teachers, education specialists, and CTRs** on effective curriculum implementation and instructional strategies, focusing on grade-level content access and academic vocabulary development. g) **LREBG Action**: An analysis of student math performance data revealed the need for a supplemental targeted mathematics platform,	$292,567	Yes

		as well as training and support in how to effectively implement it. To meet this need, and as an allowable use of LREBG funds for accelerating progress and closing learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, the school will utilize **IXL Learning**. **Comprehensive training and sustained support** will be provided to instructional staff by IXL Learning, ensuring effective program integration. • Metric being used to monitor action: M1.7, M3.5 • LREBG funds supporting this action: $41.83	

Goal

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

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A safe, secure, and supportive educational environment is paramount. This positive school climate fosters belonging, trust, and open communication, empowering students to learn and collaborate. It cultivates resilience, academic persistence, and essential social-emotional skills, crucial for both educational and lifelong success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	Maintain a Suspension Rate at 1.5% or less for All Students and Student Groups	**2023-24 Results** Suspension Rate: 0% **Data Source**: CA School Dashboard **Note**: Student Suspension Results as of May 2024	**2024-25 Results** Suspension Rate: 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of April 2025	Available in 2026-27 LCAP	**Less than 1.5%**	There was no change from the 0% baseline
M4.2	Maintain an Expulsion Rate at 1.0% or less for All Students and Student Groups	**2023-24 Results** Expulsion Rate: 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of May 2024	**2024-25 Results** Expulsion Rate: 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of April 2025	Available in 2026-27 LCAP	**Less than 1%**	There was no change from the 0% baseline
M4.3	More than 90% of students surveyed annually will report high levels of School Safety satisfaction	**2023-24 Results** 100% of students **Data Source**: Locally Reported	**2024-25 Results** 100% of students surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	There was no change from the 100% baseline
M4.4	More than 90% of parents surveyed annually will report high levels of School Safety satisfaction	**2023-24 Results** 100% of parents and family **Data Source**: Locally Reported	**2024-25 Results** 100% of parents and family surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	There was no change from the 100% baseline
M4.5	Maintain a School Safety Plan that meets the needs of educational partners and is compliant	**2023-24 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Compliant School Safety Plan**	There was no change from the baseline

Goal Analysis for 2024-25

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

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

Goal 4 aimed to foster a safe and supportive school culture for all educational partners. Throughout the 2024-25 school year, the three Actions within this goal were **fully implemented and consistently maintained**, resulting in **no significant changes to report**. These ongoing efforts have helped to cultivate a more inclusive and positive atmosphere, benefiting students, staff, and the wider community. A summary of the key initiatives and their impact under Goal 4 is provided below:

- **Action 1**: During the 2024-25 school year, the school took several actions to promote school safety and well-being. We established regular meetings of the Executive School Safety Committee and designated Safety Ambassadors at each Resource Center who participated in quarterly training. Operations and Facilities staff ensured the review and update of safety equipment, while ZenDesk was consistently used for facility management, and Brivo card access controls were utilized at all school locations. Furthermore, based on survey data, the school enhanced mental health services, provided nursing support, and created a Mental Health & Wellness Hub; they also sought input on safety planning and offered annual professional learning for staff on various safety and health-related topics.

- **Action 2**: The school implemented several actions to support student well-being. Equity and Inclusion staff developed a mental health referral process connecting students and families to various supports. Additionally, a Healthy Youth Therapist began providing counseling and case management, while the Healthy Youth Department organized a Wellness Week and the RISE broadcast series. Furthermore, the school implemented AVID's SEL and the Character and Leadership Development Program, and instructional staff offered supportive small group learning environments. Finally, the school updated its website with information on food and wellness resources, and the Meal and Nutrition Program continued to promote student health.

- **Action 3**: School enrollment staff tagged incoming foster youth in the SIS, allowing the Homeless and Foster Youth Liaison to address their various needs through ongoing case management and collaboration with instructional staff. Furthermore, a Healthy Youth Therapist offered targeted support to low-income students and foster youth, and the school integrated relevant resources into its mental health and wellness hub.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.3 increased by approximately 23% due to increased student demand of the meal program, particularly among Foster Youth and students from low-income households. These student groups often face a greater barrier to accessing nutritional meals outside of school. As a result, the program experienced increased participation and acquired additional resources in fiscal year 2024-25.

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

Educational partners expressed high satisfaction with the Goal 4 Actions, recognizing their significant contributions to creating a safe and supportive school culture conducive to teaching and learning. Due to the successful implementation of these actions, the school was able to meet all 2024-25 Metrics. This achievement reflects the **effectiveness** of the strategies in fostering a secure and nurturing environment for the entire school community. A summary of these achievements is provided below:

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

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

For the 2025-26 school year, all Goal 4 Metrics will remain unchanged, as educational partners are satisfied with them. This continuity reflects confidence in the existing metrics to accurately assess and support the ongoing efforts to maintain a safe and supportive school environment.

However, based upon reflections and educational partner input, the following Actions have been adjusted for SY 2025-26:

- **4.2k**: For the 2025-26 school year, the school will implement an online training curriculum to support lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) cultural competency among teachers and certificated employees, aiming to foster a safe and supportive school environment.

- **4.3e**: the school will deploy calming carts to designated areas to promote student emotional well-being and enhance self-regulation skills. These carts will contain various sensory tools, mindfulness resources, and calming activities, directly supporting social-emotional learning (SEL) initiatives.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1	Safe and Supportive School Environment for All Students	a) The **Executive School Safety Committee** will convene regularly to ensure the effective implementation and continuous improvement of the School Safety Plan, fostering a safe and secure learning environment. b) To enhance safety preparedness, each Resource Center will designate a **Safety Ambassador** who will receive quarterly training, serve as an information liaison to colleagues, ensure the implementation of safety protocols, and facilitate discussions on ALICE Training key takeaways regarding preparation for violent critical incidents in the school setting. c) **Operations and Facilities staff** will develop and maintain a comprehensive process for the systematic review and update of critical equipment and tools, including communication systems, emergency response kits, and personal protective equipment, to ensure optimal functionality and readiness. d) The school will ensure healthy and productive learning environments by continuously monitoring and strategically upgrading **HVAC systems** to provide optimal air quality and comfortable temperatures for all students and staff. e) The school will continue to employ the **Brivo Access** system to effectively manage and monitor the flow of students, staff, and visitors into all resource centers, enhancing overall building security. This system ensures that only authorized individuals can access these areas, contributing to a safer learning and working environment. f) To better support student well-being, the school will leverage **California Healthy Kids Survey** data to enhance existing mental health and wellness services and programs. g) The school will provide dedicated **nursing services** to address students' physical health needs and support their social-emotional well-being, fostering a healthy and supportive learning environment. h) **To promote health awareness, the school will display flyers** at each resource center addressing topics such as cold, flu, and	$124,164	No

		COVID-19 symptom differentiation, mental health coping strategies and resources, human trafficking awareness and prevention, suicide prevention, and access to support services. i) The school will expand and maintain the **Mental Health & Wellness Hub**, providing educational partners with consistently updated essential information, evidence-based resources, and strategic partnerships. This hub will continue to address crucial areas such as bullying prevention and intervention, human trafficking of children, mental health support, suicide prevention, teen dating violence, and other related wellness topics. j) The school will conduct **annual professional learning** for all staff, providing essential training on Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR, Fentanyl Awareness, and First Aid to ensure a safe and informed school environment. k) Implement online training curriculum to support lesbian, gay, bisexual, transgender, queer, and questioning **(LGBTQ+) cultural competency training** for teachers and certificated employees to support a safe and supportive school environment. l) School staff will receive training opportunities on **human trafficking prevention,** curriculum and the school's Human Trafficking School Safety Protocol.		

2	Social, Emotional, and Behavioral Support Systems for All Students	a) Equity and Inclusion staff will maintain and strengthen the **mental health referral process**, designed to connect students and families with essential mental health and wellness resources and support systems. This will include facilitating access to school-based services, community-based organizations, and crisis intervention resources such as 988, as well as providing information on key areas like suicide prevention, teen dating violence, and human trafficking awareness. b) To promote student well-being, the Healthy Youth Department will implement a **Wellness Week** focused on key themes of student connection and self-care. Activities and resources will emphasize practical coping strategies, including spending time in nature, staying hydrated, getting enough sleep, exercising, connecting with others, eating healthy food, doing stretches, and practicing gratitude. c) To support students' social-emotional development, the Healthy Youth Department will provide **Resilience in Student Education (RISE)**, a series of live interactive broadcasts focused on building Social and Emotional Core Competencies. These broadcasts will equip students with essential skills for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, contributing to their overall resilience and well-being. d) To foster positive student development, instructional staff will provide **small group learning environments**, both in the resource center and through distance learning, designed to promote positive communication, responsible behavior, and a sense of accountability among students.	$199,092	No

3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	a) The **Character and Leadership Development Program** will provide opportunities for students to develop character and leadership skills while also promoting their health, wellness, and academic achievement. This will include emphasizing the importance of mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices. b) To foster student success, the school will implement **AVID's social and emotional learning (SEL) framework**. This implementation will support students in meeting their diverse needs, pursuing their academic and career goals, and effectively leveraging their college and career readiness skills. e) **LREBG Action**: To support student health and well-being, the school will implement a **Meal Program**. This program will ensure students have access to nutritious meals, with breakfast and lunch provided at no charge. The school will adhere to relevant regulations, and information on additional food assistance programs will be made available to families. • Metric being used to monitor action: M1.16, M4.3, M4.4 • LREBG funds supporting this action: $32,833.19 c) To better support homeless and foster youth, the school will create and integrate dedicated resources within the school's **Mental Health and Wellness Hub**, providing access to essential services and information. d) **Healthy Youth Therapists** will offer counseling services, facilitate connections to school-based and community-based mental health supports, and manage student cases to ensure access to comprehensive services that address their social-emotional, mental health, and physical well-being. e) To promote student emotional well-being and enhance self-regulation skills, the school will deploy **calming carts** to designated areas. These carts will contain a variety of sensory tools, mindfulness resources, and calming activities, directly supporting social-emotional learning (SEL) initiatives.	$42,728	Yes

4	Collaborative Support Systems for Foster Youth	a. School **enrollment staff will identify and tag incoming Foster Youth students within the Student Information System (SIS)**. This process will enable the Homeless and Foster Youth Liaison to provide targeted support and ensure that these students' academic, physical, mental health, and social-emotional needs are comprehensively met. b. The **Homeless and Foster Youth Liaison will provide ongoing case management services** to support students and will collaborate with instructional staff to coordinate resources and interventions as needed.	$97,941	Yes

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The school is committed to developing innovative, community-based resource centers that provide holistic support for students. These resource centers will integrate advanced technologies, promote well-being, and foster strong community connections to enhance the educational experience. By creating these dynamic spaces, we aim to ensure every student has access to the tools and support necessary to reach their full potential, fostering a culture of growth and collaboration within our community.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.1	100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning	**2023-24 Results** 100% of school facilities **Data Source**: Locally Reported	**2024-25 Results** 100% of school facilities **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of school facilities**	There was no change from the 100% baseline
M5.2	Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events	**2023-24 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels **Data Source**: Locally Reported	**2024-25 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels • LCAP Engagement Surveys • Mental Health Parent Notifications • ParentSquare Weekly Communication **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students**	Increased opportunities for parental and family participation

M5.3	Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences	**2023-24 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways		**2024-25 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways	Available in 2026-27 LCAP	**Maintain or expand opportunities for parental and family member participation for students with exceptional needs**	Maintained
M5.4	Maintain connections to community partners that support the academic, physical, and social-emotional needs of students, parents, and family members	**2023-24 Results** 25 community-based partnerships **Data Source**: Locally Reported		**2024-25 Results** 24 community-based partners and alliances **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 25 community partners**	Declined 1

M5.5	Provide six Family Learning Series Trainings to all parents and family members	**2023-24 Results** 12 Family Learning Series were provided **Data Source**: Locally Reported	**2024-25 Results** 11 Family Learning Series were provided **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 6 trainings**	Declined 1
M5.6	90% of parents will report that Resource Centers provide innovative learning opportunities for students	**2023-24 Results** 99% of parents and family members **Data Source**: Locally Reported	**2024-25 Results** 98% of parents and family members **Data Source**: Locally Reported	Available in 2026-27 LCAP	**More than 90%**	Declined 1%

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 5 focuses on establishing innovative community-based resource centers that actively engage students, parents, and families. Recognizing the school's non-classroom based instructional model, leadership is committed to providing a physical school environment that fosters student interaction, live instruction, access to resources, and regular engagement with school staff throughout the week. The two Actions within Goal 5 are closely aligned in their purpose. Upon review, school staff have determined that there are **no substantive differences to report between their implementation**. A summary of these key Actions follows.

- **Action 1**: School staff offered information and resources at Open House and Senior Night events and provided a Family Learning Series with training and collaboration opportunities. Instructional staff delivered individualized support to families on web-based programs like the SIS Portal, Edgenuity, Achieve3000, and Naviance. The school maintained an Alumni Community to keep graduates connected and involved. Furthermore, Technology and Operations staff maintained innovative resource centers enhanced with educational technology to engage students.

- **Action 2**: The school demonstrated its commitment to accessibility by providing an annual Family Resource Night to educate parents on available programs and services, particularly aimed at historically underserved students. To further enhance access, transportation services were coordinated for Foster Youth to enable their participation at the resource center. The school actively sought input from English Learner families by facilitating interactive ELAC meetings focused on the English Learner Plan and its needs assessment. Moreover, they utilized ELD progress report cards to involve these families in understanding progress and setting goals, alongside offering translated materials and ensuring bilingual staff were available at resource centers.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences to report for Goal 5.

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

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

- School facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning.
- The school expanded opportunities for parental and family member participation for low-income, English learners, and foster youth students in trainings, advisory meetings, and school events.
- Staff increased opportunities for parental and family member participation for students with exceptional needs.
- Formal partnerships with community-based organizations were maintained by the school to ensure comprehensive support for the well-being of every child.
- Monthly Family Learning Series offered to parents and family members.
- Parents and family members who completed an LCAP Survey reported that the Resource Center provided their child with innovative learning opportunities.

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

All Goal 5 Metrics will remain unchanged for the 2025-26 school year, as educational partners are satisfied with their effectiveness. This continuity demonstrates a strong confidence in the current metrics' ability to accurately assess and support the ongoing efforts to establish innovative community-based resource centers that actively engage students, parents, and family members.

However, based on reflections and input from educational partners, the following Actions have been adjusted for the 2025-26 school year to better meet our goals and enhance our initiatives:

- **5.2b**: To further enhance innovative teaching, the school is integrating 3D printing with the acquisition of MakerBot Sketch Large printers. This initiative will offer all students hands-on STEAM exploration. Comprehensive teacher training will support effective technology integration, equipping students for 21st-century careers.

- **5.2d**: To foster instructional innovation, the school will provide instructional staff with access to MagicSchool AI. This will empower them to optimize instructional planning, personalize learning pathways, and develop curriculum that integrates responsible AI usage, leading to more dynamic and effective teaching.

- **5.2e**: Demonstrating a commitment to innovation, the school's California Cadet Corps will offer a novel Aviation Program focused on hands-on learning with unmanned drones. This program is strategically designed to equip students with foundational knowledge and practical skills vital for future careers in piloting and related aerospace industries.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Continuating

1	Strengthening Community: Communication, Support, and Access	a) The school will enhance communication by hosting **Open House and Senior Night events**, providing students and families with direct access to key school information and resources, including academic programs, student support services, and graduation requirements. b) Altus Schools will launch a comprehensive **Family Learning Series** that will empower families in supporting student success. The series will cover key areas including advanced academic programs (AP and Early College Credit), student support services, mental health, responsible technology use, and career pathways. c) Building upon its established **Alumni Community**, the school will further expand opportunities for graduates. Alumni will continue to engage through guest speaking, panel participation in Senior Exhibitions, and ongoing networking initiatives. d) Instructional staff will employ **ParentSquare** to ensure accessible and timely information sharing with students, parents, and families regarding the educational program. This proactive communication will keep everyone informed about academic progress, events, and resources, fostering active participation and a strong school-home partnership. e) To evaluate student well-being and school climate, the school will **administer the California Healthy Kids Survey (CHKS)**, gathering data on student perceptions of mental health, social-emotional health, and their sense of belonging within the school community. f) The school will embed a **confidential feedback form within the Mental Health and Wellness Hub** to facilitate collaborative support. This will allow educational partners to share insights and request assistance while maintaining privacy. g) The school will continue to provide **AltusGo**, a web-based platform that offers students streamlined access to essential school resources, including key instructional tools, resources, and support services. h) The school will leverage technology platforms, including **DocuSign, Zoom, and Adobe**, to enhance collaboration with educational	$616,299	N

partners. DocuSign will streamline digital signatures, Zoom will facilitate virtual meetings, and Adobe will support document sharing and editing. This integrated approach will foster efficient and effective partnerships, ultimately benefiting student outcomes.

i) The Communications Department will **enhance the school website** to provide accurate and timely information to parents and community members, ensuring compliance with all educational requirements. The website will also feature interactive elements, allowing visitors to easily ask questions, provide feedback, and connect with school staff.

j) To maximize reach and recruit students and families in need of innovative learning methods, the school will conduct a **broad marketing initiative encompassing diverse formats** such as bus advertisements, television and radio spots, print materials, and targeted online search campaigns, all focused on re-engagement and post-high school preparation.

k) To recognize and celebrate student accomplishments, the school will provide **promotion and graduation ceremonies** at the end of the academic year. Families and guests are invited to attend these special events, which honor the hard work and achievements of our students.

2	Integrating Advanced Technologies into Education	a) Enhance career exploration and workforce readiness by providing students with immersive **Transfr Virtual Reality** simulations, leading to increased engagement, improved skill retention, and greater confidence in their future career choices. b) The school is expanding its innovative teaching methods by introducing **3D printing with MakerBot Sketch Large printers**. This initiative will provide all students with opportunities to explore STEAM fields through practical, hands-on projects. Teachers will receive thorough training to ensure effective integration of this technology, preparing students for the evolving demands of the 21st century workforce. c) To ensure optimal learning experiences aligned with Next Generation Science Standards, school staff will proactively maintain and enhance facilities, equipment, and instructional materials. This includes integrating **Vernier temperature probes, pH sensors, and motion detectors** into lab activities, allowing students to gather accurate, real-time data for experiments in physics, chemistry, and biology. This commitment to 'best practices' will provide students with a safe and effective lab environment for scientific exploration and discovery, aligning with modern scientific practices. d) Provide instructional staff with access to **MagicSchool AI** to optimize instructional planning, personalize learning pathways, and develop curriculum that integrates responsible AI usage. This will enable educators to effectively leverage AI tools and guide students in navigating the ethical and practical aspects of AI technology. e) The school's California Cadet Corps will offer an innovative **Aviation Program centered on hands-on experience with unmanned drones**. This program is strategically designed to equip students with foundational knowledge and practical skills vital for future careers in piloting and related aerospace industries. f) To enhance student learning and provide personalized support, the school will integrate a **semi-autonomous humanoid robot** into the resource center. This resource will offer students interactive academic assistance, including tutoring and supplementary instruction, under the guidance of school staff. The initiative seeks to	$51,796	No

		leverage cutting-edge technology to create engaging and accessible learning opportunities, while also providing valuable insights into the practical application of human-robot collaboration in educational settings.	

3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	a) The school will continue to host our annual **Family Resource Night** at the beginning of the school year. This event will empower families, especially those from historically underserved communities, with information about our educational programs and services. We will focus on ensuring equitable access and opportunities for all students. b) To enhance accessibility for foster youth, we will provide **coordinated transportation services** to our resource center. This will enable them to fully utilize the educational support and services offered, fostering their academic success. c) To foster collaborative partnerships, we will facilitate interactive **English Learner Advisory Committee (ELAC) meetings**. These meetings will empower parents to provide valuable input into the English Learner Plan. We will include an annual Needs Assessment within these meetings to directly inform and improve our services. This process will ensure our services are responsive to the needs of English Learners. d) Instructional staff will use **ELD Progress Reports as a tool to initiate meaningful conversations with families of English Learners**. These conversations will focus on assessing student needs and collaboratively developing personalized learning goals. This approach will foster active family involvement in their child's language development. e) The school will ensure accessibility for all families by **providing translated materials and resources** for parents and family members of English Learners. Additionally, we will staff resource centers with **designated translators or bilingual staff** in locations with high enrollment of non-English speaking families. This will facilitate clear communication and support. f) The school will actively facilitate communication by **arranging translation services** in all languages for non-English-speaking parents. These services will be provided for both in-person and virtual parent-teacher conferences and school meetings.	$16,942	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,163,645	$80,078

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.320%	0%	$0	22.320%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 5a	CAASPP data highlights significant disparities in academic achievement in both English Language Arts (ELA) and Mathematics, particularly when comparing the performance of English Learners (EL) and Students with Disabilities (SWD) to the schoolwide average. While the school would like to improve performance on both ELA and Mathematics, the data indicates that EL and SED students face considerably greater academic challenges relative to their peers. To address these inequities and foster a more inclusive learning environment, the school will implement a comprehensive support system. This system will integrate academic, social-emotional, and behavioral supports to ensure all students have equitable access to the resources and opportunities they need to succeed. A central focus of this initiative will be to close the identified achievement gaps for our EL and SWD student populations in comparison to the broader student body.	To address the holistic needs of each student, the school has designed a **comprehensive Multi-Tiered System of Support** (MTSS) that teachers, staff, and administrators use to provide targeted support. MTSS is fundamentally proactive, aiming to identify and address student needs before they escalate into more significant issues. This approach benefits all students by maintaining continuous monitoring and support, but it is especially critical for underserved students who may not have access to similar support outside of school. Because MTSS is focused on early intervention, tailored support, and data-driven decision-making, it is especially advantageous for underserved and marginalized student groups, helping to bridge the gap in educational equity.	CAASPP ELA and Math
Goal 1, Action 5b	CAASPP data reveals an achievement gap in both English Language Arts (ELA) and Math, with the school performing below standard. This gap is particularly pronounced for English Learners (EL), Students with Disabilities (SWD) and some other student groups. To address this, the school will implement targeted interventions, including assigning additional support staff to focus on improving ELA and Math skills for targeted student groups. This strategy aims to provide these students with the necessary support to excel in core subjects and close the achievement gap.	To increase academic progress and credit completion rates for targeted student groups, the school will employ additional **instructional support staff that can provide individualized attention** and tailored tutoring to students. While support staff can work with all students, this personalized support is particularly beneficial for students from underserved backgrounds who might face additional barriers to learning, such as language challenges, limited access to educational resources at home, or cultural differences.	CAASPP ELA and Math

Goal 1, Action 5c	Analysis of graduation rates and chronic absenteeism among unduplicated students, particularly Socioeconomically Disadvantaged (SED), indicates an engagement gap compared to their peers. This suggests that SED students face challenges in consistently attending school and completing their education, highlighting the need for targeted interventions and support to improve their engagement and overall academic success.	To improve students' daily study habits and academic proficiency in core subjects, the school will partner with a non-profit organization that can provide **high dosage tutoring opportunities** for students throughout the school week. While this high dosage tutoring will be offered LEA-wide, it will help address and close achievement gaps by providing extra tutoring, mentoring, and academic support. This is crucial for students who might not receive adequate educational support outside of school, helping these students keep up with their peers and grade level expectations.	DASS One-Year Graduation Rate, Combined Four-Year and Five-Year Graduation Rate, CAASPP ELA and Math
Goal 1, Action 5d	Unduplicated students require targeted social-emotional support to address heightened stress and anxiety stemming from personal challenges. These challenges hinder their academic focus, engagement, and post-secondary planning. To thrive academically and personally, these students need a supportive environment that prioritizes their emotional well-being in conjunction with their academic development.	To meet the social-emotional needs of students, **counselors** are trained to provide not only academic but also social-emotional support. This is particularly important for underserved students who may experience high levels of stress and anxiety related to their personal circumstances. Counselors can help students develop coping strategies and resilience in education.	Chronic Absenteeism and Student Attendance
Goal 1, Action 5e	Students require a learning environment that fosters a strong sense of belonging, values diversity, and actively promotes equity and inclusion. This necessitates specialized Equity and Inclusion staff to advocate for underrepresented students, address potential biases, provide access to essential resources, and create safe spaces for students to discuss their identities and experiences. All students deserve to feel valued, empowered, and supported in their academic and personal growth.	To help meet the needs of learners from diverse backgrounds, the school will provide **Equity and Inclusion staff** that can act as advocates for underserved students, ensuring their needs are met within the school system. Equity and Inclusion staff can play a key role in bridging the gap between schools and communities, particularly in marginalized areas. This can help with navigating the educational landscape, assist in accessing services, and providing equitable treatment and opportunities.	Chronic Absenteeism and Student Attendance

Goal 1, Action 5f	NWEA assessment data in Reading, Mathematics, and Language Usage reveals areas for growth. While the schoolwide performance is excellent, there are some student groups that need targeted intervention and support. To address this disparity and equip all students with the necessary skills for future success, the school will implement the AVID program. This program focuses on building academic skills, fostering knowledge acquisition, and preparing students for college and career pathways.	To build academic skills, knowledge, and preparation for future pathways, the school will provide an **AVID Program**. While AVID will be offered LEA-wide, educational partners report that the program provides them with more opportunities to build close relationships with students, which can be especially important for marginalized students who may feel disconnected from the traditional school activities and structures. These relationships can foster a sense of belonging, enhancing a students' academic engagement and motivation to succeed in school.	NWEA Reading, Language, and Mathematics
Goal 2, Action 2a	A significant number of students lack equitable access to essential learning resources, specifically computers and reliable internet service at home. This digital divide hinders their ability to complete assignments, develop 21st-century skills, and access online educational opportunities, ultimately limiting their academic success and future. To ensure equitable access to learning and opportunities, these students need to be provided with the necessary technology and internet connectivity.	To close the digital divide, the school will **provide a Chromebook and/or internet service**s to all families in need to help bridge the digital divide and promote equity in education. Research shows that students from socio-economically disadvantaged backgrounds are more likely to lack access to technology and the internet at home, creating a 'homework gap' that can hinder their ability to fully participate in the educational program. Providing all students with technology and internet access helps ensure equal opportunities for learning and reduces disparities in educational outcomes. The school expects the Altus Connect Program to improve digital access and equity, expand learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication.	Chronic Absenteeism and Student Attendance

Goal 2, Action 2b	While the current curriculum provides a solid foundation, English Learners and students with unique learning profiles require a more inclusive and effective learning experience to ensure equitable access to meaningful and challenging opportunities. To achieve this, the school needs to prioritize the ongoing development and refinement of a blended curriculum model incorporating Universal Design for Learning (UDL) guidelines. This approach will personalize learning experiences, promote greater engagement, and lead to improved outcomes for all students.	To meet the diverse learning needs and styles of all students, the school's curriculum departments (APAC), integrates **Universal Design for Learning (UDL) Guidelines** into the core curriculum. While UDL will benefit all students, educational research indicates that it is vital for underserved students because it creates an inclusive environment that proactively addresses diverse learning needs, including language barriers, disabilities, or different cultural backgrounds. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students.	NWEA Reading, Language, and Mathematics
Goal 2, Action 2c	English Learners (ELs) require enhanced instructional support to accelerate their literacy development and access grade-level content. While existing practices provide a foundation for language acquisition, they do not fully address the diverse learning needs and reading levels within the EL population. To ensure equitable access and accelerate learning gains, ELs need a comprehensive literacy program, such as Achieve3000, that provides differentiated instruction tailored to individual student needs and empowers them to build essential literacy skills.	To improve English language proficiency rates, the school will implement **Achieve3000**, an online literacy platform designed to enhance reading comprehension and vocabulary for all students, including English Leaners. This platform adapts content to individual reading levels and includes a variety of tools and activities to aid in language development. Educational partners indicate that Achieve3000 will likely boost English learners' performance on the ELPAC by aligning texts with students' reading abilities, offering personalized learning paths, and progressively adjusting the difficulty level. Although primarily aimed at English learners, school staff believe this program will also assist other students identified as struggling readers.	CAASPP ELA, ELPI, EL Reclassification

Goal 2, Action 2d	English Learners (ELs) require additional support to accelerate English language acquisition and access core academic content. To enhance language proficiency and ensure equitable learning opportunities, ELs need a supplemental learning program, such as BrainPop and BrainPop ELL, that provides explicit instruction in grammar, builds academic vocabulary, and supports access to core content, ultimately empowering them to thrive academically.	To build literacy skills and content knowledge of English Learner students, the school will utilize BrainPop and BrainPOP ELL as an educational tool that will be integrated into the school's English Language Development (ELD) Program. These resources support ELs through engaging animated videos, comprehensive activities, vocabulary building, grammar lessons, and opportunities for writing and speaking practice, along with promoting cultural awareness. We anticipate that these tools will not only help improve our school's English Language Proficiency Indicator (ELPI) and other engagement metrics, such as attendance rates, but also benefit other students by making learning more enjoyable and aiding in language skill development across various subjects.	CAASPP ELA, ELPI, EL Reclassification, EL Attendance
Goal 2, Action 2e	English Learners (ELs) require proactive support and outreach to ensure equitable access and participation in advanced learning opportunities, including Accelerated, Honors, Advanced Placement (AP), Gifted and Talented Education, and Early College Credit Programs. Currently, ELs may be underrepresented in these programs due to limited awareness among EL families and a lack of targeted recruitment efforts. To address this inequity and ensure that ELs can reach their full potential, the school must implement targeted outreach and recruitment strategies designed to engage EL students and families and provide clear information about advanced learning opportunities.	To increase college and career readiness for English Learners, the school will conduct targeted recruitment of English Learner students to participate in Honors and Advanced Placement (AP) coursework. This initiative not only aims to bridge opportunity gaps but also promotes educational equity by ensuring that ELs have access to challenging academic programs. By encouraging EL participation in these advanced courses, we anticipate a rise in the number of EL students taking advanced coursework and meeting the CCI Prepared criteria as reported on the School Dashboard. Furthermore, as we create and distribute flyers and other informational materials about these opportunities, we expect to see a broader impact on the school community. This visibility will likely encourage greater overall student interest and participation in our Honors and AP programs, thereby enhancing academic engagement and achievement LEA-wide. Participation in AP Courses, Exams, and Early College Credit	Participation in AP Courses, Exams, and Early College Credit

Goal 3, Action 3a	Students require educators to have strong instructional skills in mathematics, particularly in data analysis, and to be equipped with effective teaching strategies that support all learners, including those with special needs. Currently, a lack of support in these areas may hinder students' mathematical development. To ensure students develop strong math skills, educators need professional development opportunities, such as a Math Literacy Summit, focused on data analysis techniques, research-based strategies, and differentiated instruction for diverse learners.	To meet the diverse and unique learning needs of special populations, the school will provide a full day of math professional learning (Math Literacy Summit) focused on evaluating individual student mathematics achievement data and implementing appropriate teaching strategies. By applying evidence-based methods, educators can specifically address and support the unique challenges faced by special populations such as low-income students, foster youth, and English learner students, promoting equity in educational outcomes. This targeted approach not only boosts overall student engagement and achievement but significantly aids those who may lack additional educational support outside of school, leveling the playing field.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3b	Students from diverse cultural backgrounds require culturally responsive instruction in mathematics to ensure equitable learning experiences and outcomes. Currently, educators need further support in implementing these practices effectively. To create inclusive and engaging learning environments that value students' cultural identities and prior knowledge, the school needs to invest in a partnership with a mathematical expert or organization to provide ongoing professional learning in culturally responsive mathematics instruction. This will lead to improved student engagement, achievement, and a deeper appreciation for the cultural relevance of mathematics.	To meet the cultural needs of special populations, the school will partner with a mathematical expert or organization that can provide ongoing and sustained professional learning centered on culturally responsive teaching practices. Culturally responsive mathematical instruction ensures that teaching practices and curricular materials reflect the diverse backgrounds and experiences of all students, making learning more relevant and accessible. This approach is especially beneficial for English learners, low-income, and foster youth as it acknowledges and integrates their unique cultural contexts, thereby increasing their engagement and connection to the material. By fostering a more inclusive and understanding academic environment, students are more likely to participate actively and perform better academically. Ultimately, this leads to higher levels of college and career readiness by equipping students with the confidence and skills necessary to succeed in a diverse and competitive world.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3c	Students require educators who are consistently supported and engaged in ongoing professional learning in mathematics instruction. This includes opportunities for collaboration, exploration of new pedagogical techniques, and effective integration of technology into the curriculum. By investing in a Math Study Group, educators will deepen their understanding of key standards and topics, share best practices, and refine their instructional approaches, ultimately creating a more engaging and effective learning environment where all students have access to high-quality mathematics instruction.	To provide staff with additional collaboration opportunities, the school will organize a Math Study Group that regularly explores new pedagogical techniques. This group's focus on analyzing key standards and discussing effective teaching and intervention methods ensures that instruction is aligned with best practices and tailored to meet diverse learning needs. English learners, low-income, and foster youth students particularly benefit from this action as it fosters an environment of targeted support and intervention, addressing educational gaps and promoting equity in learning opportunities. These improvements in teaching quality and relevance can significantly enhance engagement, understanding, and academic success for these vulnerable student groups, better preparing them for future educational and career challenges.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math
Goal 3, Action 3d	Students require educators who are equipped to effectively utilize the California Educators Reporting System (CERS) to improve math achievement. Currently, a lack of expertise and resources in data analysis and instructional planning may lead to missed opportunities for identifying learning gaps and providing effective interventions. To ensure that all students have access to high-quality instruction and achieve improved math outcomes, educators need dedicated time and professional development focused on CERS data analysis, enabling them to make data-driven decisions, differentiate instruction, and implement targeted interventions.	To enhance student achievement data analysis, the school will provide professional learning focused on how to utilize the California Educators Reporting System (CERS) to aid instructional planning practices. This targeted analysis helps educators identify specific areas where students, particularly those from underperforming groups, are struggling and adjust teaching strategies accordingly. For English learners, low-income, and foster youth, this personalized attention can significantly close achievement gaps by addressing the unique challenges they face. Consequently, this approach not only enhances learning outcomes for all students but is particularly transformative for those who traditionally lack support, thereby boosting their academic achievement and future educational prospects.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3e	Students, particularly English Learners, foster youth, and students from under-resourced communities, require educators who are knowledgeable and skilled in effectively integrating Virtual Reality (VR) technology into mathematics instruction. Currently, a lack of preparedness in this area may create inequitable access to powerful learning opportunities. To ensure that all students benefit from the use of VR in mathematics, educators need professional learning and guidance from a Math Specialist to establish schoolwide protocols and design engaging learning activities that leverage VR to deepen students' understanding of mathematical concepts.	To provide students with innovative teaching and learning methods, the school will provide professional learning centered on effective implementation of Virtual Reality (VR) mathematics. Implementing VR into the math curriculum through established protocols can significantly boost engagement among historically underserved students, as immersive learning environments often increase motivation and understanding by providing interactive and contextual experiences. This strategy aligns with findings that suggest technology-enhanced instruction can lead to improved academic outcomes, particularly in complex subjects like mathematics.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math, Innovative Learning Opportunities for Students
Goal 3, Action 3f	English Learners (ELs) require specialized support and differentiated instruction in mathematics to access grade-level content, develop academic language, and achieve their full potential. Currently, educators may lack the specific training and resources needed to effectively support ELs in mathematics, potentially leading to gaps in understanding, limited engagement, and hindered progress in this critical subject area. To address this, educators need targeted professional development from a Math Specialist, focused on effective strategies for supporting ELs, including curriculum modification, culturally responsive teaching practices, and language acquisition support. This will ensure that ELs can confidently engage with grade-level content, develop essential academic vocabulary, and succeed in mathematics.	To ensure that each instructional staff can tailor teaching strategies to meet the diverse needs of all students, the school will employ a Math Specialist to provide personalized professional learning. The Math Specialist will provide targeted approaches to benefit special populations like low income, English learner students, and foster youth, who may face unique educational challenges that require specialized support to achieve academic success. By equipping teachers with the skills to differentiate instruction and engage these students effectively, the specialist helps create a more inclusive and equitable learning environment where every student can excel.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3g	Based on data analysis and teacher insights, the school has identified a critical need for a supplemental math program with the following key features: rapid identification and remediation of student skill deficiencies, an engaging and user-friendly interface, built-in gamification to enhance motivation, immediate and actionable learning feedback, and robust differentiated instruction to personalize the learning experience and drive significant improvement in math skills.	Data analysis revealed math learning gaps, particularly for English Learners, Students with Disabilities, and other unique learners, necessitating focused intervention for specific student groups. Leveraging allowable LREBG funds, the school will implement IXL Learning, an evidence-based platform providing personalized math instruction and immediate feedback to directly address these needs while also offering supplementary support for all students schoolwide. Comprehensive staff training will ensure effective IXL integration, maximizing its impact on accelerating targeted student progress and fostering mathematical proficiency for everyone. This strategic action directly addresses individual student needs for both remediation and growth, benefiting both identified learners and the wider student body.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math
Goal 4, Action 3a	Students, particularly those navigating challenging personal circumstances, greatly benefit from dedicated programs focused on character and leadership development. Acquiring skills in areas like resilience, problem-solving, and positive communication can provide crucial support and empower them to overcome adversity. Integrating a focus on health and wellness, including mental health strategies, offers vital coping mechanisms and promotes stability, ultimately fostering their academic engagement and overall well-being.	To address this identified need of students, the Character and Leadership Development Program will be particularly beneficial for those navigating challenging personal circumstances, offering crucial support in developing character and leadership skills alongside promoting their health, wellness, and academic achievement. However, it also provides valuable opportunities and resources that can positively impact all students. This includes emphasizing mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices, which are beneficial to everyone.	Student Attendance, Chronic Absenteeism, Student Confidence

Goal 4, Action 3b	To thrive academically and beyond, students need explicit and consistent support in developing their social and emotional learning (SEL) competencies. Implementing AVID's SEL framework will address their diverse needs by equipping them with essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By fostering these competencies, students will be better prepared to navigate their academic journeys, pursue their college and career aspirations with greater confidence, and effectively utilize their college and career readiness skills.	To foster student success, the school will implement AVID's social and emotional learning (SEL) framework, which will be particularly impactful in supporting students with diverse needs and backgrounds as they navigate challenges and pursue their academic and career goals. This implementation will also provide a valuable foundation for all students to enhance their well-being and effectively leverage their college and career readiness skills.	Graduation Rate, Student Attendance, Student Confidence, UC a-g Completion
Goal 4, Action 3c	Students from under-resourced homes, English Learners (ELs), and foster youth often face significant barriers to consistent access to nutritious food, which can negatively impact their health, well-being, and academic success. The implementation of a universal Meal Program addresses these critical needs by ensuring that all students, regardless of their socioeconomic background, language proficiency, or living situation, have access to free and nutritious breakfast and lunch daily. This program will alleviate food insecurity and create a more equitable and supportive learning environment where all students can thrive.	Our school will implement a universal Meal Program to support student health and well-being by providing free breakfast and lunch to all. This ensures consistent access to nutritious food, especially for under-resourced students, fostering a more equitable and supportive environment. By removing financial barriers and stigma, all students can benefit from improved concentration and overall health, leading to greater academic success. We will follow all regulations and provide information on additional food assistance for families.	Student Attendance, Student and Parent Satisfaction
Goal 4, Action 3d	Homeless and foster youth in our school community require equitable access to comprehensive support services that address their unique challenges. Integrating dedicated resources within the Mental Health and Wellness Hub is crucial to ensure these students can readily connect with essential mental health support, information about housing and basic needs, and advocacy, fostering their well-being and academic success.	To effectively address the distinct challenges faced by homeless and foster youth, the school will proactively create and embed targeted resources within the Mental Health and Wellness Hub. This strategic integration will facilitate vital connections to essential health support, provide readily accessible information regarding housing and basic needs, and ensure access to dedicated advocacy services.	Student & Parent Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate

Goal 4, Action 3e	English Learner Students, Foster Youth, and Low-Income students often face unique challenges that can significantly impact their emotional well-being and academic success. These students may experience language barriers, cultural adjustment difficulties, trauma, unstable living situations, and limited access to resources. These factors can lead to increased stress, anxiety, and social-emotional difficulties that hinder their ability to thrive in school.	To address these needs, the school will employ a licensed therapist to provide on-site counseling services. This vital support will offer a safe and confidential space for students to process their emotions, develop coping strategies, and build resilience. By addressing their mental health needs, the school aims to improve students' overall well-being, enabling them to better focus on their academics, engage more fully in school activities, and cultivate a positive sense of self within the school environment.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate
Goal 4, Action 3f	Students need access to resources and strategies that support their social-emotional learning (SEL) to promote their emotional well-being and enhance self-regulation skills. The deployment of calming carts with sensory tools, mindfulness resources, and calming activities will address this need. This initiative is particularly beneficial for multilingual students, who may experience heightened stress due to language barriers; for foster youth, who often require additional support in managing complex emotions; and for students from under-resourced households, who may have limited access to such resources outside of school. By providing these tools, the school aims to create a more supportive and equitable environment, enabling all students to develop essential self-regulation skills and improve their overall emotional well-being.	Calming carts strategically placed throughout the school will be accessible to all students, providing immediate support for emotional regulation. While particularly beneficial for students with sensory processing sensitivities, anxiety, or difficulty managing intense emotions, all students can utilize the carts to practice mindfulness, de-escalate stressful situations, or simply take a moment for quiet reflection, thus fostering a school-wide culture of emotional well-being and self-awareness.	Student Attendance, Suspension Rate, Student and Parent Satisfaction

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 2a	English Learner (EL) students need individualized support to thrive academically and integrate smoothly into the school. These students arrive with diverse language backgrounds and varying English proficiency levels. A quick assessment of their needs is critical, and the school will use a Home Language Survey to determine each student's English abilities. This information will be used to create customized EL plans that provide the specific language support and resources needed for success.	To provide language support and educational resources for EL students upon their initial enrollment in a California public school, the school will utilize a Home Language Survey to quickly assess the English proficiency levels of new students. This initial evaluation is crucial for designing customized English Learner (EL) plans that cater specifically to each student's language needs. By providing tailored support from the outset, these plans help EL students acclimate faster and more effectively, enhancing their overall academic success and integration into the school environment.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2b	English Learner (EL) students need ongoing monitoring of their language development to ensure they receive effective instruction and support tailored to their individual needs. To achieve this, the school will administer the ELPAC, which will provide valuable data to inform teaching strategies and resource allocation.	To accurately monitor the language development of English Learner students over time, the school will administer the ELPAC. Staff will use ELPAC data to make informed decisions about teaching strategies and resource allocation, ensure that instruction is effectively tailored to meet the needs of EL students. By identifying areas where students require additional support or intervention, the school can provide targeted assistance to help ELs overcome specific challenges in language acquisition. Additionally, the results from the ELPAC play a critical role in determining when a student has met the criteria for reclassification from English Learner status, which can significantly impact their educational trajectory and access to a broader range of opportunities.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2c	English Learner (EL) students with disabilities require specialized support that addresses both their language acquisition needs and their individual learning differences. To ensure these students receive a truly equitable education, the school will incorporate academic language development goals into their Individualized Education Programs (IEPs).	To meet the unique needs of English Learners with disabilities, the school will incorporate academic language development goals into their IEPs. This comprehensive approach facilitates a more inclusive learning environment, enabling students with disabilities who are also ELs to make meaningful progress both linguistically and academically. Ultimately, such targeted and integrated support structures are crucial for ensuring that all students have the opportunities and resources necessary to succeed in school and beyond.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2d	English Learner (EL) students require teaching strategies that are specifically tailored to their unique learning needs and language acquisition stages. To achieve this, the school's English Learner Achievement Department (ELAD) will take a data-driven approach to inform and continuously improve teaching practices.	To develop schoolwide teaching strategies that meet the unique learning needs of EL students, the school's English Learner Achievement Department (ELAD) will meet regularly, collaborate, conduct data analysis, and share best practices with instructional staff. By analyzing performance and engagement data of EL students, ELAD can identify what methods are most effective in various aspects of education such as curriculum design, instructional strategies, and family involvement. This data-driven approach allows for continuous improvement in teaching practices and learning materials, ensuring they are aligned with the actual needs of EL students. Additionally, leveraging insights from data analysis ensures that professional development for teachers is relevant and impactful, promoting better outcomes for students.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2e	English Learner (EL) students require ongoing monitoring of their language development through personalized assessments to ensure they receive targeted instruction and support. To achieve this, the school will design and implement evidence-based formative and summative assessments conducted in personalized academic settings.	To monitor and respond to EL student language acquisition, the school will design and implement evidence-based formative and summative assessments by staff in personalized academic settings. Conducting these assessments one-on-one or in small groups ensures a tailored approach, allowing educators to precisely gauge each student's language proficiency and progress. This personalized assessment method helps identify individual strengths and areas needing improvement, facilitating targeted instruction that effectively addresses specific learning needs. Additionally, this strategy enhances the reliability of the data collected, enabling schools to make informed decisions about language support programs and instructional interventions.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2f	English Learner (EL) students need integrated language and content instruction to effectively acquire English proficiency while simultaneously mastering grade-level academic material. To address this need, the school will implement dynamic Integrated ELD strategies.	To support EL students, acquire language proficiency and understanding of core content, the school will implement dynamic Integrated ELD strategies. By embedding language development within the teaching of subjects like math, science, and social studies, instructional staff will provide ELs with constant, context-rich opportunities to practice and enhance their English skills. This integrated approach ensures that ELs are not isolated in language classes but are actively applying and expanding their language skills in meaningful, academic contexts. As a result, it supports dual objectives—boosting English fluency and achieving grade-level content mastery—thus promoting overall academic success and equity in education.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2g	English Learner (EL) students need personalized and rigorous Designated ELD instruction to effectively develop the language skills necessary for academic success. To meet this need, the school will implement a blended learning approach, combining instructional tools like Summit K12 with ELD Courses.	To offer a personalized and rigorous Designated ELD, the school will blend instructional tools such as Summit K12 with ELD Courses. This personalized approach ensures that instruction is precisely calibrated to each student's unique learning profile, promoting more effective language acquisition. By focusing on critical language skills that are essential for understanding and engaging with English-based academic content, this strategy supports ELs in becoming more proficient in English. Ultimately, such tailored instruction not only enhances the students' ability to perform in English-speaking academic environments but also lays a strong foundation for their future educational success.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2h	Emerging English Learner (EL) students need their native language literacy skills accurately assessed to ensure equitable access to rigorous academic content and effective language support. To achieve this, the school will research and implement valid and reliable assessments to measure these skills	To support the unique needs of emerging EL students, the school will research valid and reliable assessments to measure their native literacy skills. By accurately assessing these skills, school staff can ensure ELs have equitable access to rigorous, standards-aligned courses that are appropriate for their linguistic and academic levels. Additionally, providing primary language assistance and supporting biliteracy not only aids in the retention and development of the students' first language but also enhances their English acquisition. This comprehensive approach fosters academic success in both languages, supporting overall educational equity and proficiency.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 7a	EL students represent a diverse group with varying levels of English language proficiency, cultural backgrounds, and academic needs. To ensure their academic success and future opportunities, these students require individualized support tailored to their unique circumstances. This includes differentiated instruction, targeted interventions, and access to appropriate resources that address their language and learning needs. Early identification of any learning gaps or challenges is essential, allowing educators to provide timely support and prevent these challenges from hindering their progress. Furthermore, educators need access to comprehensive and current data on each EL student's language development and academic performance to make informed decisions about instruction and support. Equitable access to the same academic opportunities and resources as their native English-speaking peers is crucial to ensure EL students are fully prepared for college and careers.	To monitor and analyze the academic progress of EL students, school staff will utilize Ellevation. This centralized tracking system enables educators to tailor instructional and supplemental support specifically to the needs of these students, promoting better educational outcomes by addressing individual and group challenges directly and timely. By consistently monitoring student progress and adjusting supports as needed, the school can ensure that all English Learner students are advancing towards fluency and academic success, crucial for their college and career readiness.	ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate, College and Career Indicator (CCI)

Goal 1, Action 7b	Long-Term English Learners (LTELs), students who have been learning English for an extended period but haven't yet attained proficiency, require ongoing support and targeted interventions to ensure continued academic progress. These students often face unique challenges that can hinder their learning, such as gaps in academic content knowledge, difficulty with complex language structures, and potential social-emotional barriers. To address these needs, LTELs benefit from consistent monitoring of their academic performance and timely adjustments to their educational strategies. This requires collaborative efforts among educators to identify areas where LTELs are excelling or struggling and to develop individualized support plans that address their specific needs. A structured approach to collaboration and data analysis is essential to ensure that LTELs receive the appropriate support to accelerate their language development and achieve academic success.	The planned PPEP meetings in July, October, and January directly address the needs of LTELs by providing a structured framework for ongoing monitoring and collaboration. These regular meetings will bring together school instructional leaders, counselors and teachers to analyze student data, identify trends, and make data-driven decisions about instructional strategies and interventions. This collaborative approach ensures that LTELs receive consistent support throughout the school year and that any emerging needs or challenges are addressed promptly. By fostering a unified approach to supporting LTELs, these PPEP meetings will help create a learning environment where these students can thrive academically and progress towards English proficiency and overall academic success.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 7c	EL students are on a unique language learning journey, and their progress towards English proficiency needs to be carefully monitored, documented, and communicated effectively to all stakeholders involved in their education. Clear and comprehensive progress reports are essential to track their development across different domains, identify areas of strength and weakness, and inform targeted support and interventions. These reports should be aligned with established language development frameworks, such as the CA EL Roadmap, to provide a standardized and consistent measure of progress. Furthermore, EL students and their families benefit from transparent and accessible communication about their language acquisition journey, including their achievements, challenges, and the strategies being implemented to support their growth. This shared understanding fosters a collaborative partnership between school, families, and students, empowering everyone to contribute to the student's success.	Creating semesterly EL Progress Reports aligned to the CA EL Roadmap directly addresses these needs. These reports will provide a detailed account of each EL student's language development and academic progress, highlighting their achievements and pinpointing areas where they may be facing challenges. By utilizing a standardized framework, the reports will offer a clear and consistent measure of progress, enabling educators to identify specific needs and tailor interventions accordingly. Moreover, the progress reports will serve as a valuable communication tool, ensuring that teachers, parents, and administrators are well-informed about the student's language acquisition journey and can work together to provide the necessary support. This collaborative approach, facilitated by the progress reports, will empower EL students to overcome obstacles, accelerate their language development, and ultimately achieve reclassification as Fluent English Proficient.	Attendance, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate
Goal 1, Action 7d	EL students need their families to be active partners in their education. Families need to understand how their children are doing in school, both with learning English and in their other subjects. They also need to know how they can help their children at home. To do this, families need clear information about their child's progress and a chance to talk with teachers about what they can do to support their child's learning.	The school will give families ELD Progress Reports that are easy to understand. These reports will show how their child is doing with English and in their school subjects. The school will also invite families to meet with teachers and talk about the reports. This will help families understand their child's progress and learn how they can help at home.	Attendance, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate

Goal 1, Action 7e	EL students often require specialized support to succeed academically. Schools need to closely monitor their progress, identify achievement gaps, and implement timely strategies to address these challenges. This requires a robust system of data analysis that disaggregates data to understand the unique needs of ELs. By analyzing data through an equity lens, schools can pinpoint areas where EL students may be struggling and develop targeted interventions to close those gaps. This data analysis should also inform professional development for educators, equipping them with the knowledge and skills to effectively support EL students.	The Monthly Storybook created by the Data and Assessment Department will provide a regular snapshot of student achievement, specifically for ELs. This disaggregated data will offer valuable insights into trends, areas needing attention, and potential opportunity gaps. By focusing on equity, the Storybook will help identify any disparities in outcomes. This will enable the school to implement targeted professional development, adjust practices, and allocate resources effectively to ensure that all EL students receive the support they need to succeed. This data-informed approach will promote a more equitable learning environment where EL students can thrive.	Attendance, Chronic Absenteeism, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate
Goal 3, Action 2a	English Learner (EL) students require targeted support to develop language proficiency and achieve academic success. Many struggle to access core content due to language barriers, hindering their progress and limiting future opportunities. To address this, teachers need ongoing professional development on effective instructional strategies for ELs, including training on the CA EL Roadmap. This will create a more inclusive and equitable learning environment, ultimately preparing all students for college and career readiness.	To meet the professional learning needs of staff, the school will provide ongoing and sustained training focused on the key components of the CA EL Roadmap. This will ensure teachers are equipped to deliver effective, research-based instruction tailored to English learner (EL) students, thereby enhancing their language proficiency and academic success. This training fosters an inclusive and equitable learning environment, promoting cultural understanding and respect for diversity. Ultimately, it supports compliance with state mandates, improves overall school performance, and prepares all students for college and career readiness.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2b	English Learner (EL) students at Altus Schools have diverse learning needs that require targeted support to ensure their academic success and well-being. Teachers and staff need comprehensive training and support in implementing the Altus Schools English Learner Plan, including professional development on effective instructional strategies, accurate assessment, and data-driven decision-making. This will help address the unique academic and social-emotional needs of ELs, creating a more inclusive, equitable, and supportive learning environment where all students can thrive.	To ensure that the Altus Schools English Learner Plan is effectively implemented schoolwide, the English Learner Achievement Department (ELAD) will provide training, support, and coaching to instructional staff. This targeted professional development promotes the use of evidence-based instructional strategies, accurate assessment, and data-driven decision-making, fostering a more inclusive and equitable educational environment. Additionally, addressing both the academic and social-emotional needs of different EL typologies helps create a supportive and responsive learning atmosphere for all English learners.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2c	EL students have diverse learning needs and require personalized instruction to reach their full potential. To achieve this, teachers need training and support in effectively utilizing Summit K12, a platform that provides targeted resources and strategies for differentiated instruction. Mastery of this platform will allow educators to better monitor student progress, make data-driven decisions, and provide individualized support, ultimately leading to increased student success.	To ensure effective utilization of Summit K12, the school will provide professional learning to staff. This will equip teachers with targeted resources and strategies to deliver effective, personalized instruction, ensuring that students' diverse needs are met. Additionally, the curriculum supports ongoing progress monitoring, allowing educators to make data-driven decisions that further support student success.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2d	Our analysis of English Learners' performance, particularly in math, ELA, and graduation rates, indicates a need for focused and sustained support. To address this, instructional staff will utilize the Ellevation Strategies platform, which offers tailored professional learning and data-driven instructional resources specifically aimed at enhancing outcomes in these key areas for EL students.	Recognizing the need for ongoing and specialized support based on EL student performance on SBAs and graduation rates, instructional staff will utilize the Ellevation Strategies platform. This platform offers personalized, on-demand professional learning modules and instructional activities, including research-based strategies and differentiated instruction techniques. Connected to real-time EL data, these resources enable targeted and data-informed instruction aimed at improving performance outcomes.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2e	Newcomer, immigrant, and refugee students often arrive with diverse needs, including language barriers, cultural differences, and potential trauma. To support their academic success and well-being, staff require training in cultural competence, trauma-informed practices, and language acquisition strategies. Providing access to ongoing coaching, multilingual resources, and community partnerships will further equip educators to create a welcoming and supportive learning environment where these students can thrive.	To meet the professional learning needs of staff, the school will provide staff training focused on how to support and integrate newcomer, immigrant, and refugee students in the school system. Training will focus on cultural competence, trauma-informed teaching practices, and language acquisition strategies. Additionally, offering ongoing coaching and access to resources, such as multilingual support materials and community partnerships, ensures staff are well-prepared to address the diverse needs of these students. Creating opportunities for staff to collaborate and share best practices fosters a supportive learning environment for both educators and students.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2f	Our analysis of state and local assessment results for English Learners and Low-Income students points to areas where literacy skills can be significantly enhanced. This data underscores the importance of implementing targeted strategies to support their academic growth in literacy.	Informed by state and local assessment data identifying opportunities to improve literacy skills for English Learners and Low-Income students, instructional staff will receive specialized professional learning, including the SDCOE's WRITE program, focused on implementing targeted strategies to accelerate their literacy and academic achievement.	Professional Development Hours, Training Relevance, NWEA Reading & Language, SBA ELA
Goal 3, Action 2g	English learners require differentiated instruction and support to accelerate literacy development and achieve academic success. Teachers need professional development on effectively implementing Achieve3000, including best practices and data analysis techniques. This will empower them to personalize learning, track progress, and provide targeted instruction, ultimately leading to improved literacy skills and academic outcomes for English learners.	To improve educators' ability to integrate Achieve3000 into their teaching, the school will provide professional learning focused on how to effectively implement the program and review best practices. The focus on data analysis enables teachers to track progress and tailor instruction to meet individual student needs, ensuring targeted support. This comprehensive approach leads to improved academic outcomes and greater overall success for English learners.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2h	Low-income, foster youth, and EL students face barriers to accessing and navigating the college application process. These students need specialized support to pursue higher education. School counselors require training to address the unique challenges these students face, including financial aid and scholarships. This will ensure equitable access to post-secondary education and increase college enrollment for these underserved populations.	To increase the rate of EL students, low-income, and foster youth enrolling in college, the school will provide specialized training to counselors. This will ensure all school counselors are equipped to support and provide tailored guidance on the college application process, including financial aid opportunities and scholarship applications. They can offer targeted workshops and one-on-one advising sessions to address the unique challenges faced by low-income, foster youth, and first-generation students. Additionally, counselors can create partnerships with community organizations and colleges to provide resources and support systems that facilitate college readiness and enrollment.	Student Satisfaction, Parent Satisfaction, UC a-g Requirements
Goal 4, Action 4a	Foster youth often experience unstable living situations, leading to frequent school changes, gaps in learning, and difficulty building relationships within the school community. They may also face social and emotional challenges stemming from trauma and separation from family. These factors can significantly impact their academic performance and overall well-being.	To proactively address these needs, the school will employ a Foster Youth Liaison. This dedicated advocate will work closely with students, families, and school staff to ensure coordinated services and a supportive learning environment. By addressing the unique educational and emotional needs of foster youth, the school aims to improve their academic success and foster a sense of belonging.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate

Goal 4, Action 3b	Foster youth face unique challenges that can significantly impact their educational experience and overall well-being. These students often experience academic instability due to frequent school changes and may struggle with social and emotional difficulties stemming from trauma and separation from family.	To ensure these vulnerable students receive the necessary support, the school's Homeless and Foster Youth Liaison will provide comprehensive case management services. This includes coordinating with teachers, counselors, and community resources to develop individualized plans that address each student's academic, physical, and emotional needs. The liaison will closely monitor student progress, offer ongoing mentorship, and facilitate access to essential services such as tutoring, mental health counseling, and necessities. Furthermore, the liaison will act as an advocate, ensuring that the rights of foster youth are protected, and their voices are heard within the school system. This proactive and holistic approach aims to create a stable and supportive learning environment where foster youth can thrive academically and personally.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate
Goal 5, Action 3a	Families of historically underserved student groups often face barriers to accessing information and resources regarding specialized programs and services offered by the school. This lack of awareness can limit their ability to effectively advocate for their children and support their academic success.	To address this need, the school will host an annual Family Resource Night. This event will provide a welcoming and informative space for families to learn about available programs, connect with school staff and community partners, and gain the knowledge and tools needed to navigate the educational system. By fostering stronger school-family partnerships and promoting open communication, this initiative aims to empower families and ensure equitable access to resources for all students, ultimately leading to improved academic outcomes and a stronger sense of community engagement.	Parental Involvement, Chronic Absenteeism, Attendance Rate, Graduation Rate, Parent Satisfaction

Goal 5, Action 3b	Foster youth frequently experience placement changes and instability, which can disrupt their education and negatively impact their academic progress and emotional well-being. These disruptions often result in frequent school transfers, making it difficult for these students to maintain consistent learning environments, build relationships with peers and teachers, and access essential academic support.	To address this, the school will coordinate transportation services to ensure that foster youth can remain in a familiar school setting even if their living situation changes. By providing this stability, the school aims to improve academic outcomes, promote a sense of belonging, and support the emotional well-being of foster youth. This initiative also ensures compliance with legal mandates designed to protect the educational rights of this vulnerable population, promoting equity and educational continuity.	Community Partners, Chronic Absenteeism, Attendance Rate, Graduation Rate
Goal 5, Action 3c	English Learner (EL) students and their families often face unique challenges in navigating the educational system and advocating for their specific needs. Limited English proficiency can create barriers to communication and participation in school activities, potentially hindering students' academic progress and overall school experience.	To address this, the school will facilitate interactive English Learner Advisory Committee (ELAC) meetings. These meetings will foster a collaborative environment where parents can actively engage with school staff, share their insights and concerns, and contribute to the development of strategies that support EL students. This increased parental engagement will lead to more tailored support, improved communication, and a stronger sense of partnership between the school and EL families. Additionally, conducting an annual Needs Assessment will ensure that the school's English Learner Plan remains responsive to the evolving needs and challenges faced by EL students and their families, promoting equitable access to educational opportunities and resources.	Parent Involvement, ELPI, EL Reclassification, Parent Satisfaction

Goal 5, Action 3d	Parents of English Learners (EL) can find it challenging to fully understand their child's language development and academic progress. Traditional report cards may not adequately capture the nuances of language acquisition.	To address this, the school will develop and share comprehensive English Language Development (ELD) Progress Reports through parent-teacher conferences. These reports will provide detailed information on students' language proficiency growth, highlighting their strengths and areas for improvement. This increased transparency and communication will empower parents with a deeper understanding of their child's learning journey and enable them to actively participate in setting goals and contributing to their child's education. This collaborative approach ensures that educational strategies are personalized and effective in supporting the success of EL students.	Parent Involvement, ELPI, EL Reclassification, Parent Satisfaction
Goal 5, Action 3e	Students with parents and family members with limited English proficiency often face barriers to accessing and understanding essential school information, hindering their involvement in their child's education.	To meet this need for seamless communication and inclusive support for all families, especially our English Learner community, the school will implement a proactive translation protocol for all key school documents and announcements. Simultaneously, we will strategically allocate bilingual staff to resource centers serving a significant number of non-English speaking families. This will enable immediate and effective communication, fostering stronger home-school connections.	Parental Involvement, Parent Satisfaction
Goal 5, Action 3f	The substantial communication challenges faced by many non-English-speaking parents limit their full participation in their children's educational journey, affecting involvement in teacher conferences and other school activities.	To foster equitable partnerships and ensure all parents can actively participate in school conferences and meetings, there is a crucial need for comprehensive translation services in all languages, both in person and virtually. Providing these services will create a more inclusive and supportive school environment for all families.	Parental Involvement, Parent Satisfaction

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Altus Schools South Bay, like many other Local Education Agencies (LEAs), has faced challenges in increasing staff this year due to widespread hiring difficulties. As a charter school, AS South Bay doesn't have traditional comparison schools for calculating staff increases. Despite these challenges, the school has prioritized recruiting and hiring qualified instructional staff to directly support students, especially for Certificated Teacher Resource (CTR), Resource Center Associate (RCA), and Learning Associate (LA) positions.

These additional support staff, as outlined in Goal 1, Action 3, will provide targeted tutoring to boost student progress and course completion, particularly for the lowest achieving student groups, and unique learners. These roles are vital for delivering one-on-one and small group instruction to improve student proficiency in Mathematics and English Language Arts. Educational partners believe these new positions will help the school enhance student engagement, achievement, and college/career readiness.

To overcome recruitment challenges, the school’s Human Resources (HR) Department is dedicated to enhancing its strategies for attracting and retaining high-quality instructional support staff. HR has diversified its recruitment channels to access broader talent pools, leveraging platforms such as EDJOIN, LinkedIn, and Handshake. Their proactive approach also includes participating in virtual and in-person job fairs, distributing flyers within the community, and forming partnerships with surrounding colleges and universities. These comprehensive efforts underscore the school’s unwavering commitment to staffing for optimal student success.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:66
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:18

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 5,213,466	$ 1,163,645	22.320%	0.000%	22.320%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 5,276,257	$ 1,095,814	$ 8,691	$ 458,613	$ 6,839,374.97	$ 4,917,678	$ 1,921,697

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	All	No	LEA-wide	All	All	Ongoing	$ 152,952	$ 7,092	$ 138,737	$ 13,508	$ -	$ 7,799	$ 160,043	0.000%
1	2	English Learner Assessment and Support Framework	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 277,341	$ 1,680	$ 253,137	$ 25,884	$ -	$ -	$ 279,021	0.000%
1	3	Personalized Academic Instruction and Support for All Students	All	No	LEA-wide	All	All	Ongoing	$ 774,784	$ 48,476	$ 739,381	$ 72,728	$ -	$ 11,152	$ 823,260	0.000%
1	4	Targeted Math Interventions and Resources	All	No	LEA-wide	All	All	Ongoing	$ 181,706	$ 6,399	$ 154,228	$ 33,877	$ -	$ -	$ 188,105	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 302,115	$ 93,050	$ 210,799	$ 22,587	$ -	$ 161,778	$ 395,165	0.000%
1	6	Academic Instruction and Support for Students with Disabilities	SWD	No	Limited	SWD	All	Ongoing	$ 864,555	$ 806,827	$1,139,430	$ 481,113	$ -	$ 50,839	$1,671,382	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 324,706	$ 706	$ 284,218	$ 29,129	$ -	$ 12,065	$ 325,413	0.000%
2	1	Dynamic, Engaging and Standards-Aligned Curriculum	All	No	LEA-wide	All	All	Ongoing	$ 333,123	$ 115,013	$ 294,351	$ 142,634	$ -	$ 11,152	$ 448,137	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 277,341	$ 106,033	$ 253,137	$ 29,152	$ -	$ 101,085	$ 383,374	0.000%
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	All	No	LEA-wide	All	All	Ongoing	$ 345,194	$ 36,079	$ 300,395	$ 69,726	$ -	$ 11,152	$ 381,273	0.000%
3	1	Professional Learning Focused on Improving Academic Performance for All Students	All	No	LEA-wide	All	All	Ongoing	$ 55,235	$ 5,302	$ 35,992	$ 24,545	$ -	$ -	$ 60,537	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 282,136	$ 0	$ 253,375	$ 24,204	$ -	$ 4,557	$ 282,136	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 292,567	$ -	$ 253,173	$ 24,204	$ -	$ 15,191	$ 292,567	0.000%
4	1	Safe and Supportive School Environment for All Students	All	No	LEA-wide	All	All	Ongoing	$ 89,244	$ 34,920	$ 112,682	$ 11,482	$ -	$ -	$ 124,164	0.000%
4	2	Social, Emotional, and Behavioral Support Systems for All Students	All	No	LEA-wide	All	All	Ongoing	$ 198,592	$ 500	$ 138,331	$ 2,135	$ -	$ 58,627	$ 199,092	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Low Income & Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	Ongoing	$ 12,697	$ 30,031	$ 7,617	$ 35,111	$ -	$ -	$ 42,728	0.000%
4	4	Collaborative Support Systems for Foster Youth	Foster Youth	Yes	Limited	Foster Youth	All	Ongoing	$ 90,506	$ 7,436	$ 85,368	$ 3,916	$ -	$ 8,658	$ 97,941	0.000%
5	1	Strengthening Community: Communication, Support, and Access	All	No	LEA-wide	All	All	Ongoing	$ 41,144	$ 575,154	$ 585,526	$ 22,082	$ 8,691	$ -	$ 616,299	0.000%
5	2	Integrating Advanced Technologies into Education	All	No	LEA-wide	All	All	Ongoing	$ 4,797	$ 46,999	$ 19,438	$ 27,799	$ -	$ 4,559	$ 51,796	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 16,942	$ -	$ 16,942	$ -	$ -	$ -	$ 16,942	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,213,466	$ 1,163,645	22.320%	0.000%	22.320%	$ 1,617,766	0.000%	31.031%	Total:	$ 1,617,766
								LEA-wide Total:	$ 724,726
								Limited Total:	$ 893,040
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	English Learner Assessment and Support Framework	Yes	Limited	English Learners	All	$ 253,137	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 210,799	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	Limited	English Learners	All	$ 284,218	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 253,137	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 253,375	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 253,173	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	$ 7,617	0.000%
4	4	Collaborative Support Systems for Foster Youth	Yes	Limited	Foster Youth	All	$ 85,368	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 16,942	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,544,770.00	$ 5,644,435.18

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	No	$ 6,928	$ 6,695
1	2	English Language Learner Assessment and Support Framework	Yes	$ 239,304	$ 249,833
1	3	Personalized Academic Instruction and Support for All Students	No	$ 1,323,330	$ 1,250,056
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	$ 761,218	$ 818,979
1	5	Academic Instruction and Support for Students with Disabilities	No	$ 1,051,652	$ 1,043,362
1	6	Systematic Approach to Monitor Academic Engagement and Achievement for All Students	No	$ 11,528	$ 12,070
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	$ 273,886	$ 296,161
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	$ 310,170	$ 319,149
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	Yes	$ 238,907	$ 261,946
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	No	$ 213,680	$ 219,339
3	1	Professional Learning Focused on Improving Academic Performance for All Students	No	$ 48,666	$ 45,204
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	$ 14,067	$ 15,335
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	$ 15,234	$ 15,228
4	1	Safe and Supportive School Environment for All Students	No	$ 84,628	$ 86,648
4	2	Social, Emotional, and Behavioral Support Systems for All Students	No	$ 57,202	$ 60,791
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	$ 114,106	$ 140,585
5	1	Engagement Opportunities and Innovative Teaching Approaches for All Students	No	$ 761,408	$ 783,176
5	2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	$ 18,855	$ 19,879

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,121,696	$ 1,427,036	$ 1,453,524	$ (26,488)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	English Language Learner Assessment and Support Framework	Yes	$ 226,450	$ 237,490.00	0.000%	0.000%
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	$ 605,654	$ 582,526.76	0.000%	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	$ 253,187	$ 277,436.06	0.000%	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	Yes	$ 201,406	$ 217,973.66	0.000%	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	$ 6,587	$ 7,833.73	0.000%	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	$ 792	$ -	0.000%	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	$ 114,106	$ 111,428.73	0.000%	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	$ 18,855	$ 18,834.91	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,059,065	$ 1,121,696	0.000%	22.172%	$ 1,453,524	0.000%	28.731%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

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

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access

to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 1 are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

· Number/percentage of students at **Altus Schools South Bay** (ASSB) without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**

· Number of identified instances where facilities at **Altus Schools South Bay** do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0**

· The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

· The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

· The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Local Control Funding Formula (LCFF) Priority 2 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 2 are provided below.

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts

- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

Altus Schools South Bay's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Altus Schools South Bay's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Altus Schools South Bay's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Altus Schools South Bay's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					X
Health Education Content Standards					X
Physical Education Model Content Standards					X
Visual and Performing Arts					X
World Language					X

Support for Teachers and Administrators

Altus Schools South Bay's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered					X

Optional Narrative (Limited to 1,500 characters)

Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board. **N/A**

Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 3 are provided below.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	**5 – Full Implementation and Sustainability**
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	**5 – Full Implementation and Sustainability**
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	**5 – Full Implementation and Sustainability**
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	**5 – Full Implementation and Sustainability**

Building Relationships Dashboard Narrative Boxes

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**

The school has made significant progress in building strong relationships between school staff and families: key strengths and progress in this area include:

- High-quality Teachers: Each student is assigned a high-quality Teacher who is responsible for supervising all subjects and providing personalized attention. This close relationship ensures teachers can adjust assignments to meet student needs and goals and facilitates timely communication with parents.
- Parental Involvement: The school emphasizes the importance of parental involvement in student success. Parents are encouraged to set high expectations, talk about school daily, monitor schoolwork, establish daily homework routines, stay aware of test schedules, and maintain regular contact with teachers. This partnership approach helps in creating a supportive environment for students.
- Family Resources: The school provides extensive resources for families, including financial aid information, standardized testing support, and help with college admissions. These resources are designed to assist families in navigating the academic landscape and supporting their children's educational journey.
- Personalized Learning Environment: The school operates with a low student-to-teacher ratio, allowing for personalized attention and the ability to build strong, individualized relationships. Teachers are deeply familiar with their students' academic levels and progress, which fosters a more tailored and supportive learning experience.
- Regular Communication: The school ensures regular communication through weekly conferences where parents receive updates on their child's progress, attendance, behavior, and upcoming events. This continuous engagement keeps parents informed and involved in their child's education.

These efforts collectively enhance the relationship between school staff and families, ensuring that students receive the support they need to succeed both academically and socially. Parents are provided with opportunities to provide input into their student's education plan and into the school's overarching goals, actions, and services. Results from the school's annual survey indicate that 100% of parents report being able to provide input and feedback to the school through multiple ways. The school values the partnership between school staff and families as the foundation of parent and family engagement. 100% of parents report that they have a high satisfaction rate with their student's teacher. To further engage parents and families in the instructional program, the school has prioritized providing learning environments that are innovative and engaging. 98.5% of parents report that the school provides innovative and engaging learning environments.

.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.**

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community The school regularly consults with educational

partners throughout the school year to understand the academic, social-emotional and physical needs of students and families. The school utilizes multiple methods to conduct meaningful engagement, including school events, trainings, meetings, committees and surveys. Additionally, the school's educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

The LEA's focus areas for improvement in building relationships between school staff and families include increasing parental participation in the Family Learning Series to foster a deeper engagement with their children's education. They aim to encourage parents to support their students in excelling in mathematics by providing resources and strategies to reinforce learning at home. Another focus is to gather more input from parents on specific needs such as language development and mental health, ensuring that the school's programs are tailored to address these critical areas. These efforts are designed to create a more collaborative and supportive environment for students and their families.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.**

To improve the engagement of underrepresented families the schools will address needs on several fronts. School materials will be translated, and interpreters have been made available for calls and meetings. The school will issue continue to Chromebooks and internet data plans to households in need of home technology. Increased Family Learning Series offerings to families focused on how to best support their child in academics, college/career interests, instructional support and health and safety for parents and families will be available. Parent Square further provides communication and engagement opportunities between the educational partners and the school.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	**5 – Full Implementation and Sustainability**
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	**5 – Full Implementation and Sustainability**
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	**5 – Full Implementation and Sustainability**
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	**5 – Full Implementation and Sustainability**

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.**

The LEA's current strengths and progress in building partnerships for student success include providing a highly personalized academic experience through one-on-one instruction and small group sessions. The school emphasizes rigorous academic standards and regular assessments to ensure students meet or exceed expectations. The school offers various opportunities such as college courses, career technical education, internships, and leadership roles through programs like the California Cadet Corps. Additionally, the school engages students, parents and community partners in creating Pathways Personalized Education Plans to support individual student goals and needs.

The school establishes formal partnerships with community-based organizations and non-profit organizations to provide services and support for students and families in the areas of family, food, housing, health, mental health, and college and career. The school has several formal partnerships providing services and support to families throughout the school year.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

The LEA's focus areas for improvement in building partnerships for student outcomes include enhancing math resources and instructional support to boost student proficiency in mathematics. They also aim to strengthen college and career planning and guidance to ensure students are well-prepared for post-secondary education and career paths. Additionally, a focus is placed on improving strategies to help students graduate on time by providing targeted interventions and personalized support. These efforts are designed to create a more robust support system for student success.

Based upon information collected from students, the school will maintain or expand Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways. In addition, the school is focused on providing students with additional counseling services to support and plan for post-high school pathways. The school will issue Chromebooks and internet data plans to households in need of home technology through the school's connect program, managed by the school's Equity and Inclusion Department which is focused on increasing opportunities for all students to succeed. In addition, a partnership with a local non-profit tutoring organization will provide additional academic tutoring opportunities for their students – particularly focused in Mathematics and ELA.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

ASSB is fully committed to continuously improving the engagement of underrepresented families with our partnerships supporting student outcomes. This includes working to increase community-based partnerships that support the needs of our educational partners. These include resources for academic, physical, and social emotional needs of students to eliminate barriers to each student successfully achieving their Personalized Pathway Educational Plan goals. To better facilitate school to home two-way communication and input with English Learner households, school materials will be translated as translators provided when needed. Demographically, the LEA is majority-minority, majority SED, and a higher percentage of students with disabilities than the surrounding community. All students have full access to the courses and opportunities offered at the school. The school continues to solicit input from educational partners to identify and address student and family needs and to break down barriers to success.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	**5 – Full Implementation and Sustainability**
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	**5 – Full Implementation and Sustainability**
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	**5 – Full Implementation and Sustainability**
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	**5 – Full Implementation and Sustainability**

Seeking Input for Decision-Making Dashboard Narrative Boxes

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

The LEA's current strengths and progress in seeking input for decision-making include actively involving teachers, principals, administrators, school personnel, parents, and students through diverse engagement methods. Teachers contribute via the Staff LCAP Engagement Survey, ELAC Instructional Meetings, and professional learning sessions. Principals and administrators provide input through team huddles, SSC meetings, and strategic planning sessions. Parents participate in surveys, Open House, and Senior Night events, while students share their perspectives through surveys, School Site Council meetings, and various school events that focus on family engagement and provide opportunities for input into the school's programs. This inclusive approach ensures the LCAP reflects the needs and priorities of all stakeholders, fostering a collaborative environment for student-centered actions and priorities.

The school engages educational partners in its processes for continuous improvement and prioritizes building the capacity of staff and families to engage in advisory groups and decision making. The

school provides training for SSC members annually and holds regular meetings to develop, refine, and update the LCAP. The school provides training for English Learner Advisory Committee members annually and holds regular meetings to develop refine and update the English Learner Plan. The families of students in Special Education are engaged through the Community Advisory Committee that provides training, resources, support, and feedback opportunities throughout the school year. In 2024-2025 the school received input from 155 students and parents and used the results in the development of the 2025-2026 LCAP.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

The LEA's focus areas for improvement in seeking input for decision-making include increasing parent and student participation in surveys, increasing attendance for the Family Learning Series, College/Career week, and engaging more in Open House and other school events. By enhancing these engagement methods, the LEA aims to gather more comprehensive and diverse feedback from parents, ensuring that their perspectives are effectively incorporated into the decision-making process. This approach is intended to create a more inclusive and responsive environment that better supports the needs and priorities of students and their families.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.**

School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events. The school has also enhanced the Family Learning Series, which is ongoing and sustained training for parents and family members focused on their individual needs. The Family Learning Series is also committed to empowering parents and family members to be part of the school planning process – which includes reviewing schoolwide student engagement, achievement, and college/career readiness data. Instructional staff utilize ParentSquare to engage in two-way communication with students, parents and family members regarding the educational program and opportunities for input and engagement. Interactive English Learners Advisory Committee (ELAC) meetings will seek to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment. The school will continue to provide translated materials and resources for parents and family members of English Learners.

Local Control Funding Formula (LCFF) Priority 6
Self-Reflection Tools

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (Dashboard) to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 6 are provided below.

School Climate (LCFF Priority 6)

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts.

1. **DATA:** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Altus Schools South Bay (ASSB) administers both an Annual LCAP Educational Partner Engagement

Survey and the California Healthy Youth Survey (CHYS). The LCAP Survey is administered to students and parents to measure perceptions on conditions of learning, student outcomes, and engagement. The CHSK Core and Behavioral Health Modules were administered to students grades 7, 9, and 11.

Over the last five years, LCAP survey results indicate that the number one key requirement of students and parents is a safe and supportive learning environment. This requirement has directly impacted on the development of the school's LCAP. To monitor the success of ASSB's LCAP Goal 4: *Provide a Safe Environment and Supportive School Culture*, the school has established a metric of maintain or achieve a 90% or higher safety satisfaction rating. In 2024-2025, ASSB exceeded this metric.

Student participation in the CHYS is voluntary. An important factor affecting the quality of survey results on the CHYK survey is participation rate. The validity and representativeness of the results is diminished if the student response rate is lower than 70 percent. ASSB's response rate on the CHYS at each grade level was Grade 7 (53%), Grade 9 (18%), and Grade 11 (31%) for CHYS Core and Grade 7 (33%), Grade 9 (12%), and Grade 11 (31%) for CHYS Behavioral Health.

2. **MEANING**: Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

In 2024-2025, 97.6% of students reported that they felt safe at ASSB and 100% of parents reported that they feel their child is safe at the school. Additionally, the school establishes metrics for suspension and expulsion rates to reflect the effectiveness of the school's Multi-Tiered Systems of Supports (MTSS) that incorporates academic, social/emotional, and behavioral supports and interventions. In 2024-2025 ASSB's suspension rate was 0% and expulsion rate was 0%.

Results are not provided by CHYS if there are fewer than 10 responses for a grade level and/or student group. Due to small school size, this means ASSB didn't receive disaggregated results for SPED, EL's, LTEL's, Foster/Homeless or any Racial/Ethnic group. Key learnings included that 36% of 9th and 25% of 11th graders reported social emotional distress and 27% of 9th and 10% of 11th graders reported having considered suicide in the past 12 months. 25% of 9th and 20% of students in 11th reported having every used alcohol or drugs in their lifetime and 0% of 9th and 10% of 11th grade students reported alcohol or drug use within the past 30 days. 7% of 9th and 0% of 11th reported using vape products in the past 30 days. 24% of students in 9th and 20% in 11th reported bedtime of 12am or later, and 59% of students in 9th and 65% in 11th reported eating breakfast today.

In the past 12 months 18% of 9th grade and 20% of 11th grade students reported wanting to receive mental health services, and 33% of 9th and40% of 11th reported receiving mental health services. In the past 12 months, 36% of 9th graders experienced chronic sadness/hopelessness with 27% considering suicide. For Grade 11, these numbers were 25% and 10%. Most students (60% in 9th and 93% in 11th) reported having caring adult relationships at school and that the school promotes parental involvement (65% of 9th and 83% of 11th). 100% in 9th and 11th report that teachers at the school treat students fairly. 58% of 9th graders and 91% of 11th graders reported overall life satisfaction. 92% of 11th grade students reported school as Safe or Very Safe.

3. **USE:** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the

analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

ASSB has implemented the administration of the California Healthy Kids Survey (CHKS) in addition to an Annual LCAP Stakeholder Engagement Survey to aide in to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness. Based on the results of the CHYS, the school's educational partners have provided feedback the continue to have additional academic, physical, emotional, and mental health needs and there continue to be elevated needs for mental health services. To address these needs ASSB has a school meal program, provides an annual Family Resource Night to educate parents and family members on available programs and services. The school provides a Healthy Youth Therapist to provide additional and targeted counseling services and referrals and a Homeless and Foster Youth Liaison to proactively address and support students' academic, physical, mental health, and social-emotional needs. Both contribute to improving educational outcomes, promoting stability, and fostering a supportive and inclusive environment for these vulnerable populations. While students continue to have socioemotional and health related needs, over 90% of students surveyed report high levels of satisfaction with school safety and their overall experience at ASSB.

Local Control Funding Formula (LCFF) Priority 7 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for LCFF Priority 7 are provided below.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. **Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

As of CBEDS 2024-2025 **Altus Schools South Bay** served 372 students in grades k-12. The student demographics include:

- Percentage of Students with Disabilities: 26.9%
- Percentage of English Learners: 22.0%
- Percentage of Socioeconomically Disadvantaged: 78.0%
- Percentage of Homeless and Foster Youth (FY): 8.1%

Altus Schools South Bay qualifies as a Dashboard Alternative School Status (DASS) program. This status holds schools accountable for the same state indicators, some with modified methods. The school is approved as a DASS school through the eligibility criteria of serving “high risk” student groups; the school has an unduplicated count of over 70% of students in that qualify as “high risk”, including credit deficient students and high transient students.

Altus Schools South Bay uses the Pathways Personalized Education Plan (PPEP) process to plan, deliver and ensure all students across all student groups have access to a broad and rigorous course of study.

2. **Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in**

the extent to which all students have access to, and are enrolled in, a broad course of study.

Altus Schools South Bay's leadership team analyzes the results of the measures listed above annually. The results demonstrate that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad and rigorous course of study. At our school, students take one to two courses at a time and students take the required grade level core courses within an academic school year. Course planning is individualized within the Pathways Personalized Education Planning (PPEP) Process. This process allows the instructional team to design a course plan based on the student's skill levels, interests, and post-high school goals. All courses leading to a high school diploma are UC-ag approved and NCAA approved. Students have access to Advanced Placement (AP) courses, honors courses, dual-enrollment and articulated courses, CTE courses and courses based on their PPEP. There are no differences in accessibility to courses across student groups at our school.

3. **Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

There are no barriers preventing **Altus Schools South Bay** from providing access to a broad course of study for all students. Currently, 100% of the students have access to a broad and rigorous course of study. The school will continue to monitor its available course of study to ensure continued equitable access for all students.

4. **In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

Due to the success the **Altus Schools South Bay** has demonstrated in providing all students with access to a broad and rigorous course of study, no changes are currently planned. However, this data continues to be reviewed as part of our cycles of continuous improvement.

ALTUS SCHOOLS SOUTHERN CALIFORNIA

Dba

Audeo Charter School II ▪ Audeo Valley Charter ▪ Altus Schools Coachella Valley
Altus Schools East County ▪ Altus Schools North County ▪ Altus Schools South Bay ▪ Mirus Secondary

June 18, 2025

MIRUS SECONDARY
NOTICE OF PUBLIC HEARING

The Altus Schools Southern California Board of Directors
Hereby Gives Notice That A Public Hearing Will Be Held As Follows:

TOPICS OF HEARING:

2025-2026 Local Control Accountability Plan (LCAP)

Copies may be inspected at the meeting or:
3252 Bonita Road, Chula Vista, CA 91910

HEARING DATE:	Tuesday, June 24, 2025
TIME:	*1:05 p.m., or soon thereafter as such item may be heard
LOCATION:	3252 Bonita Road, Chula Vista, CA 91910 or at Mirus Secondary Resource Centers and/or via the following link Mirus: https://www.altusmirus.com/about/board-of-directors

* The public, open session of the Altus Schools Southern California Board Meeting will begin at 1:00 p.m.

Certification of Posting

I, Angela Neri, hereby certify that I posted this Public Hearing Notice at Mirus Secondary Resource Centers, and on the Audeo Charter School II, Audeo Valley Charter, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools North County, Altus Schools South Bay, and Mirus Secondary Respective Webpages on June 18, 2025.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Altus Schools Mirus

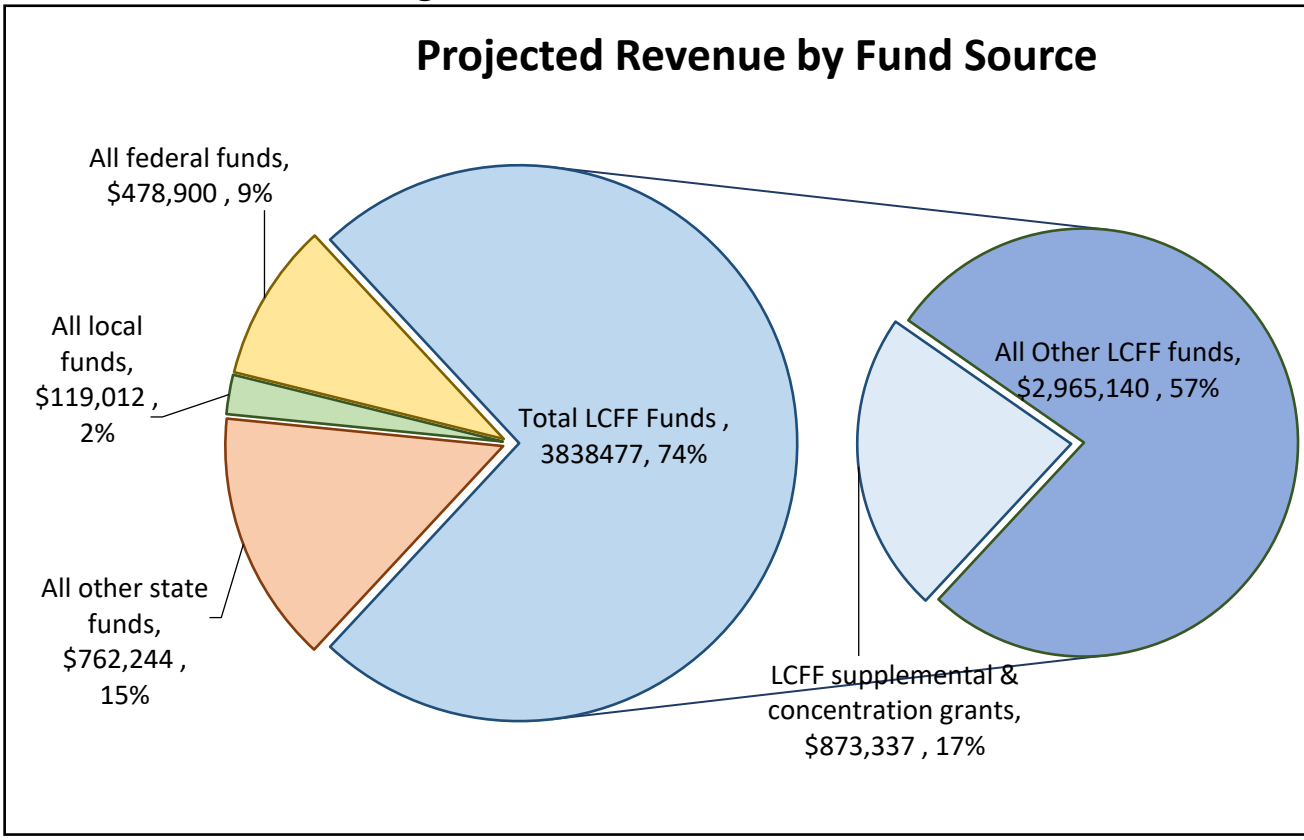
CDS Code: 36750440114389

School Year: 2025-26

LEA contact information: Alex Carrillo, Ph: (760) 947-7135, Email: acarrillo@altusschools.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

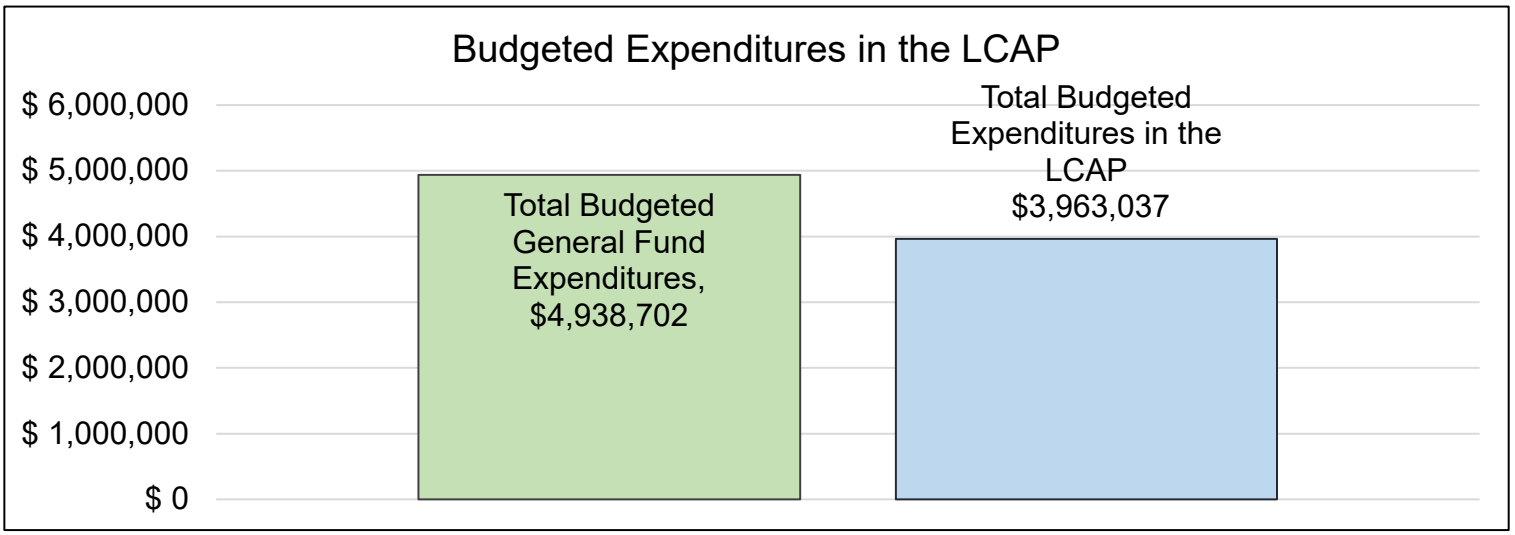


This chart shows the total general purpose revenue Altus Schools Mirus expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Altus Schools Mirus is $5,198,633.00, of which $3,838,477.00 is Local Control Funding Formula (LCFF), $762,244.00 is other state funds, $119,012.00 is local funds, and $478,900.00 is federal funds. Of the $3,838,477.00 in LCFF Funds, $873,337.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Altus Schools Mirus plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Altus Schools Mirus plans to spend $4,938,702.00 for the 2025-26 school year. Of that amount, $3,963,037.00 is tied to actions/services in the LCAP and $975,665.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

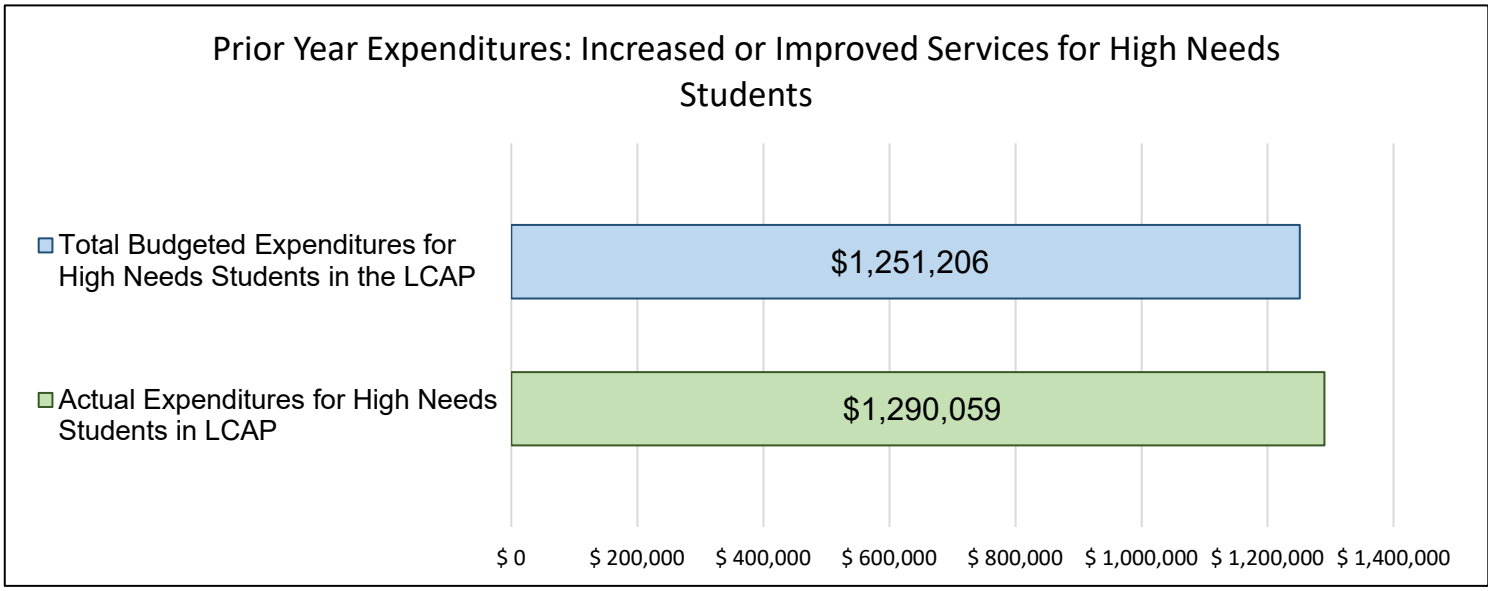
The budgeted expenditures that are not included in the Local Control Accountability Plan (LCAP) are salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Altus Schools Mirus is projecting it will receive $873,337.00 based on the enrollment of foster youth, English learner, and low-income students. Altus Schools Mirus must describe how it intends to increase or improve services for high needs students in the LCAP. Altus Schools Mirus plans to spend $881,598.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Altus Schools Mirus budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Altus Schools Mirus estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Altus Schools Mirus 's LCAP budgeted $1,251,206.00 for planned actions to increase or improve services for high needs students. Altus Schools Mirus actually spent $1,290,059.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Altus Schools Mirus	**Alex Carrillo** *School Coordinator*	acarrillo@altusschools.net (760) 947-7135

Plan Summary: 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Altus Schools Mirus (Mirus) was developed as a unique partnership between Hesperia Unified School District and the founders of the school. The charter proposal was introduced by and personally advocated by the Director of Alternative Education to the various board members. The proposal was unanimously accepted by the Hesperia Unified School Board and Mirus Secondary opened its doors to students in the Hesperia community in August 2007.

Mirus is an educational option that serves students in grades 7-12 and received a Six-Year Accreditation Status by WASC through June 30, 2029. Mirus operates three neighborhood resource centers within the Hesperia Unified School District's boundaries. Students and families visit these neighborhood resource centers by appointment, or as needed, to participate in the instructional program and meet with school staff in a quiet, distraction-free, and safe environment. Mirus is a non-classroom based, independent study program.

Mirus is part of Altus Schools. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform. At Mirus, every student's progress and academic achievement is important to us.

Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging with parents on a weekly basis through formal meetings, home visits, phone calls, and emails. Families are considered part of the learning 'team' and an integral part of the learning process.

Our school's standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Academic instruction is presented individually and in small groups. Courses at Mirus are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, Mirus works to alleviate social and personal pressures that can impact academic performance. We also have many partnerships and alliances to provide community resources to students and families.

Mirus is identified by the California Department of Education (CDE) as Dashboard Alternative School Status (DASS). DASS schools must have an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups, to be eligible for DASS. The high-risk groups include the following:

a) Expelled

b) Suspended more than 10 days in a school year

c) Wards of the Court

d) Pregnant and/or parenting

e) Recovered Dropouts

f) Habitually Truant

g) Retained more than once in kindergarten through grade eight

h) Students who are credit deficient

i) Students with a gap in enrollment

j) Students with a high-level transiency

k) Foster youth

l) Homeless youth

In March 2025, Mirus had a total enrollment of 366 students. A summary of the school's demographics is provided below.

Socioeconomic Status:

- Socioeconomically Disadvantaged: 74%

Special Populations:

- Students with Disabilities: 13%
- Gifted and Talented Education (GATE): 3%
- English Learners: 12%
- Homeless: 3%
- Foster Youth: 0.3%

Ethnicity:

- Hispanic: 65%
- White: 24%
- Black or African American: 4%
- Other Ethnicities: 7%

These figures highlight the diversity and the specific needs of the student population in Mirus.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Mirus' educational partners consistently express satisfaction with the school's personalized instruction, which addresses the unique needs of each student. This commitment resulted in numerous **successes** reflected in the 2024 School Dashboard:

- **Chronic Absenteeism** was a **Blue (Very Low) Performance Level**. There were no student groups with a Red performance level.
- **Suspension Rate** was a **Blue (Very Low) Performance** Level. There were no student groups with a Red performance level.
- **Mathematics** was a **Yellow (Medium) Performance Level,** increasing 26.6 points from the prior year. There were no student groups performing in the Red (Very Low) Performance Level. Educational partners continue to prioritize mathematics and are dedicated to improving student engagement and achievement in this area. Consequently, through Goal 1, Action 4, the school will implement a multifaceted approach to mathematics. This strategy involves data analysis, collaborative communities, cultivating a positive math culture, and utilizing tools like IXL Math for personalized learning, Desmos Math Classroom for visual and exploratory learning, and Virtual Reality for immersive, standards-aligned experiences.
- **English Language Arts** was at the **Yellow (Medium) Performance Level**, showing a 20.2 point increase from the previous year. No student groups performed at the Red (Very Low) Level. Recognizing the importance of continued growth in this area, the school, as part of Goal 2, Action 1a, will develop and implement enhanced ELA coursework via Canvas, a Learning Management System selected to better support the unique needs of our independent study students.
- In addition, educational partners remain very satisfied with the school's **DASS One-Year Grad Rate**, summarized in the table provided below. The schoolwide graduation rate average was 98.8%.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	86	85	98.8%
English Learners	4	*	*
Long-Term English Learners	4	*	*
Homeless	5	*	*
Socioeconomically Disadvantaged	66	65	98.5%
Students with Disabilities	13	13	100.0%
African American	3	*	*
Asian	1	*	*
Hispanic	62	61	98.4%
White	17	17	100.0%
Two or More Races	3	*	*

Based upon a thorough analysis of the 2024 School Dashboard, the school will continue to focus resources and develop strategies to **strengthen** the student outcomes identified below:

- **Combined Four-and Five-Year Graduation Rate** was a **Red (Very Low) Performance Level**. There were two Student Groups that performed Very Low: Hispanic and Socioeconomically Disadvantaged. Our school is committed to graduating every student prepared for success. To improve graduation rates, we implement targeted initiatives offering comprehensive support, including individualized academic counseling, a robust tutoring program to enhance engagement and credit attainment, addressing the digital divide through home computers for students in need, and expanded opportunities in specialized programs like AVID, Character and Leadership Development, CTE Pathways, and Early College Credits.
- Mirus did not receive a Performance Level for the **English Learner Progress** indicator because there were fewer than 30 students in the current or prior year. Nevertheless, English Learner progress remains an area for improvement, with 39.3% of these students making progress towards English language proficiency and having declined the year prior.

Through a comprehensive analysis of our Annual Performance reflection, we have identified key areas for improvement and allocated **Learner Recovery and Emergency Block Grant** (LREBG) funds for the 2025-26 school year. These funds will strategically support the following goal-aligned actions: **Goal 1** (Actions 2, 4, 5, 6, and 7), **Goal 2** (Actions 1 and 2), **Goal 3** (Actions 1, 2, and 3), and **Goal 4** (Action 3). The rationale and detailed information for each LREBG-funded action is clearly articulated within the action descriptions, demonstrating our approach and commitment to continuous improvement.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Altus Schools Mirus is eligible for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Mirus qualifies for Comprehensive Support and Improvement (CSI) due to the school's three-year average Combined Four-Year and Five-Year Graduation Rate, as reported on the California School Dashboard.

The shift to this metric for DASS schools began with the 2022 School Dashboard. Previously, the One-Year Graduation Rate served as the accountability measure for these schools, acknowledging the unique challenges of their highly mobile and credit-deficient student populations. However, the U.S. Department of Education (ED) raised concerns regarding California's use of a modified graduation rate and academic indicator for DASS schools on the Dashboard, leading to its discontinuation.

Despite the potential challenges posed by the Combined Four-Year and Five-Year Graduation Rate calculation for a DASS school, **the school community remains dedicated to overcoming obstacles and achieving educational excellence**.

The school's Comprehensive Support and Improvement (CSI) Plans are the result of a **collaborative effort** involving diverse educational partners: teachers, staff, students, parents, and family members. The school actively sought meaningful feedback from key educational partners through surveys, school events, meetings, conferences, and training. This valuable input was systematically collected, organized, and analyzed to pinpoint the educational needs of all students and to strategically inform the development of programs, services, and resource allocation. The active involvement of educational partners was instrumental in several key stages of CSI Plan development:

- **Identifying and Refining Needs**: Through joint data analysis, partners identified areas needing improvement and gained a deeper understanding of student needs.
- **Creating Goals**: Collaborative discussions led to the establishment of clear goals aligned with identified needs and the aspirations of the school community.
- **Establishing Metrics**: Education partners jointly determined appropriate metrics and indicators to effectively track progress toward their goals.
- **Designing Activities**: Education partners contributed to the selection and design of specific interventions aimed at addressing identified needs and achieving desired outcomes.
- **Allocating Resources**: Education partner input informed decisions regarding resource allocation, ensuring that funds were directed toward initiatives with the greatest potential impact.

This collaborative approach extended to a comprehensive **Needs Assessment** process specifically targeting students not meeting or at risk of not meeting state academic standards. To guide this assessment, partners utilized an Improvement Science Protocol, providing a structured framework for identifying achievement gaps and developing targeted improvement strategies.

During this process, educational partners focused on the current state of graduation rates and established ambitious yet attainable growth targets as benchmarks for progress. Their analysis encompassed a broad spectrum of data and information related to student engagement and achievement, including:

- **School Dashboard Indicators**: These indicators provide a comprehensive overview of the school's performance and student outcomes across various domains.
- **Measures of Academic Progress by NWEA**: This assessment tool offers valuable insights into individual student growth and proficiency in core subject areas, highlighting both strengths and areas for improvement.
- **Monthly Storybook Reports**: These reports provide a rich blend of qualitative and quantitative data on student progress, behavior, attendance, and other relevant factors, offering a nuanced understanding of student performance.

A key aspect of the Needs Assessment was the analysis of historical and trend data for both All Students and unduplicated student groups by all educational partners. This inclusive approach ensured that the assessment addressed the unique needs and challenges faced by the

diverse student populations within the school.

Following a thorough and data-informed **review of resource allocation across various educational categories**, collaborative educational partners identified a crucial area necessitating focused and strategic investment. Their comprehensive analysis indicated a clear correlation between targeted support for the lowest-achieving student groups and the potential for significant improvement in overall graduation rates. Consequently, they determined that a strategic investment in providing additional resources and tailored support to specific student groups, including Hispanic, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, and students experiencing homelessness is essential to achieve this goal. This explicit commitment to providing these necessary additional resources and support is clearly and formally articulated within the school's CSI Plan and the Local Control and Accountability Plan (LCAP), demonstrating a deliberate and documented prioritization of these student populations.

Importantly, there was agreement among educational partners regarding the effectiveness of the school's instructional model in addressing the needs of the lowest-achieving students and those at potentially higher risk. The Pathways Personalized Education Program (PPEP) was specifically recognized as a systematic framework providing instructional staff with the necessary tools and strategies to support the academic and social-emotional well-being of all students.

The school has embraced a **Continuous Improvement Framework**, fostering a problem-solving culture and a focus on examining the systems that produce outcomes. This framework, essential for sustaining program improvement efforts, comprises five fundamental steps: Inform, Select, Plan, Implement, and Analyze. Evidence-based decision-making and reflection are central to each step of this ongoing improvement cycle, with active engagement from educational partners.

Adhering to this continuous improvement framework, educational partners developed a systematic plan to enhance the graduation rate. The initial analysis phase involved a thorough examination of school needs, historical trends, potential challenges and barriers, and current strategies and interventions. This process revealed several key themes impacting the school's graduation rate:

- **Credit Deficiency**: Many high school students enroll at the school with existing credit deficiencies, significantly impacting their ability to graduate on time. Some students require additional time to meet graduation requirements due to these shortfalls.

- **Academic Preparedness**: Entering high school students often demonstrate skills below grade level in English Language Arts and Mathematics, as indicated by NWEA assessments. Addressing this requires high-quality instruction and rigorous materials to effectively close potential achievement gaps.

- **Engaging Curriculum and Instruction**: Key educational partners have voiced a clear preference for a unified Learning Management System designed with entirely enhanced courses and activities created by Altus teachers and staff. The school visions this platform as user-friendly for teachers, engaging for students, and designed to cultivate authentic and challenging learning experiences through internally developed, context-specific resources.

- **Individualized Support**: Students need access to targeted small groups and one-on-one tutoring in core subjects to maintain the necessary pace for credit completion.

- **Access to Technology**: Equitable access to computers and home internet is crucial for all students and families, particularly those from socioeconomically disadvantaged backgrounds, to fully participate in the educational program.

- **Programs and Services**: Providing access to a range of programs and services, including Naviance, AVID, Pathways Portfolio, Cadet Corps, CTE Pathways, Advanced Placement (AP), and Early College Credit, is vital for engaging students and preparing them for diverse post-secondary pathways.

- **Role of Counselors**: School counselors play a critical role in supporting students with college and career planning, offering guidance in academic matters, college research, application processes, career exploration, financial aid, scholarships, personal/social support, and college transition.

- **Social-Emotional Learning**: Access to social-emotional learning opportunities and support resources is essential for fostering student engagement and academic achievement.

Based on the findings of the Needs Assessment, the school undertook a comprehensive selection process to identify allowable CSI activities that build capacity, are **evidence-based**, and directly address the school's need to increase the Graduation Rate. Consequently, Mirus has integrated specific actions and services into the 2025-26 LCAP that are strategically designed to improve Graduation Rate outcomes.

- **Goal 1, Action 1**: To closely monitor each student's academic journey and progress toward graduation, dedicated **school staff will systematically gather and analyze crucial academic data**, specifically pinpointing students who may be off track for advancement. These insights will be shared with educators in timely progress reports and Monthly Storybooks, facilitating proactive interventions to ensure every student stays on the path to graduation.

- **Goal 1, Action 3**: Recruit and hire **additional instructional support staff** that are designed to support the educational program. Additional instructional support staff can help provide personalized attention to students, helping to address individual learning needs and improve academic performance.

- **Goal 1, Action 4**: Provide a **high dosage tutoring program** to students focused on intensive and targeted instruction over an extended period. This will involve one-on-one or small group instruction, allowing high-quality tutors to tailor their approach to individual needs.

- **Goal 1, Action 4**: Accelerate on-time student graduation rates by **increasing student math proficiency and confidence through IXL Math**. This program provides personalized learning paths, immediate feedback, and motivational rewards that can cater to diverse learning needs and enable students to master the required math concepts for graduation.

- **Goal 1, Action 5:** Promote, recruit, and **expand AVID Program** to more students. AVID fosters a supportive learning community and cultivates a college-going culture, encouraging students to set ambitious goals and persist through challenges, ultimately leading to higher graduation rates.

- **Goal 1, Action 5**: Counselors providing individualized student meetings focused on **collaborative course planning and goal setting** to increase the percentage of students earning a high school diploma by ensuring they select the appropriate courses and develop targeted strategies to meet all graduation requirements.

- **Goal 2, Action 2**: The school's curriculum, instructional, and technology leadership teams will collaboratively design, develop, and implement a phased rollout of a tailored **Learning Management System (LMS) on Canvas**. This initiative aims to cultivate a more engaging, interactive, and personalized learning environment for all students, while prioritizing equitable access and data-informed instruction.

- **Goal 2, Action 2**: Provide **Chromebooks and internet services** to students in need to enhance educational opportunities, create equal access to information, improve collaboration and communication, build digital literacy and technological skills, access personalized learning, and access career readiness tools and platforms.

- **Goal 2, Action 3**: Provide an **Early College Credit Program** that allows high school students to take college courses and earn college credits while attending high school. The Early College Credit Program is free to eligible students to increase the number of low socioeconomic status students who can attend and complete college.

- **Goal 3, Action 1**: **Professional development for staff focused on implementing the school's MTSS** with fidelity to ensure that the 'Whole Child' is being supported.

- **Goal 3, Action 2**: **Specialized professional development** for staff focused on utilization of evidence-based instructional strategies and rigorous materials to quickly close potential achievement gaps that may exist in Math and ELA, specifically for historically underserved student groups.

- **Goal 4, Action 3**: **The Cadet Corps Program** will cultivate character and leadership, fostering health and wellness to empower students in exploring careers, increasing their motivation, and achieving academic success and graduation.

Educational partners ultimately believe that by offering personalized support, academic resources, and college readiness programs tailored to individual student needs, students will be motivated and purposeful in completing the required graduation coursework on time.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

To effectively measure the impact of our Comprehensive Support and Improvement (CSI) strategies, a key component of Goal 1, we will closely monitor and evaluate the school's Combined Four-Year and Five-Year Graduation Rate Metric. Our analysis of the 2023 Dashboard data, conducted by our Data Department staff, provided important context: the State DASS school average was 54.2%, and the San Diego County DASS school average was 49.3%. Our desired outcome is to demonstrate continuous growth in this critical metric on an annual basis, with the intention to exceed either the state or county DASS school averages. We recognize that our lowest-achieving student groups include Hispanic, Socioeconomic Disadvantaged, English Learners, Students with Disabilities, and students experiencing homelessness, and

our CSI efforts are particularly focused on their progress.

As we move forward with the Continuous Improvement Framework for the 2025-26 school year, school leadership is committed to the ongoing implementation, rigorous analysis, and strategic enhancement of the strategies and supports detailed within our CSI Plan. To thoroughly evaluate the effectiveness of these services and support, we will employ a multifaceted approach that includes multiple assessment tools, clearly defined data analysis protocols, and the active involvement of our key educational partners. These partners will play a vital role in reviewing data derived from the School Dashboard, our internal Monthly Storybook Reports, and various Survey Results. This comprehensive review will allow us to determine the extent to which the CSI Plan is effectively addressing the diverse needs of all our students, with a particular emphasis on targeted student groups. To ensure a cycle of continuous improvement, our educational partners will utilize established evaluative methods, specifically the guiding questions provided by the San Diego County Office of Education (SDCOE) for the in-depth analysis of both quantitative and qualitative data, to accurately determine the overall effectiveness of our programs and interventions.

The following school departments and personnel will be instrumental in supporting the monitoring of designated strategies and interventions targeted towards our high school students:

School Data Department

- Publish a Monthly Storybook that includes the number of students assigned to the Early College Credit Program, intervention frequency/methods, participation/attendance data disaggregated by student groups (including our lowest-achieving populations), and credit completion rates. This report will also include trend analysis to identify patterns and the effectiveness of specific interventions over time.

- Provide teachers, counselors, and instructional leaders with a quarterly SharePoint Technology Tool to monitor and respond to grade 12 students marked as ‘not on-track’ to graduate. This tool will include real-time data and facilitate collaborative action planning, allowing for documentation of interventions and follow-up.

School Curriculum & Professional Learning Department

- Develop an annual Professional Development Catalog and adjust training topics and formats throughout the year based upon instructional staff feedback and teaching and learning data. A portion of the PD will be specifically focused on evidence-based strategies to support the lowest-achieving populations, directly aligning with the needs identified in our data.

- Publish a monthly professional development (PD) report that summarizes the number of PD hours completed per teacher and in each content domain.

School Leadership

- Monitor and evaluate the effectiveness of actions and interventions at weekly team meetings by analyzing comprehensive school data, including progress monitoring data for our identified lowest-achieving student groups. Leadership will ensure that these discussions lead to actionable steps and resource allocation adjustments as needed.

Instructional Leaders

- Meet with all teachers in July, October, and January to review individual students' progress towards graduation, with a specific emphasis on the progress of targeted student groups. These meetings will result in documented support plans for students who are not on track.

- Conduct ongoing teaching observations, September 2025 to April 2026, to ensure teachers and tutors are providing high-level, targeted instruction that supports the needs of the lowest achieving students. Observations will also be focused on the use of grade-level curriculum, technology tools, and the integration of TIPS and AVID instructional strategies. Feedback from these observations will be shared with teachers, and professional development opportunities will be aligned to address identified areas for growth in supporting our target student populations.

School Counselors

- Meet weekly with instructional leaders to discuss and collaborate on students entering Tier II and Tier III interventions, as prescribed in the school's MTSS. These discussions will include specific strategies tailored to the needs of the lowest achieving student groups, and counselors will play a key role in connecting students and families with necessary resources.

- Ongoing utilization of the School Pathways Student Information System to monitor high school student progress towards graduation. Counselors will proactively identify students who are falling behind and initiate outreach and support.

- Meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates, with a focus on identifying and addressing barriers for our lowest-achieving student groups.

Teachers

- Ongoing utilization of monitoring tools, including Grad Countdowns and Student Participation/Credit Trackers as instruments to identify students at-risk of not graduating on time. Teachers will be expected to document initial interventions implemented in the resource center and collaborate with counselors and instructional leaders when additional support is needed for students, particularly our targeted student groups.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	The 2025-26 LCAP was directly informed by teacher perspectives gathered through a variety of engagement strategies, including the Staff LCAP Engagement Survey, School Site Council (SSC), English Learner Advisory Committee (ELAC), Instructional Meetings, All Staff Meetings, and Altus University (AU) Professional Learning. This comprehensive data collection process allowed us to develop actionable, student-centered priorities that directly address the needs identified by our educators, fostering a collaborative and impactful school environment.
Principals and Learning Leads	Principals and Learning Leads directly influenced the 2025-26 LCAP by actively participating in various forums, including weekly Learning Lead Huddles, surveys, and committee meetings. Their expertise in data analysis and instructional programming enabled the creation of a strategic, student-centered LCAP designed to maximize learning and achievement.
Administrators	Administrators initiated the LCAP development through a collaborative approach, prioritizing meaningful engagement with all educational partners. Utilizing platforms such as Leadership Huddles, School Site Council, ELAC, Instructional and All-Staff meetings, strategic planning sessions, and AU Professional Learning, they actively sought and integrated diverse input. This engagement directly translated into actionable LCAP strategies aligned with school goals, promoting a transparent and inclusive environment for sustained improvement.
Other school personnel or staff	School staff and personnel collaboratively developed the 2025-26 LCAP through regular engagement and consultation. The Staff LCAP Engagement Survey, SSC, Instructional and Staff Meetings, and professional learning facilitated diverse input, ensuring LCAP actions align with the school's Vision, Mission, and Values. This inclusive process resulted in a comprehensive LCAP that addresses community needs and supports school-wide goals.

Parents	Parent engagement was strategically prioritized to directly inform and shape the school's LCAP, ensuring alignment with the diverse needs and perspectives of our community. Multiple avenues for consultation were implemented to maximize parent voice and participation. • **Data-Driven Feedback:** The Parent LCAP Engagement Survey provided quantifiable data and qualitative insights, enabling the school to understand parent priorities and tailor programs accordingly. • **Direct Interaction and Dialogue:** Open House and Senior Night Events facilitated direct communication between parents, teachers, and administrators, fostering collaborative partnerships. Parent-Teacher Conferences offered personalized conversations to address individual students' needs and progress. • **Shared Decision-Making:** Active participation in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings empowered parents to directly contribute to school-wide decisions regarding instructional strategies and resource allocation. • **Empowering Educational Partnerships:** The Family Learning Series provided targeted workshops and resources, equipping parents with the tools to actively support their children's academic and social-emotional development. • **Community Vision:** Parent participation in Board Meetings fostered meaningful contributions and increased awareness of broader school policies and initiatives. Recognizing the pivotal role of parent perspectives in shaping school communication, climate, and student holistic development, the school actively sought and integrated parent feedback throughout the LCAP development process. This commitment to collaborative decision-making resulted in a more inclusive, responsive, and student-centered learning environment, ultimately enhancing outcomes for all students.

Students	At the core of our LCAP development lies a commitment to centering student voice. We recognize that authentic student input is crucial for creating a responsive and effective learning environment. To ensure their perspectives were not only heard but actively valued, we implemented a multi-faceted approach to student engagement. • **Direct Feedback through the Student LCAP Engagement Survey:** Students were empowered to provide candid feedback and constructive suggestions, directly influencing the LCAP's direction. • **Meaningful Participation in Decision Making:** Student representation in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings facilitated collaborative discussions on critical school initiatives and policies. • **Diverse Avenues for Input:** Events like Open House, Senior Night, College and Career Week, Senior Exhibition Panels, and Health & Wellness Week provided platforms for students to share their experiences and insights, fostering open dialogue with educators and administrators. • **Personalized Student-Teacher Conferences:** These conferences created individualized opportunities for students to discuss their academic progress, goals, and challenges, ensuring their individual needs were addressed. By actively integrating student perspectives throughout the LCAP development process, we are building a student-centered learning environment that prioritizes academic achievement, social-emotional well-being, and positive behavioral development. This commitment reflects our dedication to creating a school where every student feels heard, valued, and empowered to succeed.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Engaging our educational partners remains a continuous and integral process as we collaboratively design an educational program that effectively addresses the evolving needs of our students and the wider community. This partnership ensures that all students have access to enriched opportunities and achieve improved outcomes. The valuable insights gathered through this engagement directly inform our school's comprehensive strategic planning, accountability measures, and ongoing improvement efforts within the framework of California's State Priorities.

Feedback from our educational partners indicates continued satisfaction with our current initiatives focused on improving the educational program. As a result, for the 2025-26 school year, our school will continue to prioritize five Local Control and Accountability Plan (LCAP) goals. These goals strategically address key areas: 1) High-quality Instruction, 2) Standards-aligned Curriculum and Course of Study, 3) Professional Learning System, 4) School Climate, and 5) Innovative Teaching and Engagement Methods.

Each LCAP Goal, along with its corresponding Metrics, is carefully aligned not only with State and Local priorities but also with the specific metrics and targets established by our charter authorizer. This intentional alignment ensures a cohesive and focused approach to accountability and continuous improvement.

The Metrics incorporated into the 2025-26 LCAP emphasize both Status and Change, mirroring the California School Dashboard's Five-by-Five Placement methodology. Furthermore, certain Metrics utilize locally established targets, informed by historical data or tailored to the specific needs of our student population, including those within our alternative education setting (DASS).

Teachers and Staff:

Valuable insights from our teachers and staff regarding instructional strategies, curriculum design, professional development needs, and student support services have directly informed the following additions and refinements to the 2025-26 LCAP:

- **Instructional Support:** Recruit and hire additional staff to enhance student supervision, tutoring, and learning feedback.
- **Learning Management System:** Design and develop an improved LMS with enhanced course structures and activities.
- **Technology Access:** Continue providing Chromebooks and internet services to students and families with home technological needs.
- **Early College Credit:** Expand opportunities for all students to earn college credit while in high school.
- **Professional Learning:** Continue offering ongoing professional development focused on the effective integration of Virtual Reality, IXL Mathematics, Summit K12, and Culturally and Linguistically Responsive Teaching.
- **Mental Health Support:** Expand systems to better support student mental health.

Principals, Learning Leads, and Administrators:

These educational partners shared valuable insights into the school's operations, encompassing strategic planning, data analysis, engagement methods, resource allocation, program evaluation, alignment with state priorities, and communication systems. Their feedback has directly informed us of the following 2025-26 Local Control and Accountability Plan (LCAP) Actions:

- **Mathematics**: Increase student engagement, achievement, and confidence by expanding the use of Virtual Reality Math and IXL Math. We will also support this through monthly Math Study Groups focused on research-based strategies and ongoing high-quality professional learning for our math instructional staff.
- **Instructional Support**: Enhance support for teachers and education specialists by recruiting and hiring additional support staff.
- **Targeted Student Support**: Expand our tutoring program in Math and English Language Arts to provide high-dosage support for academic growth and increased graduation rates.
- **English Learners**: Ensure effective integration of Summit K12 resources for English Learners through ongoing professional learning for teachers.
- **Students With Disabilities:** Ensure that Students With Disabilities receive high-quality Specialized Academic Instruction (SAI) and supports, including effective differentiation and the maintenance of high academic standards.
- **Counseling**: Enhance counseling and advising sessions with a focused approach on ensuring students are on track for graduation, thoughtfully planning their future pathways, and demonstrating robust college and career preparedness.
- **Safety**: Maintain safe learning environments through the consistent operation of our Brivo card access system.

Parents, Family Members, and Advisory Committees:

These educational partners offered valuable perspectives on school communication, family engagement strategies, academic support services, and initiatives for social-emotional learning. Based on their feedback, the school will implement the following 2025-26 LCAP Actions and/or Metrics:

- **Tutoring Support:** Continue to provide targeted tutoring opportunities for English Learners, Foster Youth, and underserved students.
- **Reading Proficiency:** Highly recommend the use of Achieve3000 as an educational tool to improve student reading proficiency and meet the needs of unique learners.
- **Meal Program:** Maintain the school's meal program to ensure students from under-resourced homes and communities have access to healthy nutrition, supporting their readiness to learn.
- **Individualized Guidance:** Offer individualized counseling and advising sessions focused on course planning, goal setting, and preparation for future pathways.
- **Character and Leadership Development:** Support the Character and Leadership Development program with Cadet Corps, which offers students opportunities for physical fitness, team building competitions, and social skills development.
- **Safe and Supportive Environment:** Provide a safe and supportive bully-free school environment.
- **Positive School Culture:** Provide a positive school climate characterized by clean facilities, clear channels for communication with staff regarding any concerns, and school staff who are consistently responsive, energetic, helpful, optimistic, and caring.

Students:

These educational partners provided first-hand insights into school communication, instructional methods, curriculum design, health, and safety. Based on their input, the following Actions have been prioritized for the 2025-26 LCAP:

- **Field Trips:** Students expressed a desire for field trips that connect to their interests and future goals.
- **Comprehensive Mental Health Resources:** Recognizing students' call for greater mental health support, the school will provide accessible counselors, informative workshops, and readily available wellness resources.
- **Real-World Experiences:** Students want learning that connects to their lives and helps them solve real problems.
- **Meal Program:** Students highlighted the need for consistent access to healthy food while at school.
- **Equitable Access to Technology:** Students voiced the importance of having the necessary technology at home to access school activities and assignments.
- **Curriculum Integration:** Students expressed interest in using 3D Printers and Virtual Reality in their courses and course of study.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize student academic engagement and achievement through the implementation of a personalized and innovative instructional program with metrics appropriate for a school participating in the Dashboard Alternative School Status Program (DASS).	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

Priority 5: Student Engagement (Engagement)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Recognizing that students entering the school often face significant educational challenges, including credit deficiencies and below-grade-level performance in Reading, Language, and Mathematics (as indicated by NWEA assessments), the program provides comprehensive academic intervention and support. The school is dedicated to fostering student growth through Pathways Personalized Education Plans (PPEP), designed to accelerate learning, address individual needs, and prepare students for college, career, and future endeavors.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Independent Study Program: Teacher Credentials	**2023-24 Results** 100% of teachers as of October 2023 **Data Source**: Locally Reported	**2024-25 Results** 93% of general and special education teachers with a teaching credential and EL Authorizations as of October 2024 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	Declined 7%
M1.2	Teachers Appropriately Assigned and Credentialed	**2021-22 Results** Total teaching FTE: 8.99 Clear: 12.5% **Data Source**: Teaching Assignment Monitoring Outcomes, DataQuest	**2022-23 Results** Total teaching FTE: 8.97 Clear: 20% **Data Source**: Teaching Assignment Monitoring Outcomes, DataQuest	Available in 2026-27 LCAP	**Exceed the baseline results**	Total teaching FTE: Declined 0.03 Clear: Increased 7.5%

<table>
<tr>
<td>M1.3</td>
<td>DASS One-Year Graduation Rate</td>
<td>
<table>
<tr><th colspan="2">2022-23 Results</th></tr>
<tr><td>Schoolwide</td><td>92.9%</td></tr>
<tr><td>Hispanic</td><td>93.3%</td></tr>
<tr><td>White</td><td>85.7%</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>91.1%</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
Data Source: CA School Dashboard (Additional Reports)

* Less than 11 students – data not displayed for privacy
</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>Schoolwide</td><td>98.8%</td></tr>
<tr><td>Hispanic</td><td>98.4%</td></tr>
<tr><td>White</td><td>100%</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>98.5%</td></tr>
<tr><td>SWD</td><td>100%</td></tr>
</table>
Data Source: CA School Dashboard (Additional Reports)
</td>
<td>Available in 2026-27 LCAP</td>
<td>Improve Annually or Exceed the 2023 Statewide or County DASS school average:

Statewide: 68.8%

San Bernardino County: 78.3%</td>
<td>Schoolwide increased 5.9%</td>
</tr>
<tr>
<td>M1.4</td>
<td>Combined Four- and Five-Year Graduation Rate</td>
<td>
<table>
<tr><th colspan="2">2022-23 Results</th></tr>
<tr><td>Schoolwide</td><td>41.9%</td></tr>
<tr><td>Hispanic</td><td>40.4%</td></tr>
<tr><td>White</td><td>39.1%</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>40%</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy
</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>Schoolwide</td><td>56.6%</td></tr>
<tr><td>Hispanic</td><td>53.6%</td></tr>
<tr><td>White</td><td>71.4%</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>33.3%</td></tr>
<tr><td>SED</td><td>55.1%</td></tr>
<tr><td>SWD</td><td>66.7%</td></tr>
</table>
Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy
</td>
<td>Available in 2026-27 LCAP</td>
<td>Improve Annually or Exceed the 2023 Statewide or County DASS school average:

Statewide: 54.2%

San Bernardino County: 59.07%</td>
<td>Schoolwide increased 14.7%</td>
</tr>
</table>

<table>
<tr>
<td>M1.5</td>
<td>Chronic Absenteeism Rate</td>
<td>
<table>
<tr><th colspan="2">2022-23 Results</th></tr>
<tr><td>Schoolwide</td><td>1.9%</td></tr>
<tr><td>Hispanic</td><td>2.2%</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>2.5%</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy
</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>Schoolwide</td><td>0%</td></tr>
<tr><td>Hispanic</td><td>0%</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>0%</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy
</td>
<td>Available in 2026-27 LCAP</td>
<td>Improve Annually or Exceed the 2023 Statewide or County DASS school average:

Statewide: 47.1%

San Bernardino County: 52.5%</td>
<td>Schoolwide improved 1.9%</td>
</tr>
<tr>
<td>M1.6</td>
<td>CAASPP ELA: Average Distance from Standard</td>
<td>
<table>
<tr><th colspan="2">2022-23 Results</th></tr>
<tr><td>Schoolwide</td><td>-25</td></tr>
<tr><td>Hispanic</td><td>-28</td></tr>
<tr><td>White</td><td>-53.9</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>-32.1</td></tr>
<tr><td>SWD</td><td>-35.2</td></tr>
</table>
Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy
</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>Schoolwide</td><td>-4.9</td></tr>
<tr><td>Hispanic</td><td>-13</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>-14.2</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy
</td>
<td>Available in 2026-27 LCAP</td>
<td>Improve Annually or Exceed the 2023 Statewide or County DASS school average:

Statewide: -118.2

San Bernardino County: -94.5</td>
<td>Schoolwide improved 20.2 points</td>
</tr>
</table>

M1.7	CAASPP Math: Average Distance from Standard	**2022-23 Results** Schoolwide: -135.9 Hispanic: -128.3 White: -165.8 African American: * 2+ Races: * EL: * SED: -136.6 SWD: -129.3 **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: -109.3 Hispanic: -125 White: * African American: * 2+ Races: * EL: * SED: -109.9 SWD: * **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -192.8 San Bernardino County: -172.7	Schoolwide improved 26.6 points
M1.8	Grade 11 CAASPP ELA: Met or Exceeded Standard	**2022-23 Results** ELA: 42.55% **Data Source:** DataQuest CAASPP Results	**2023-24 Results** ELA: 47.62% **Data Source:** DataQuest CAASPP Results	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 21.8% San Bernardino County: 20.4%	Improved 5.07%
M1.9	Grade 11 CAASPP Math: Met or Exceeded Standard	**2022-23 Results** Math: 8.89% **Data Source:** DataQuest CAASPP Results	**2023-24 Results** Mathematics: 14.64% **Data Source:** DataQuest CAASPP Results	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 3.8% San Bernardino County: 2.7%	Improved 5.75%

M1.10	English Learner Progress Indicator (ELPI)	**2022-23 Results** English Learners: 41.7% **Data Source**: CA School Dashboard	**2023-24 Results** English Learners: 39.3% **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 32.5% San Bernardino County: 36.52%	Declined 2.4%
M1.11	English Learner Reclassification Rate	**2022-23 Results** School Reclassification Rate: 19% **Data Source**: Locally Reported	**2023-24 Results** School Reclassification Rate: 10% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 10%**	Declined 9%
M1.12	Measures of Academic Progress by NWEA: Reading	**2022-23 Results** Schoolwide: 67% Hispanic: 63% White: 90% African American: * 2+ Races: * EL: * SED: 64% SWD: 69% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide: 63% Hispanic: 60% White: 64% African American: * 2+ Races: * EL: 63% SED: 63% SWD: 53% **Data Source**: Locally Reported, as of May 2025 * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Schoolwide declined 4%

M1.13	Measures of Academic Progress by NWEA: Language	**2022-23 Results** Schoolwide 64% Hispanic 69% White 55% African American * 2+ Races * EL * SED 66% SWD 74% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide 74% Hispanic 74% White 81% African American * 2+ Races * EL 75% SED 72% SWD 43% **Data Source**: Locally Reported, as of May 2025 * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Schoolwide improved 12%
M1.14	Measures of Academic Progress by NWEA: Math	**2022-23 Results** Schoolwide 65% Hispanic 64% White 55% African American * 2+ Races * EL * SED 65% SWD 70% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide 68% Hispanic 67% White 77% African American * 2+ Races * EL 59% SED 64% SWD 63% **Data Source**: Locally Reported, as of May 2025 * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Schoolwide improved 3%

M1.15	California Science Test	**2022-23 Results** Schoolwide 13.75% Hispanic 11.48% White 25% African American * 2+ Races * EL * SED 15.39% SWD 9.09% **Data Source**: DataQuest CAASPP Results * Less than 11 students – data not displayed for privacy	**2022-23 Results** Schoolwide 15.91% Hispanic 15.95% White * African American * 2+ Races * EL * SED 11.11% SWD * **Data Source**: DataQuest CAASPP Results * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed the Statewide or County DASS school average:** Statewide: Not available San Bernardino County: Not Available	Schoolwide improved 2.16%
M1.16	Student Attendance or Participation Rate	**2023-24 Results** Schoolwide 91.8% Hispanic 91.6% White 93.3% African American 88.1% EL 87% SED 91.7% SWD 86.5% Foster Youth * Homeless 89.9% Cadet Corps * Pregnant/Parent * **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy **Note:** Cumulative Attendance Rate as of April 2024	**2024-25 Results** Schoolwide 93% Hispanic 91.6% White 96.6% African American 95.5% EL 95.2% SED 92.6% SWD 89.5% Foster Youth * Homeless 83.6% Cadet Corps 97.7% Pregnant/Parent * **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy **Note:** Cumulative Attendance Rate as of March 2025	Available in 2026-27 LCAP	**Greater than 84%**	Schoolwide improved 1.2%

M1.17	Middle School Dropout Rate	**2023-24 Results** Middle School: 0% **Data Source**: Locally Reported **Note:** Middle School Dropout Rate as of April 2024	**2024-25 Results** Middle School: 0% **Data Source**: Locally Reported **Note:** Middle School Dropout Rate as of March 2025	Available in 2026-27 LCAP	**Less than 5%**	There was no change from the 0% baseline
M1.18	High School Dropout Rate	**2023-24 Results** High School: 0.4% **Data Source**: Locally Reported **Note:** High School Dropout Rate as of April 2024	**2023-24 Results** High School: 0.8% **Data Source**: Locally Reported **Note:** High School Dropout Rate as of March 2025	Available in 2026-27 LCAP	**Less than 5%**	Declined 0.4%
M1.19	Student Confidence Survey	**2021-22 Results** Schoolwide: 95% **Data Source**: Locally Reported **Note:** Naviance Confidence Survey Results as of February 2024	**2024-25 Results** Schoolwide: 95% **Data Source**: Locally Reported **Note:** Results as of March 2025	Available in 2026-27 LCAP	**Greater than 90%**	There was no change from the 95% baseline

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 1 aims to increase student engagement and academic achievement by developing, implementing, and adjusting a Pathways Personalized Education Plan (PPEP) for each student. There are seven actions under this goal. **A careful review of each action reveals no substantive differences to report**. Below is a summary of these actions:

- **Action 1**: Fully implemented the use of MAPs by NWEA, Smarter Balanced Interim Assessments, California Educators Reporting System (CERS) and Renaissance (Illuminate) Assessments to inform teaching and learning systems.
- **Action 2**: The school's English Language Development (ELD) Plan was fully implemented to provide comprehensive support for all English Learner students.
- **Action 3**: Each student had a fully developed and implemented Pathways Personalized Education Plan (PPEP). To ensure progress toward individual academic goals and successful postsecondary transitions, which included participation in enriching field trip experiences, school staff leveraged key platforms such as School Pathways and Naviance for ongoing monitoring. Learning Leads and counselors actively participated in the school's Multi-Tiered System of Supports (MTSS) to address students' unique needs and provided

guidance to both students and parents on multiple graduation pathways. Furthermore, teachers delivered live academic instruction specifically designed to enhance student skills in Math and English Language Arts (ELA) and other academic subjects.

- **Action 4**: To further support unduplicated pupils, the school provided additional academic tutoring through instructional support staff and a sustained partnership with a non-profit tutoring organization. Additionally, Learning Leads provided instructional coaching with teachers, focusing on the effective implementation of the Multi-Tiered System of Supports (MTSS). Recognizing the unique needs of special populations and further empowering all students with strong study skills and habits through the AVID program, Counselors, Equity and Inclusion staff, and the Homeless and Foster Youth Liaison offered tailored support and diligently coordinated necessary services.
- **Action 5**: Fully implemented all Special Education services for qualifying students as outlined in their IEP.
- **Action 6**: Conducted systematic monitoring of student engagement and achievement using key Data Integration System platforms, including Naviance, NWEA, Renaissance, and Achieve3000. Published and updated local monitoring tools and instruments to allow timely monitoring of key performance indicators by staff.
- **Action 7**: Staff utilized Ellevation for English Learner monitoring and instructional planning all year. To further support this work, the Data and Assessment Department consistently delivered timely Monthly Storybooks. These reports summarized the progress and achievement of unduplicated English Learners on key indicators, directly informing staff decisions about current programs and services.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are several material differences between Budgeted Expenditures and Estimated Actual Expenditures to report:

- 1.2 increased by 35%
- 1.3 increased by 39%
- 1.7 increased by 13%

This variance is primarily due to the portion of self-insured health and welfare claims paid within the fiscal year. This increase is attributed to the school's commitment to providing fully funded health and welfare benefits, which includes 100% employer-paid coverage for employees and their eligible dependents. The expenditure fluctuates based on volume and nature of the claims submitted. This comprehensive benefits package, while essential to supporting staff well-being, resulted in higher than anticipated costs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The school is confident that all actions under Goal 1 are effectively contributing to successful student outcomes, appropriate for a DASS-identified school. The school has successfully met or is on track to meet the desired outcomes for the current three-year LCAP cycle, as detailed below:

- Independent Study Program: Teacher Credentials
- Teachers Appropriately Assigned & Credentialed
- DASS 1-Year Graduation Rate
- Combined 4- and 5-Year Graduation Rate
- Chronic Absenteeism Rate

- CAASPP ELA & Mathematics
- Grade 11 CAASPP ELA & Mathematics
- English Learner Progress Indicator (ELPI)
- English Learner Reclassification Rate
- NWEA Reading, Language & Mathematics
- California Science Test
- Student Attendance (Independent Study Participation)
- Middle School & High School Dropout Rate
- Student Confidence Survey

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In anticipation of the 2025-26 school year, a key priority for the school is to significantly enhance student mathematics engagement and achievement through the implementation of **Action 4**. This comprehensive initiative will encompass targeted math interventions, the strategic allocation of resources, and the establishment of a **Math Study Group**. This group will foster regular collaboration and professional growth among instructional staff and leaders. Furthermore, the school will integrate two new supplemental math programs into the curriculum: Amplify Desmos and IXL Math.

Based on thoughtful reflections and valuable input from our educational partners, the following actions have been strategically adjusted or added to our plan for the 2025-26 school year:

- **1.3j:** To further cultivate student engagement and ensure equitable access to the full spectrum of school activities, including enriching field trip experiences, the school will utilize sprinter vans.
- **1.6g:** Recognizing the diverse needs of our student population, the school will strategically expand its special education support staff to provide more comprehensive and individualized assistance.

It is important to note that all established targets within Goal 1 will remain consistent for the 2025-26 school year, underscoring our ongoing commitment to these key performance measures.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	a) School staff will administer **Measures of Academic Progress by NWEA** to students in the fall and spring semesters. This data will inform targeted adjustments to curriculum and instructional strategies, ensuring we effectively address achievement gaps and support all students' academic success. b) School staff will administer the **Smarter Balanced Interim Assessments** to students in the fall semester. This data will empower instructional staff to analyze student understanding of grade-level standards and develop systematic strategies for continuous improvement in teaching and learning. c) Using the **California Educators Reporting System (CERS)**, teachers will analyze student progress and create targeted interventions to meet the diverse needs of all students, ensuring success in core subjects. d) To enhance student learning, instructional staff will strategically integrate **Instructure Mastery Connect** formative and summative assessments within the core curriculum. This data-driven approach will enable teachers to analyze student achievement, identify areas for growth, and refine teaching practices to meet the diverse needs of all learners, and inform core curriculum development and adjustments. e) Teachers will analyze student data from **Naviance**, specifically focusing on career exploration, college interests, and learning styles, to create personalized and engaging instructional plans. f) **Data and Assessment Department staff** will systematically collect and analyze data on key student achievement metrics, including student participation, chronic absenteeism, credit completion, potential dropout rates, AP course performance, and Naviance student confidence—and disseminate these findings in **Monthly Storybooks.**	$105,025	No

2	English Learner Assessment and Support Framework	a) School staff will conduct a **Home Language Survey** to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans. b) Instructional staff will **administer the ELPAC** to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification. c) Instructional staff will **collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities**, incorporating academic language development goals to ensure comprehensive support. d) **English Learner Achievement Department (ELAD)** will utilize data analysis to develop evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems. e) Instructional staff will integrate evidence-based **formative and summative English Language proficiency assessments** in personalized one-on-one or small group settings to accurately measure language acquisition. f) Instructional staff will implement **Integrated English Language Development (ELD)** strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners. g) **LREBG Action**: To fully meet the needs of the educational program, instructional staff will provide engaging and dynamic Designated ELD instruction. Utilizing **Summit K12** and blended courses, this personalized instruction will foster essential language skills for content learning, with content and delivery specifically aligned to each student's grade, proficiency, and individual learning needs. This initiative represents an allowable use of funds, as it is specifically designed to address the unique language needs of English Learners. • Metric being used to monitor action: M1.10, M1.11	$121,898	Yes

		• LREBG funds supporting this action: $1,301.68 h) School staff will **research valid and reliable assessments to measure emerging English Learners' native language literacy** to provide equitable access to standards-aligned and rigorous courses of study, provide primary language assistance, and support biliteracy.		

3	Personalized Academic Instruction and Support for All Students	a) To strengthen student support, **Human Resources staff will prioritize the hiring of Resource Center Associates, Learning Associates, and Certificated Teacher Resources**, who will provide tutoring, deliver student learning feedback, and perform other critical instructional support functions. b) **The Student Services Center (SSC) staff will gather comprehensive student data**, including transcripts, report cards, attendance, behavior, and IEP/504 plans, to create Pathways Personalized Education Plans (PPEPs). c) **Teachers will create and manage Pathways Personalized Education Plans (PPEPs)** for each student, using educational records, assessments, academic progress, and post-secondary goals to guide student growth d) Instructional staff will utilize the **School Pathways Student Information System (SPSIS)** to streamline student support by documenting attendance, tracking MTSS interventions, monitoring progress, and recording grades. e) **Counselors** will work with students to develop personalized graduation plans**, offering multiple pathways to a diploma or equivalent**, and facilitating successful post-high school transitions. f) **Teachers will implement live, small-group instruction** designed to provide individualized skill support, enabling students to achieve mastery of course objectives and content standards, and create interactive opportunities to build student connectedness. g) Instructional staff will implement **Spring Academies in April**, providing targeted test preparation in Math and ELA to equip students with the skills/knowledge needed to maximize their proficiency in key claims and targets. h) **Learning Leads** and school administrators will offer support and guidance for **effective MTSS implementation**, facilitating timely interventions to meet the diverse academic, behavioral, and social-emotional needs of all students, and systematically monitoring the	$386,241	No

impact of these interventions.

i) Instructional staff will plan and provide **personalized field trip experiences**, focusing on student interests in career and college pathways, to enhance their exploration of future possibilities.

j) The school will deploy **sprinter vans** to support student engagement in a range of activities, including field trips, school events, and Cadet Corps. This transportation solution will enhance accessibility for students.

k) Identified students will be provided with access to rigorous **GATE programs**, facilitated by specially trained teachers, which will cultivate their talents and intellectual abilities through a challenging and stimulating academic environment, enabling them to reach their full potential.

4	Targeted Math Interventions and Resources	a) Using data analysis, the **Math Study Group** will identify and prioritize key math standards and themes, informing daily instruction and targeted interventions throughout the school year. b) To support effective math instruction, the school will create a centralized, web-based **Teacher Math Resource**, offering readily accessible materials including key math themes, test preparation strategies, tutoring and intervention tools, VR integration guides, lesson plans, and targeted resources for English learners. c) Integrate the interactive features of **Amplify Desmos Curriculum** into weekly math tutorials, enabling students to explore mathematical concepts visually, manipulate variables, and receive immediate feedback, thereby fostering active learning and improved problem-solving skills. **LREBG Action**: Recent data reveals a critical need to improve student performance on the Summative SBA mathematics, particularly for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. To address this, and in accordance with LREBG's allowance for evidence-based learning supports to close learning gaps, we are **implementing IXL Math**. This platform offers personalized learning paths, immediate feedback, and motivational rewards to enhance student math proficiency. By leveraging IXL's adaptive technology, we aim to accelerate learning and effectively target areas of weakness, significantly improving student outcomes and directly contributing to learning recovery for these targeted student groups. • Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7 • LREBG funds supporting this action: $775.65 d) Utilize **Prisms Virtual Reality** mathematics to provide students with hands-on, spatial learning experiences, enabling them to visualize and manipulate mathematical concepts, thus building a strong foundation for grade-level math mastery.	$123,158	No

5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	a. **Learning Leads** and school administrators will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and **implementing the school's MTSS with fidelity**. b. To significantly increase graduation rates, the school will deploy additional **instructional support staff**, including Resource Center Associates, Learning Associates, and Certificated Teacher Resources, who will provide targeted tutoring. This focused support will address specific academic needs, ensuring students successfully complete the required graduation coursework and progress towards their diplomas. c. Partner with a **community-based organization for high-dosage tutoring throughout the school week**. This tutoring is designed to target unique learner needs, focusing on developing effective study habits and accelerating Math and ELA growth. This approach will directly support improved academic outcomes and contribute to closing identified learning gaps. d. **Counselors** will facilitate individualized student meetings focused on collaborative course planning and goal setting. These meetings will empower students to identify their academic, social-emotional, and behavioral needs, and work with counselors to develop tailored strategies for success, including **personalized course recommendations and support plans**. e. To drive increased graduation rates, the **Equity and Inclusion Department will focus on removing barriers to student success**. Through close collaboration with school staff, Equity and Inclusion staff will identify and address the holistic needs of individual students, particularly those facing unique challenges. This includes coordinating academic support, social-emotional resources, and family assistance, ultimately creating a supportive environment that empowers all students to achieve graduation. f. Full implementation of the **AVID Program** to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness.	$411,860	Yes

6	Academic Instruction and Support for Students with Disabilities	a) **Special Education (SPED) staff** will implement a system of frequent IEP reviews to facilitate timely adjustments and ensure personalized learning for all students with disabilities. These reviews will focus on maintaining alignment between IEPs, students' current needs, and evolving goals, enabling responsive and effective educational support. b) **Special Education Learning Lead** will offer support and guidance for compliance and specialized instruction for students with disabilities. c) **Special Education (SPED) staff will collaborate with general education teachers** and support staff to ensure the effective implementation of accommodations, modifications, and supplementary aids as specified in each student's Individualized Education Program (IEP). d) Provide ongoing professional development for all staff members to ensure understanding of **Free Appropriate Public Education (FAPE) requirements** and best practices for supporting students with disabilities. e) Education Specialists will provide **Specialized Academic Instruction (SAI)**. This instruction will be tailored to each student's unique learning needs. They will focus on targeted instruction in areas of need. This ensures individualized support for students with disabilities. f) Education Specialists will coordinate **supplemental services as needed**. Students requiring additional support, such as speech therapy or occupational therapy, will receive services from a nonpublic agency (NPA) certified by the California Department of Education (CDE). This ensures individualized support for students with disabilities. g) **LREBG Action**: To address identified needs highlighted by state and local academic and engagement data, specifically for Students with Disabilities, and focus on improving their performance on SBAs and ensuring graduation within four years of high school, the school is committed to expanding its **special education support team**. This	$653,954	No

resource allocation, an allowable use of LREBG funds, directly impacts student success by integrating evidence-based staff support and ensuring all Students with Disabilities receive the personalized attention and specialized services essential for their academic and personal growth.

- Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7
- LREBG funds supporting this action: $3,682.41

h) Special Education (SPED) staff will offer **ongoing support and consultation to general education teachers** to facilitate the effective implementation of accommodations and modifications within core curriculum areas.

i) By integrating the **principles of Universal Design for Learning (UDL),** we will proactively customize learning activities and materials, ensuring multiple means of engagement, representation, and action/expression, thus fostering accessibility for all students, including those with disabilities.

j) Utilize the California **Practitioners' Guide for Educating English Learners with Disabilities** to ensure effective instruction for dually identified students.

a) The **progress of students with disabilities will be systematically monitored through data-driven assessments**, allowing for timely and targeted adjustments to their intervention strategies. This process will ensure that interventions are responsive to their unique needs and promote optimal learning outcomes.

7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	a) **LREBG Action**: An analysis of English Learner performance metrics, including data related to Long-Term English Learners, Newcomers, and Reclassified Fluent English Proficient (RFEP) students, has informed our instructional strategy. To ensure adequate academic progress, instructional staff will utilize **Ellevation as a comprehensive monitoring system**. This utilization, an allowable use of LREBG funds for additional academic services, specifically diagnostic, progress monitoring, and benchmark assessments of pupil learning, enables the timely adjustment of instructional and supplemental supports • Metric being used to monitor action: M1.10 and M1.11 • LREBG funds supporting this action: $1,306.98 b) Instructional staff will **monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students** through the PPEP Phase Meetings in July, October, January, and other instructional meetings. c) School leadership will implement a **semesterly ELD progress report**, aligned with the CA EL Roadmap, to track student progress in designated ELD courses, attendance, and reclassification readiness. d) To support English Learner success, teachers will provide families with ELD progress reports and **facilitate collaborative meetings** to discuss language acquisition, academic growth, and individual student needs. b) **Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners** performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.	$240,806	Yes

Goal

Goal #	Description	Type of Goal
2	Deliver a comprehensive and challenging curriculum emphasizing 21st-century learning skills aligned with California Content Standards, ensuring accessibility for all students.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 2: Implementation of State Standards (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The school is committed to providing a rigorous and relevant curriculum that prepares students for success in the 21st century. This curriculum is grounded in the development of essential learning skills, including critical thinking, collaboration, creativity, and communication, which are vital for navigating the complexities of the modern global landscape. Adherence to California Content Standards ensures that students not only meet state-mandated educational requirements but also experience high academic expectations. Furthermore, the school prioritizes accessibility and inclusivity, ensuring that all students have equitable opportunities to thrive academically and pursue diverse college and career pathways, thereby maximizing their potential.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	Availability of standards aligned instructional materials to every student	**2023-24 Results** 100% of students **Data Source**: Locally Reported	**2024-25 Results** 100% of students **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100%**	There was no change from the 100% baseline
M2.2	Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Lab Science, World Language, Visual & Performing Arts, College Preparatory Electives, General Electives, Health, Physical Education, Career Technical Education	**2023-24 Results** All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** All students continue to have access and are enrolled in a broad course of study for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100%**	There was no change from the 100% baseline
M2.3	Design and implement programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills	**2023-24 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	**2024-25 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100%**	There was no change from the 100% baseline
M2.4	Increase the annual number of students completing college credit courses	**2022-23 Results** Dual Enrollment: 6 Articulated Credit: 10 Total early college credit: 16 **Data Source**: Locally Reported	**2023-24 Results** Dual Enrollment: 26 Articulated Credit: 15 Total early college credit: 41 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 97 early college courses**	Increased by 26

M2.5	Maintain a comprehensive selection of college-aligned Advanced Placement and Honors course offerings	**2024-25 Results** Advanced Placement Courses Available: 10 Honors Courses Available: 10 Total offerings: 20	**2024-25 Results** Advanced Placement Courses Available: 10 Honors Courses Available: 10 Total offerings: 20	Available in 2026-27 LCAP	**Greater than 140 AP courses**	There was no change from the baseline
M2.6	Maintain High-Quality and relevant established CTE Career Pathways	**2023-24 Results** Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported	**2024-25 Results** Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 11 CTE Career Pathways**	There was no change from the baseline
M2.7	100% of Core Courses will be aligned to CCSS	**2023-24 Results** Core Courses Aligned to CCSS: 100% **Data Source**: Locally Reported	**2024-25 Results** Core Courses Aligned to CCSS: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.8	100% of Science Courses will be aligned to NGSS	**2023-24 Results** Science Courses Aligned to NGSS: 100% **Data Source**: Locally Reported	**2024-25 Results** Science Courses Aligned to NGSS: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline

M2.9	100% of ELA and Social Science Courses will be aligned to ELD Standards	**2023-24 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	**2024-25 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.10	100% of Core Courses will be UC A-G approved	**2023-24 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	**2024-25 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.11	100% of CTE Courses will be aligned to CTE Model Curriculum Standards	**2023-24 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	**2024-25 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.12	Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway	**2022-23 Results** Schoolwide: 0.9% Hispanic: 1.3% White: 0% African American: * 2+ Races: * EL: * SED: 1% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 3.1% Hispanic: 4.1% White: 0% African American: * 2+ Races: * EL: 0% SED: 3.4% SWD: 9.5% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Increased 2.2%

M2.13	Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU	**2022-23 Results** Schoolwide 1.7% Hispanic 0% White 4.3% African American * 2+ Races * EL * SED 1% SWD 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide 4.7% Hispanic 5.2% White 4.8% African American * 2+ Races * EL 0% SED 5.1% SWD 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide improved 3%
M2.14	Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway	**2022-23 Results** Schoolwide 0% Hispanic 0% White 0% African American * 2+ Races * EL * SED 0% SWD 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide 0.8% Hispanic 1% White 0% African American * 2+ Races * EL 0% SED 0.8% SWD 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide improved 0.8%

M2.15	Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher	**2022-23 Results** Schoolwide 0% Hispanic 0% White 0% African American * 2+ Races * EL * SED 0% SWD 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide 0% Hispanic 0% White 0% African American * 2+ Races * EL 0% SED 0% SWD 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide declined 0.5%
M2.16	Maintain a compliant and accessible Work Experience Education (WEE) Program	**2023-24 Results** WEE Program remains compliant and available to all students for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** WEE Program remains compliant and available to all students for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Fully compliant and accessible WEE Program**	There was no change from the baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 2 aims to provide all students with a comprehensive, rigorous, and accessible course of study that prepares them for college and career pathways. This goal includes three actions**, none of which presented substantive differences upon review**. A summary of these actions is as follows:

- **Action 1**: The school's APAC department effectively aligned courses with State Standards, UC a-g, and NCAA requirements. APAC also updated and aligned the school's online curriculum to the Smarter Balanced ELA and Mathematics Assessments Blueprint. Furthermore, based on teacher and student feedback, APAC adjusted both online and textbook curricula. Demonstrating a commitment to inclusivity, the department refined curriculum and materials to be multicultural and diverse. The school also continued its efforts to recruit and challenge students to enroll in advanced curriculum offerings and provided on-site AP Exams.

- **Action 2:** The school ensured equitable access to technology by providing all students requiring home devices with a school-issued Chromebook and internet connectivity. Moreover, the school's ELD program is fully implemented and consistently maintained. Historically underserved student groups continue to have access to a challenging curriculum, including Honors and AP courses, as well as targeted instructional materials and coursework designed to accelerate foundational skills, literacy development, and credit recovery for grade-level advancement and graduation. School counselors and Equity & Inclusion (E&I) staff offered continuous academic advising, support services, and coaching to the school community.

- **Action 3:** School staff benefited from continuous and in-depth professional learning focused on preparing students for their post-secondary journeys. Counselors actively engaged the school community through various informational sessions and training programs covering crucial college and career elements. These included understanding the College Career Indicator (CCI) Prepared Criteria, navigating financial aid applications, earning early college credit, exploring Career Technical Education (CTE) pathways, utilizing the Early Assessment Program (EAP), managing AP exam registration, and engaging in work experience education. To further elevate awareness of college and career requirements, timelines, and processes, the school hosted a dedicated College and Career Week featuring guest speakers from diverse professional fields and higher education institutions. Moreover, the school offered eleven fully developed Career CTE Pathways accessible to all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.2 increased by 32% compared to the planned budget. This variance is primarily due to the portion of self-insured health and welfare claims paid within the fiscal year. This increase is attributed to the school's commitment to providing fully funded health and welfare benefits, which includes 100% employer-paid coverage for employees and their eligible dependents. The expenditure fluctuates based on volume and nature of the claims submitted. This comprehensive benefits package, while essential to supporting staff well-being, resulted in higher than anticipated costs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The school's Goal 2 actions provided all students with a rigorous and well-rounded course of study that **effectively** prepares them for future college and career pathways. The school successfully met, or is on track to meet, the desired outcomes for the end of the three-year LCAP cycle, as outlined below:

- Availability of standards aligned instructional materials to all students
- Provide all students with access to a broad course of study
- Design and implement programs and services to pupils with exceptional needs that promote successful transitions
- Students earning early college credits
- Maintain a comprehensive selection of AP and Honors course offerings
- Availability of CTE Career Pathways to all students
- Core courses aligned to CCSS

- Science courses aligned to NGSS
- ELA and Social Science courses aligned to ELD Standards
- Core courses are UC a-g approved
- CTE courses aligned to CTE Model Curriculum Standards
- Students completing a CTE Career Pathway
- Students completing UC a-g requirements
- Students completing both a CTE Career Pathway and UC a-g requirements
- Compliant and accessible Work Experience Education Program

Educational partners continue to report that Goal 2 Actions are effective in preparing students for post-high school pathways. However, the school plans to enhance LCAP Goal 2 Actions in subsequent years to increase the percentage of graduates who meet the College/Career Indicator Prepared Criteria.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The school remains dedicated to increasing the number of students who graduate with a diploma and meet the College/Career Indicator (CCI) prepared criteria. While our commitment is to enhance the CCI for all students, we are particularly focused on supporting our lowest-performing student groups. Consequently, based on reflections and feedback from educational partners, the following Actions have been adjusted for the 2025-26 school year:

- **2.1a**: The school will develop and implement a new Learning Management System (LMS) in Canvas to provide students with enhanced instruction, engaging activities, and timely feedback. This upgrade aims to offer more accessible resources, personalized learning pathways, and clearer communication of progress, ultimately helping more students earn credits, advance grade levels, and graduate on time.

- **2.1c**: The school is strategically prioritizing the Visual and Performing Arts (VAPA) Department to enrich and innovate art activities, with the goal of increasing student participation in the arts and fostering exploration of diverse art forms.

- **2.3i**: To enhance program monitoring and analysis, particularly regarding equitable access for diverse student groups, staff will develop an Early College Credit Storybook.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds Contributing

1	Dynamic, Engaging and Standards-Aligned Curriculum	a) **LREBG Action**: To elevate student engagement and academic outcomes, the school conducted a comprehensive evaluation of student achievement and engagement data and actively listened to the insights of students and teachers. Based on these findings, the school will develop a tailored **Learning Management System (LMS) on the Canvas platform**. This initiative, an allowable use of LREBG funds for integrating evidence-based pupil support to address other barriers to learning, will focus on designing and implementing interactive content and engaging activities that directly support student learning, promote academic growth, and improve overall achievement. • Metric being used to monitor action: M1.4, M1.6, M1.7, and M1.15 • LREBG funds supporting this action: $28,429.37 b) APAC will maintain course alignment with **Common Core, ELD, and NGSS standards** through continuous review and updates. c) The **Visual and Performing Arts (VAPA) Department** will annually revise its comprehensive arts curriculum to align with state standards and integrate the arts across core subjects. Furthermore, VAPA will explore innovative opportunities, such as virtual reality and local partnerships, to enrich learning through hands-on experiences and cross-curricular projects, ultimately aiming to increase student participation and foster exploration of diverse art forms. d) APAC will regularly review curriculum to ensure alignment with **Smarter Balanced ELA and Math Assessment blueprints**. e) APAC will ensure course alignment with **UC a-g and NCAA requirements** to maximize student college and athletic eligibility. f) APAC will develop and enhance curriculum and instructional resources that integrate **culturally and linguistically responsive content and activities.** g) Instructional staff and counselors will actively **promote the benefits of advanced coursework** (Accelerated, Honors, AP) to students and families.	$198,992	No

2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	a) Provide **Chromebooks and internet services to families** in need of home technology to increase access and equity to the instructional program – close the digital divide. b) APAC will develop curriculum that is customized and blended for English Learners, with the **Universal Design Learning (UDL) Guidelines** to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities. c) Utilize **Achieve3000** as a differentiated literacy program, tailored to individual reading levels, to accelerate learning gains and build content knowledge for English Learners within the school year. d) **LREBG Action**: An analysis of English Learner student achievement data has revealed the need for targeted language and content support. In response, instructional staff will utilize **BrainPop and BrainPop ELL**, a web-based supplemental English language learning platform. This utilization, an allowable use of LREBG funds as a learning recovery program for English Learner students, will provide ELL-specific support, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge. • Metric being used to monitor action: M1.6, M1.10, and M1.11 • LREBG funds supporting this action: $447.25 e) Instructional staff will conduct outreach and recruitment to English Learner, Foster Youth, and Low-Income students with the focus **on providing equitable access to the same educational program** and services as all students, including access to Accelerated, Honors and Advanced Placement (AP), Gifted and Talented Education, and the Early College Credit Program.	$279,592	Yes

3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	a) Curriculum and Professional Development staff will regularly evaluate and update the course offerings list to ensure it reflects the current requirements for **college, university, career, and military pathways**. b) School staff will continue to offer **CTE courses and Certification programs** which are aligned to CTE Model Curriculum Standards. c) School staff will organize an engaging annual **College and Career Week**, connecting students with field experts and representatives through informational presentations and interactive workshops focused on post-secondary opportunities. d) Create a comprehensive **Early College Credit Resource Guide**, including a clear vision and mission, to ensure consistent program implementation school wide. e) Expand **Early College Credit access** for all students through strategic Dual Enrollment and Articulation partnerships with local colleges. f) Proactively inform students and families about Early College Credit academic and social emotional benefits, deadlines and course offerings through **comprehensive counseling outreach**. g) Deliver targeted Early College Credit **information and training through diverse platforms**, including Open House, Senior Night, Family Learning Series, and college workshops. h) **Collaborate with local colleges** to offer comprehensive Early College Credit onboarding, including informational sessions, application support, and orientations. i) **Track and analyze Early College Credit participation** and outcomes through a comprehensive "storybook" approach, with specific attention to diverse student populations (Special Education, English Learners, GATE, Homeless). j) Utilize **professional learning communities to analyze Early College Credit data** ("storybook") and identify trends, strengths, and	$188,920	No

		areas for improvement. k) Proactively collaborate with support staff and homeless liaison to identify and eliminate barriers, guaranteeing **equitable access to tuition-free Early College Credit** for all students, supported by the College & Careers Access Pathways Grant. l) Counseling staff will actively promote and educate students on the benefits of work-based learning opportunities, including the **Work Experience Education Program and Service Learning**, to prepare them for future careers. m) School staff will coordinate and oversee the administration of **Advanced Placement (AP) exams** during designated testing windows, providing students the opportunity to earn college credit and placement. n) To ensure grade 12 students are effectively prepared for diverse post-high school pathways, including college, university, military, and workforce entry, instructional staff will provide **targeted support in the development of their Pathways Portfolio**. This graduation requirement emphasizes the development of digital literacy and strategic planning.		

Goal

Goal #	Description	Type of Goal
3	Implement a targeted, data-driven professional learning system to enhance teacher effectiveness and ensure high-quality instruction schoolwide.	Broad

State Priorities addressed by this goal.

Priority 2: Implementation of State Standards (Conditions of Learning)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The school prioritizes data-informed professional learning, designed to align teaching strategies with the specific academic needs and strengths of students. By analyzing performance data, the school ensures that professional development is relevant and effective, enhancing instructional quality and maximizing teacher impact. This data-driven approach also facilitates ongoing adaptation and refinement of teaching practices to meet evolving educational standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	90% of teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for all pupils, including English Learners	**2022-23 Results** 100% of teachers as of April 2023 **Data Source**: Locally Reported	**2024-25 Results** Not Available **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	N/A
M3.2	90% of teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards	**2022-23 Results** 100% of teachers as of April 2023 **Data Source**: Locally Reported	**2024-25 Results** Not Available **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	N/A
M3.3	English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction	**2023-24 Results** 6 ELAD trainings **Data Source**: Locally Reported	**2024-25 Results** 10 ELAD trainings **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least six English Learner trainings offered throughout the school year**	Increased 4

M3.4	90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	**2023-24 Results** 100% of teachers **Data Source**: Locally Reported	**2024-25 Results** 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	There was no change from the 100% baseline
M3.5	90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	**2022-23 Results** 98% of staff as of April 2024 **Data Source**: Locally Reported	**2023-24 Results** 99% of staff as of March 2025 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	Increased 1%
M3.6	90% of students surveyed will report high levels of satisfaction with their overall educational experience	**2023-24 Results** 100% of students **Data Source**: Locally Reported	**2024-25 Results** 99% of students surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	Declined 1%
M3.7	90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience	**2023-24 Results** 100% of parents and family **Data Source**: Locally Reported	**2024-25 Results** 100% of parents and family members surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	There was no change from the 100% baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 3 centers on equipping instructional staff with continuous support and professional learning to effectively address the diverse needs of students and their families. This goal encompasses three key actions. A comprehensive review indicated that nearly all planned strategies were successfully implemented. Below is a summary of the actions within Goal 3:

- **Action 1**: The Curriculum and Professional Development Department designed and developed a comprehensive Professional Learning Calendar and Catalog based on strategic goals, staff needs, and educational partner feedback. Altus University (AU) provided various professional development opportunities focused on enhancing teacher effectiveness in core standards (CCSS, NGSS, ELD), CTE, online instruction (including LEC certification), curriculum differentiation (including GATE), staff leadership development, and support for new and select teachers. Specialized training was available for Special Education staff (IEP, assessment, differentiation) and instructional staff (WRITE literacy program). Furthermore, the school embedded social-emotional learning in all offerings and provided specific training in college/career readiness (AVID), whole-child support (YMHFA, suicide prevention), and safety protocols (ALICE). Learning Leads utilized a Teaching Observation rubric to conduct observations, ensuring the implementation of professional development learnings.

- **Action 2**: This school year, instructional staff received comprehensive training on the CA EL Roadmap and various aspects of the English Learner Plan, including Designated ELD, ELPAC administration, data analysis, and effective strategies. Specialized training was also provided on implementing the Summit K12 curriculum and addressing the unique needs of newcomer, immigrant, and refugee students. Furthermore, staff received support utilizing Achieve3000 to enhance EL literacy, while counselors focused on college preparation for vulnerable student populations, and all staff learned trauma-informed practices to support Homeless and Foster Youth.

- **Action 3**: In the fall semester, the school provided a Math Literacy Summit centered on data analysis, evidence-based instruction, and support for special populations. The school partnered with a math expert/organization to deliver ongoing professional learning focused on culturally responsive math instruction. Additionally, a Math Study Group met regularly to discuss effective intervention and instruction in independent study. The school also provided training and time for staff to use the California Educators Reporting System (CERS) to analyze student math data and inform instruction for underperforming groups, and the Math Specialist offered professional learning on VR mathematics and strategies for supporting English Learners in math.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences to report for Goal 3.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 3 Actions have significantly enhanced high-quality teaching and learning at the school for **all students**, including unduplicated pupils. Goal 3 Metrics were met for the 2024-25 school year, demonstrating the **effectiveness of these initiatives**. A summary of these achievements is provided below:

- Teachers participated in at least 60 hours of annual professional learning.

- Teachers participated in at least 10 hours of annual Math professional learning.
- English Learner Achievement Department provided at least six trainings focused on supporting the unique needs of English Learner students.
- Teachers have completed Leading Edge Certification (LEC) within three years of their initial employment.
- Staff report high levels of training relevance at Altus University sessions.
- Students report high levels of satisfaction with their educational experience.
- Parents and family members report high levels of satisfaction with their child's overall educational experience.

Our Professional Learning System effectively addresses the specific needs of our educational partners. While school administration is encouraged by the Goal 3 Metric results, we recognize the necessity for continuous and intensive training and coaching for instructional staff to elevate math and ELA achievement further. This sustained focus will guarantee that all students receive high-quality instruction, setting them up for academic success. Professional development remains a central priority in our commitment to maintaining and strengthening teaching excellence.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 3 Metrics will remain unchanged for the 2025-26 school year, as educational partners believe that the current metrics comprehensively measure the effectiveness of the professional learning system.

Based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- **3.1c**: Responding to staff and administrator requests, the school will use LREBG funds for the Clifton Strengths assessment to identify employee strengths. This will inform tailored professional development to improve instruction and learning for better student outcomes.

- **3.1m**: Addressing staff and administrator requests to value students' cultural and linguistic diversity, Altus University will provide LREBG-funded training on culturally and linguistically responsive teaching. This evidence-based training will equip teachers to improve student engagement and learning outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Continuating

1	Professional Learning Focused on Improving Academic Performance for All Students	a) Aligning with strategic initiatives, and responding to staff and partner feedback, the Curriculum and Professional Development Department will design and deliver a targeted **Professional Learning Calendar and Catalog**. b) Altus University (AU) will provide **professional development trainings designed to enhance teacher effectiveness** in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards, ultimately improving student learning outcomes. c) **LREBG Action**: Recognizing the importance of customized training and leveraging individual strengths, as directly requested by staff and administrators, the school will provide access to the **Clifton Strengths** assessment. This, an allowable use of LREBG funds for integrating evidence-based pupil support through staff training, will provide employees with a clear understanding of their unique strengths. Professional development will then be tailored to focus on applying these strengths to enhance instructional practices, improve teaching and learning, and ultimately drive positive student outcomes by fostering a more effective and collaborative learning environment. • Metric being used to monitor action: M3.5 • LREBG funds supporting this action: $627.34 d) Learning Leads and school administrators will conduct formal observations using a **Teaching Observation rubric aligned with the 5 Dimensions of Teaching and Learning framework**. These observations will provide teachers with targeted feedback to support the implementation of professional development learnings. e) Altus University (AU) will provide professional development to increase **staff knowledge of CTE standards and instructional strategies**. This will strengthen CTE programs and improve student transitions to post-secondary education and employment f) Altus University (AU) will provide comprehensive professional development designed to improve teacher online instructional delivery. This program will include training on best practices,	$68,841	No

technology integration, and student engagement, with the added benefit of supporting teachers in achieving **Leading Edge Certification (LEC)**, a national certification demonstrating advanced proficiency in educational technology.

g) To enhance Special Education practices, staff will participate in **specialized training on IEP compliance, assessments, and differentiated instruction**, delivered by experts including the Special Education Administrator, Special Education Learning Lead, School Psychologists, and SELPA personnel.

h) Altus University (AU) will offer professional development to advance equitable teaching practices through differentiation of curriculum and instruction, providing opportunities for educators to earn **GATE certification and demonstrate specialized knowledge**.

i) Offer **staff training in AVID strategies** and other college/career readiness best practices, focusing on areas such as academic support, college application guidance, and student motivation, to improve UC a-g completion rates among low-income students.

j) Altus University (AU) will empower staff to become effective leaders through professional development training sessions and mentorships, featuring **Executive Studies and Fellows Projects** that promote strategic innovation and program advancement.

k) AU provided comprehensive **professional development for new teachers**, covering essential areas such as student engagement, data-driven instruction, MTSS implementation, technology integration, independent study compliance, equity and inclusion, and alignment with the school's vision and values.

l) AU will strategically integrate **social-emotional learning (SEL) activities into all professional development** to empower teachers with the knowledge and skills necessary to support student SEL.

m) **LREBG Action**: Based on feedback from instructional staff and school administrators, who emphasized the necessity of an educational approach that recognizes the importance of incorporating students' cultural and linguistic backgrounds into their learning

experiences and valuing their diverse backgrounds as assets in the classroom, Altus University will provide training on **culturally and linguistically responsive teaching and learning**. This training, which integrates evidence-based pupil support through staff training, and is therefore an allowable use of LREBG funds, will provide teachers with the tools and mindset shifts necessary to increase student engagement and learning outcomes.

- Metric being used to monitor action: M3.5
- LREBG funds supporting this action: $2,613.23

n) Targeted professional development to **support teacher growth and address areas identified for improvement** in annual performance evaluations.

o) Implemented comprehensive professional development focused on the whole child, addressing physical, mental, and social-emotional well-being. This included specialized training in **Youth Mental Health First Aid (YMHFA)** and Suicide Prevention and Intervention.

p) Provide **ALICE Training** and collaborative practice for all school personnel, addressing prevention, mitigation, response, and recovery strategies for violent critical incidents.

q) The school will implement a comprehensive **AI training program for all staff**, addressing the safe and ethical deployment of AI technologies in education. This program will focus on practical applications, data security, and the responsible use of AI to support student learning and administrative efficiency.

r) Professional development will be provided to instructional staff on the pedagogical integration of **Magic School AI**, focusing on how to use the platform to create engaging learning experiences and support student achievement.

s) To ensure the successful transition and professional growth of certificated educators seeking to clear their credentials, the school will provide a tuition-free, mentor-driven **Teacher Induction Program**. This program will emphasize collaborative learning, peer observation, and personalized coaching, empowering teachers to

		refine their pedagogical practices and contribute to a culture of continuous improvement.	

2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	a) Instructional staff will **receive training on the CA EL Roadmap** to build understanding and expertise about the needs of ELs and research-based programs and practices. b) **English Learner Achievement Department (ELAD)** will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Integrated and Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies. c) Instructional staff will receive **specialized training on effectively implementing Summit K12** designated ELD curriculum, student engagement, and proficiency level growth. d) **LREBG Grant**: After analyzing EL student performance on SBAs and graduation rates, the school identified this population as requiring ongoing and specialized support. To provide this, and as an allowable use of LREBG funds focused on providing learning recovery programs for ELs and professional learning, instructional staff will access the **Ellevation Strategies platform**. This platform offers **personalized, on-demand professional learning modules and instructional activities**. These resources include research-based strategies and differentiated instruction techniques, all connected to real-time EL data, enabling targeted and data-informed instruction, and improving performance outcomes. • Metric being used to monitor action: M1.4, M1.6, M1.7, M1.10, M1.11, and M3.5 • LREBG funds supporting this action: $107.10 e) Instructional staff will receive specialized training on how to meet the **unique needs of newcomer, immigrant, and refugee students** who may be new to the country/school system. f) Instructional staff will receive specialized professional learning, including the San Diego County Office of Education's (SDCOE) **WRITE program, focused on enhancing literacy skills** and	$122,328	Yes

		academic achievement for underserved students. g) **Achieve3000 training, coaching and support for instructional staff** which is focused on program integration, best practices, and data analysis which will improve English Learner students' literacy skills. h) Offer **specialized counselor training to equip low-income, foster youth, and first-generation students** with resources for successful college transitions, including financial aid, scholarships, and academic preparation. i) The school will implement professional development for staff on research-based strategies and **trauma-informed practices,** specifically designed to increase school engagement and support the unique needs of homeless and foster youth.		

3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	a) The school will implement a **Math Literacy Summit** during the fall semester to enhance teacher capacity in data analysis, evidence-based mathematical instruction, and strategies for effectively supporting special populations, ultimately improving student math achievement. b) The school will develop a **strategic partnership with a mathematical expert or organization** to deliver ongoing and sustained professional learning that centers on culturally responsive instructional practices in mathematics, ultimately enhancing student achievement. c) The school will implement a regular **Math Study Group** to facilitate in-depth discussion and collaboration among educators on effective academic intervention and instruction strategies specifically tailored for independent study environments, with the goal of improving student outcomes. d) To enhance data-driven instruction, instructional staff will receive comprehensive training, ongoing support, and dedicated time to utilize **CERS for analyzing individual student math achievement data**. This analysis will directly inform targeted instructional planning aimed at improving outcomes for underperforming student groups. e) The Math Specialist will lead professional learning and provide ongoing support to staff on the effective **implementation of Virtual Reality (VR) mathematics.** This initiative will establish clear schoolwide instructional protocols for VR integration within the core curriculum, aiming to significantly enhance student engagement and improve overall math achievement. f) To better support English Learners, the Math Specialist will provide **targeted professional development to teachers, education specialists, and CTRs** on effective curriculum implementation and instructional strategies, focusing on grade-level content access and academic vocabulary development. g) **LREBG Action**: An analysis of student math performance data revealed the need for a supplemental targeted mathematics platform,	$140,714	Yes

		as well as training and support in how to effectively implement it. To meet this need, and as an allowable use of LREBG funds for accelerating progress and closing learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, the school will utilize **IXL Learning**. **Comprehensive training and sustained support** will be provided to instructional staff by IXL Learning, ensuring effective program integration. • Metric being used to monitor action: M1.7, M3.5 • LREBG funds supporting this action: $34.03		

Goal

Goal #	Description	Type of Goal
4	Provide a safe, secure, and supportive school environment that fosters a positive culture for teaching and learning, accessible to all educational partners.	Broad

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A safe, secure, and supportive educational environment is paramount. This positive school climate fosters belonging, trust, and open communication, empowering students to learn and collaborate. It cultivates resilience, academic persistence, and essential social-emotional skills, crucial for both educational and lifelong success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	Maintain a Suspension Rate at 1.5% or less for All Students and Student Groups	**2023-24 Results** Suspension Rate: 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of May 2024	**2024-25 Results** Suspension Rate: 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of April 2025	Available in 2026-27 LCAP	**Less than 1.5%**	There was no change from the 0% baseline
M4.2	Maintain an Expulsion Rate at 1.0% or less for All Students and Student Groups	**2023-24 Results** Expulsion Rate: 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of May 2024	**2024-25 Results** Expulsion Rate: 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of April 2025	Available in 2026-27 LCAP	**Less than 1%**	There was no change from the 0% baseline
M4.3	More than 90% of students surveyed annually will report high levels of School Safety satisfaction	**2023-24 Results** 99% of students **Data Source**: Locally Reported	**2024-25 Results** 96% of students surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	Declined 3%
M4.4	More than 90% of parents surveyed annually will report high levels of School Safety satisfaction	**2023-24 Results** 100% of parents and family **Data Source**: Locally Reported	**2024-25 Results** 99% of parents and family surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	Declined 1%
M4.5	Maintain a School Safety Plan that meets the needs of educational partners and is compliant	**2023-24 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Compliant School Safety Plan**	There was no change from the baseline

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 4 aimed to foster a safe and supportive school culture for all educational partners. Throughout the 2024-25 school year, the three Actions within this goal were **fully implemented and consistently maintained**, resulting in **no significant changes to report**. These ongoing efforts have helped to cultivate a more inclusive and positive atmosphere, benefiting students, staff, and the wider community. A summary of the key initiatives and their impact under Goal 4 is provided below:

- **Action 1**: During the 2024-25 school year, the school took several actions to promote school safety and well-being. We established regular meetings of the Executive School Safety Committee and designated Safety Ambassadors at each Resource Center who participated in quarterly training. Operations and Facilities staff ensured the review and update of safety equipment, while ZenDesk was consistently used for facility management, and Brivo card access controls were utilized at all school locations. Furthermore, based on survey data, the school enhanced mental health services, provided nursing support, and created a Mental Health & Wellness Hub; they also sought input on safety planning and offered annual professional learning for staff on various safety and health-related topics.

- **Action 2**: The school implemented several actions to support student well-being. Equity and Inclusion staff developed a mental health referral process connecting students and families to various supports. Additionally, a Healthy Youth Therapist began providing counseling and case management, while the Healthy Youth Department organized a Wellness Week and the RISE broadcast series. Furthermore, the school implemented AVID's SEL and the Character and Leadership Development Program, and instructional staff offered supportive small group learning environments. Finally, the school updated its website with information on food and wellness resources, and the Meal and Nutrition Program continued to promote student health.

- **Action 3**: School enrollment staff tagged incoming foster youth in the SIS, allowing the Homeless and Foster Youth Liaison to address their various needs through ongoing case management and collaboration with instructional staff. Furthermore, a Healthy Youth Therapist offered targeted support to low-income students and foster youth, and the school integrated relevant resources into its mental health and wellness hub.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.3 increased by 22% compared to the planned budget. This variance is primarily due to increased FTE allocation of Healthy Youth Therapist.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Educational partners expressed high satisfaction with the Goal 4 Actions, recognizing their significant contributions to creating a safe and supportive school culture conducive to teaching and learning. Due to the successful implementation of these actions, the school was able to meet all 2024-25 Metrics. This achievement reflects the **effectiveness** of the strategies in fostering a secure and nurturing environment for the entire school community. A summary of these achievements is provided below:

- Very Low student suspension and expulsion rate.
- High levels of student and parent safety satisfaction.
- Maintain a compliant and comprehensive School Safety Plan that meets the needs of educational partners.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2025-26 school year, all Goal 4 Metrics will remain unchanged, as educational partners are satisfied with them. This continuity reflects confidence in the existing metrics to accurately assess and support the ongoing efforts to maintain a safe and supportive school environment.

However, based upon reflections and educational partner input, the following Actions have been adjusted for SY 2025-26:

- **4.2k**: For the 2025-26 school year, the school will implement an online training curriculum to support lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) cultural competency among teachers and certificated employees, aiming to foster a safe and supportive school environment.

- **4.3e**: the school will deploy calming carts to designated areas to promote student emotional well-being and enhance self-regulation skills. These carts will contain various sensory tools, mindfulness resources, and calming activities, directly supporting social-emotional learning (SEL) initiatives.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Continuating

1	Safe and Supportive School Environment for All Students	a) The **Executive School Safety Committee** will convene regularly to ensure the effective implementation and continuous improvement of the School Safety Plan, fostering a safe and secure learning environment. b) To enhance safety preparedness, each Resource Center will designate a **Safety Ambassador** who will receive quarterly training, serve as an information liaison to colleagues, ensure the implementation of safety protocols, and facilitate discussions on ALICE Training key takeaways regarding preparation for violent critical incidents in the school setting. c) **Operations and Facilities staff** will develop and maintain a comprehensive process for the systematic review and update of critical equipment and tools, including communication systems, emergency response kits, and personal protective equipment, to ensure optimal functionality and readiness. d) The school will ensure healthy and productive learning environments by continuously monitoring and strategically upgrading **HVAC systems** to provide optimal air quality and comfortable temperatures for all students and staff. e) The school will continue to employ the **Brivo Access** system to effectively manage and monitor the flow of students, staff, and visitors into all resource centers, enhancing overall building security. This system ensures that only authorized individuals can access these areas, contributing to a safer learning and working environment. f) To better support student well-being, the school will leverage **California Healthy Kids Survey** data to enhance existing mental health and wellness services and programs. g) The school will provide dedicated **nursing services** to address students' physical health needs and support their social-emotional well-being, fostering a healthy and supportive learning environment. h) **To promote health awareness, the school will display flyers** at each resource center addressing topics such as cold, flu, and	$47,561	No

		COVID-19 symptom differentiation, mental health coping strategies and resources, human trafficking awareness and prevention, suicide prevention, and access to support services. i) The school will expand and maintain the **Mental Health & Wellness Hub**, providing educational partners with consistently updated essential information, evidence-based resources, and strategic partnerships. This hub will continue to address crucial areas such as bullying prevention and intervention, human trafficking of children, mental health support, suicide prevention, teen dating violence, and other related wellness topics. j) The school will conduct **annual professional learning** for all staff, providing essential training on Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR, Fentanyl Awareness, and First Aid to ensure a safe and informed school environment. k) Implement online training curriculum to support lesbian, gay, bisexual, transgender, queer, and questioning **(LGBTQ+) cultural competency training** for teachers and certificated employees to support a safe and supportive school environment. l) School staff will receive training opportunities on **human trafficking prevention,** curriculum and the school's Human Trafficking School Safety Protocol.		

2	Social, Emotional, and Behavioral Support Systems for All Students	a) Equity and Inclusion staff will maintain and strengthen the **mental health referral process**, designed to connect students and families with essential mental health and wellness resources and support systems. This will include facilitating access to school-based services, community-based organizations, and crisis intervention resources such as 988, as well as providing information on key areas like suicide prevention, teen dating violence, and human trafficking awareness. b) To promote student well-being, the Healthy Youth Department will implement a **Wellness Week** focused on key themes of student connection and self-care. Activities and resources will emphasize practical coping strategies, including spending time in nature, staying hydrated, getting enough sleep, exercising, connecting with others, eating healthy food, doing stretches, and practicing gratitude. c) To support students' social-emotional development, the Healthy Youth Department will provide **Resilience in Student Education (RISE)**, a series of live interactive broadcasts focused on building Social and Emotional Core Competencies. These broadcasts will equip students with essential skills for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, contributing to their overall resilience and well-being. d) To foster positive student development, instructional staff will provide **small group learning environments**, both in the resource center and through distance learning, designed to promote positive communication, responsible behavior, and a sense of accountability among students.	$156,208	No

3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	a) The **Character and Leadership Development Program** will provide opportunities for students to develop character and leadership skills while also promoting their health, wellness, and academic achievement. This will include emphasizing the importance of mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices. b) To foster student success, the school will implement **AVID's social and emotional learning (SEL) framework**. This implementation will support students in meeting their diverse needs, pursuing their academic and career goals, and effectively leveraging their college and career readiness skills. e) **LREBG Action**: To support student health and well-being, the school will implement a **Meal Program**. This program will ensure students have access to nutritious meals, with breakfast and lunch provided at no charge. The school will adhere to relevant regulations, and information on additional food assistance programs will be made available to families. • Metric being used to monitor action: M1.16, M4.3, M4.4 • LREBG funds supporting this action: $9,495.55 c) To better support homeless and foster youth, the school will create and integrate dedicated resources within the school's **Mental Health and Wellness Hub**, providing access to essential services and information. d) **Healthy Youth Therapists** will offer counseling services, facilitate connections to school-based and community-based mental health supports, and manage student cases to ensure access to comprehensive services that address their social-emotional, mental health, and physical well-being. e) To promote student emotional well-being and enhance self-regulation skills, the school will deploy **calming carts** to designated areas. These carts will contain a variety of sensory tools, mindfulness resources, and calming activities, directly supporting social-emotional learning (SEL) initiatives.	$31,948	Yes

4	Collaborative Support Systems for Foster Youth	a. School **enrollment staff will identify and tag incoming Foster Youth students within the Student Information System (SIS)**. This process will enable the Homeless and Foster Youth Liaison to provide targeted support and ensure that these students' academic, physical, mental health, and social-emotional needs are comprehensively met. b. The **Homeless and Foster Youth Liaison will provide ongoing case management services** to support students and will collaborate with instructional staff to coordinate resources and interventions as needed.	$53,698	Yes

Goal

Goal #	Description	Type of Goal
5	Provide innovative and engaging community-based resource centers to provide comprehensive support services for students, parents, and families.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)
Priority 3: Parent Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The school is committed to developing innovative, community-based resource centers that provide holistic support for students. These resource centers will integrate advanced technologies, promote well-being, and foster strong community connections to enhance the educational experience. By creating these dynamic spaces, we aim to ensure every student has access to the tools and support necessary to reach their full potential, fostering a culture of growth and collaboration within our community.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.1	100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning	**2023-24 Results** 100% of school facilities **Data Source**: Locally Reported	**2024-25 Results** 100% of school facilities **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of school facilities**	There was no change from the 100% baseline
M5.2	Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events	**2023-24 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels **Data Source**: Locally Reported	**2024-25 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels • LCAP Engagement Surveys • Mental Health Parent Notifications • ParentSquare Weekly Communication **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students**	Increased opportunities for parental and family participation

M5.3	Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences	**2023-24 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways		**2024-25 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways	Available in 2026-27 LCAP	**Maintain or expand opportunities for parental and family member participation for students with exceptional needs**	Maintained opportunities for parental and family participation
M5.4	Maintain connections to community partners that support the academic, physical, and social-emotional needs of students, parents, and family members	**2023-24 Results** 8 community-based partnerships **Data Source**: Locally Reported		**2024-25 Results** 8 community-based partners and alliances **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 8 community partners**	There was no change from the baseline

M5.5	Provide six Family Learning Series Trainings to all parents and family members	**2023-24 Results** 12 Family Learning Series were provided **Data Source**: Locally Reported	**2024-25 Results** 11 Family Learning Series were provided **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 6 trainings**	Declined -1
M5.6	90% of parents will report that Resource Centers provide innovative learning opportunities for students	**2023-24 Results** 98% of parents and family members **Data Source**: Locally Reported	**2024-25** 100% of parents and family members **Data Source**: Locally Reported	Available in 2026-27 LCAP	**More than 90%**	Improved 2%

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 5 focuses on establishing innovative community-based resource centers that actively engage students, parents, and families. Recognizing the school's non-classroom based instructional model, leadership is committed to providing a physical school environment that fosters student interaction, live instruction, access to resources, and regular engagement with school staff throughout the week. The two Actions within Goal 5 are closely aligned in their purpose. Upon review, school staff have determined that there are **no substantive differences to report between their implementation**. A summary of these key Actions follows.

- **Action 1**: School staff offered information and resources at Open House and Senior Night events and provided a Family Learning Series with training and collaboration opportunities. Instructional staff delivered individualized support to families on web-based programs like the SIS Portal, Edgenuity, Achieve3000, and Naviance. The school maintained an Alumni Community to keep graduates connected and involved. Furthermore, Technology and Operations staff maintained innovative resource centers enhanced with educational technology to engage students.

- **Action 2**: The school demonstrated its commitment to accessibility by providing an annual Family Resource Night to educate parents on available programs and services, particularly aimed at historically underserved students. To further enhance access, transportation services were coordinated for Foster Youth to enable their participation at the resource center. The school actively sought input from English Learner families by facilitating interactive ELAC meetings focused on the English Learner Plan and its needs assessment. Moreover, they utilized ELD progress report cards to involve these families in understanding progress and setting goals, alongside offering translated materials and ensuring bilingual staff were available at resource centers.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences to report for Goal 5.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The school community is highly satisfied with the impact of Goal 5 Actions, which successfully increased engagement and innovation. As a result of these efforts, all Goal 5 Metrics were met for the 2023-24 school year, demonstrating the **effectiveness of these initiatives** in fostering a more dynamic and involved school environment. A summary of these achievements is provided below:

- School facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning.
- The school expanded opportunities for parental and family member participation for low-income, English learners, and foster youth students in trainings, advisory meetings, and school events.
- Staff increased opportunities for parental and family member participation for students with exceptional needs.
- Formal partnerships with community-based organizations were maintained by the school to ensure comprehensive support for the well-being of every child.
- Monthly Family Learning Series offered to parents and family members.
- Parents and family members who completed an LCAP Survey reported that the Resource Center provided their child with innovative learning opportunities.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

All Goal 5 Metrics will remain unchanged for the 2025-26 school year, as educational partners are satisfied with their effectiveness. This continuity demonstrates a strong confidence in the current metrics' ability to accurately assess and support the ongoing efforts to establish innovative community-based resource centers that actively engage students, parents, and family members.

However, based on reflections and input from educational partners, the following Actions have been adjusted for the 2025-26 school year to better meet our goals and enhance our initiatives:

- **5.2b**: To further enhance innovative teaching, the school is integrating 3D printing with the acquisition of MakerBot Sketch Large printers. This initiative will offer all students hands-on STEAM exploration. Comprehensive teacher training will support effective technology integration, equipping students for 21st-century careers.

- **5.2d**: To foster instructional innovation, the school will provide instructional staff with access to MagicSchool AI. This will empower them to optimize instructional planning, personalize learning pathways, and develop curriculum that integrates responsible AI usage, leading to more dynamic and effective teaching.

- **5.2e**: Demonstrating a commitment to innovation, the school's California Cadet Corps will offer a novel Aviation Program focused on hands-on learning with unmanned drones. This program is strategically designed to equip students with foundational knowledge and practical skills vital for future careers in piloting and related aerospace industries.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Continuating

1	Strengthening Community: Communication, Support, and Access	a) The school will enhance communication by hosting **Open House and Senior Night events**, providing students and families with direct access to key school information and resources, including academic programs, student support services, and graduation requirements. b) Altus Schools will launch a comprehensive **Family Learning Series** that will empower families in supporting student success. The series will cover key areas including advanced academic programs (AP and Early College Credit), student support services, mental health, responsible technology use, and career pathways. c) Building upon its established **Alumni Community**, the school will further expand opportunities for graduates. Alumni will continue to engage through guest speaking, panel participation in Senior Exhibitions, and ongoing networking initiatives. d) Instructional staff will employ **ParentSquare** to ensure accessible and timely information sharing with students, parents, and families regarding the educational program. This proactive communication will keep everyone informed about academic progress, events, and resources, fostering active participation and a strong school-home partnership. e) To evaluate student well-being and school climate, the school will **administer the California Healthy Kids Survey (CHKS)**, gathering data on student perceptions of mental health, social-emotional health, and their sense of belonging within the school community. f) The school will embed a **confidential feedback form within the Mental Health and Wellness Hub** to facilitate collaborative support. This will allow educational partners to share insights and request assistance while maintaining privacy. g) The school will continue to provide **AltusGo**, a web-based platform that offers students streamlined access to essential school resources, including key instructional tools, resources, and support services. h) The school will leverage technology platforms, including **DocuSign, Zoom, and Adobe**, to enhance collaboration with educational	$544,378	N

partners. DocuSign will streamline digital signatures, Zoom will facilitate virtual meetings, and Adobe will support document sharing and editing. This integrated approach will foster efficient and effective partnerships, ultimately benefiting student outcomes.

i) The Communications Department will **enhance the school website** to provide accurate and timely information to parents and community members, ensuring compliance with all educational requirements. The website will also feature interactive elements, allowing visitors to easily ask questions, provide feedback, and connect with school staff.

j) To maximize reach and recruit students and families in need of innovative learning methods, the school will conduct a **broad marketing initiative encompassing diverse formats** such as bus advertisements, television and radio spots, print materials, and targeted online search campaigns, all focused on re-engagement and post-high school preparation.

k) To recognize and celebrate student accomplishments, the school will provide **promotion and graduation ceremonies** at the end of the academic year. Families and guests are invited to attend these special events, which honor the hard work and achievements of our students.

2	Integrating Advanced Technologies into Education	a) Enhance career exploration and workforce readiness by providing students with immersive **Transfr Virtual Reality** simulations, leading to increased engagement, improved skill retention, and greater confidence in their future career choices. b) The school is expanding its innovative teaching methods by introducing **3D printing with MakerBot Sketch Large printers**. This initiative will provide all students with opportunities to explore STEAM fields through practical, hands-on projects. Teachers will receive thorough training to ensure effective integration of this technology, preparing students for the evolving demands of the 21st century workforce. c) To ensure optimal learning experiences aligned with Next Generation Science Standards, school staff will proactively maintain and enhance facilities, equipment, and instructional materials. This includes integrating **Vernier temperature probes, pH sensors, and motion detectors** into lab activities, allowing students to gather accurate, real-time data for experiments in physics, chemistry, and biology. This commitment to 'best practices' will provide students with a safe and effective lab environment for scientific exploration and discovery, aligning with modern scientific practices. d) Provide instructional staff with access to **MagicSchool AI** to optimize instructional planning, personalize learning pathways, and develop curriculum that integrates responsible AI usage. This will enable educators to effectively leverage AI tools and guide students in navigating the ethical and practical aspects of AI technology. e) The school's California Cadet Corps will offer an innovative **Aviation Program centered on hands-on experience with unmanned drones**. This program is strategically designed to equip students with foundational knowledge and practical skills vital for future careers in piloting and related aerospace industries.	$79,142	N

3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	a) The school will continue to host our annual **Family Resource Night** at the beginning of the school year. This event will empower families, especially those from historically underserved communities, with information about our educational programs and services. We will focus on ensuring equitable access and opportunities for all students. b) To enhance accessibility for foster youth, we will provide **coordinated transportation services** to our resource center. This will enable them to fully utilize the educational support and services offered, fostering their academic success. c) To foster collaborative partnerships, we will facilitate interactive **English Learner Advisory Committee (ELAC) meetings**. These meetings will empower parents to provide valuable input into the English Learner Plan. We will include an annual Needs Assessment within these meetings to directly inform and improve our services. This process will ensure our services are responsive to the needs of English Learners. d) Instructional staff will use **ELD Progress Reports as a tool to initiate meaningful conversations with families of English Learners**. These conversations will focus on assessing student needs and collaboratively developing personalized learning goals. This approach will foster active family involvement in their child's language development. e) The school will ensure accessibility for all families by **providing translated materials and resources** for parents and family members of English Learners. Additionally, we will staff resource centers with **designated translators or bilingual staff** in locations with high enrollment of non-English speaking families. This will facilitate clear communication and support. f) The school will actively facilitate communication by **arranging translation services** in all languages for non-English-speaking parents. These services will be provided for both in-person and virtual parent-teacher conferences and school meetings.	$7,773	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$873,337	$96,559

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
29.453%	0%	$0	29.453%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 5a	CAASPP data highlights significant disparities in academic achievement in both English Language Arts (ELA) and Mathematics, particularly when comparing the performance of English Learners (EL) and Students with Disabilities (SWD) to the schoolwide average. While the school would like to improve performance on both ELA and Mathematics, the data indicates that EL and SED students face considerably greater academic challenges relative to their peers. To address these inequities and foster a more inclusive learning environment, the school will implement a comprehensive support system. This system will integrate academic, social-emotional, and behavioral supports to ensure all students have equitable access to the resources and opportunities they need to succeed. A central focus of this initiative will be to close the identified achievement gaps for our EL and SWD student populations in comparison to the broader student body.	To address the holistic needs of each student, the school has designed a **comprehensive Multi-Tiered System of Support** (MTSS) that teachers, staff, and administrators use to provide targeted support. MTSS is fundamentally proactive, aiming to identify and address student needs before they escalate into more significant issues. This approach benefits all students by maintaining continuous monitoring and support, but it is especially critical for underserved students who may not have access to similar support outside of school. Because MTSS is focused on early intervention, tailored support, and data-driven decision-making, it is especially advantageous for underserved and marginalized student groups, helping to bridge the gap in educational equity.	CAASPP ELA and Math
Goal 1, Action 5b	CAASPP data reveals an achievement gap in both English Language Arts (ELA) and Math, with the school performing below standard. This gap is particularly pronounced for English Learners (EL), Students with Disabilities (SWD) and some other student groups. To address this, the school will implement targeted interventions, including assigning additional support staff to focus on improving ELA and Math skills for targeted student groups. This strategy aims to provide these students with the necessary support to excel in core subjects and close the achievement gap.	To increase academic progress and credit completion rates for targeted student groups, the school will employ additional **instructional support staff that can provide individualized attention** and tailored tutoring to students. While support staff can work with all students, this personalized support is particularly beneficial for students from underserved backgrounds who might face additional barriers to learning, such as language challenges, limited access to educational resources at home, or cultural differences.	CAASPP ELA and Math

Goal 1, Action 5c	Analysis of graduation rates and chronic absenteeism among unduplicated students, particularly Socioeconomically Disadvantaged (SED), indicates an engagement gap compared to their peers. This suggests that SED students face challenges in consistently attending school and completing their education, highlighting the need for targeted interventions and support to improve their engagement and overall academic success.	To improve students' daily study habits and academic proficiency in core subjects, the school will partner with a non-profit organization that can provide **high dosage tutoring opportunities** for students throughout the school week. While this high dosage tutoring will be offered LEA-wide, it will help address and close achievement gaps by providing extra tutoring, mentoring, and academic support. This is crucial for students who might not receive adequate educational support outside of school, helping these students keep up with their peers and grade level expectations.	DASS One-Year Graduation Rate, Combined Four-Year and Five-Year Graduation Rate, CAASPP ELA and Math
Goal 1, Action 5d	Unduplicated students require targeted social-emotional support to address heightened stress and anxiety stemming from personal challenges. These challenges hinder their academic focus, engagement, and post-secondary planning. To thrive academically and personally, these students need a supportive environment that prioritizes their emotional well-being in conjunction with their academic development.	To meet the social-emotional needs of students, **counselors** are trained to provide not only academic but also social-emotional support. This is particularly important for underserved students who may experience high levels of stress and anxiety related to their personal circumstances. Counselors can help students develop coping strategies and resilience in education.	Chronic Absenteeism and Student Attendance
Goal 1, Action 5e	Students require a learning environment that fosters a strong sense of belonging, values diversity, and actively promotes equity and inclusion. This necessitates specialized Equity and Inclusion staff to advocate for underrepresented students, address potential biases, provide access to essential resources, and create safe spaces for students to discuss their identities and experiences. All students deserve to feel valued, empowered, and supported in their academic and personal growth.	To help meet the needs of learners from diverse backgrounds, the school will provide **Equity and Inclusion staff** that can act as advocates for underserved students, ensuring their needs are met within the school system. Equity and Inclusion staff can play a key role in bridging the gap between schools and communities, particularly in marginalized areas. This can help with navigating the educational landscape, assist in accessing services, and providing equitable treatment and opportunities.	Chronic Absenteeism and Student Attendance

Goal 1, Action 5f	NWEA assessment data in Reading, Mathematics, and Language Usage reveals areas for growth. While the schoolwide performance is excellent, there are some student groups that need targeted intervention and support. To address this disparity and equip all students with the necessary skills for future success, the school will implement the AVID program. This program focuses on building academic skills, fostering knowledge acquisition, and preparing students for college and career pathways.	To build academic skills, knowledge, and preparation for future pathways, the school will provide an **AVID Program**. While AVID will be offered LEA-wide, educational partners report that the program provides them with more opportunities to build close relationships with students, which can be especially important for marginalized students who may feel disconnected from the traditional school activities and structures. These relationships can foster a sense of belonging, enhancing a students' academic engagement and motivation to succeed in school.	NWEA Reading, Language, and Mathematics
Goal 2, Action 2a	A significant number of students lack equitable access to essential learning resources, specifically computers and reliable internet service at home. This digital divide hinders their ability to complete assignments, develop 21st-century skills, and access online educational opportunities, ultimately limiting their academic success and future. To ensure equitable access to learning and opportunities, these students need to be provided with the necessary technology and internet connectivity.	To close the digital divide, the school will **provide a Chromebook and/or internet service**s to all families in need to help bridge the digital divide and promote equity in education. Research shows that students from socio-economically disadvantaged backgrounds are more likely to lack access to technology and the internet at home, creating a 'homework gap' that can hinder their ability to fully participate in the educational program. Providing all students with technology and internet access helps ensure equal opportunities for learning and reduces disparities in educational outcomes. The school expects the Altus Connect Program to improve digital access and equity, expand learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication.	Chronic Absenteeism and Student Attendance

Goal 2, Action 2b	While the current curriculum provides a solid foundation, English Learners and students with unique learning profiles require a more inclusive and effective learning experience to ensure equitable access to meaningful and challenging opportunities. To achieve this, the school needs to prioritize the ongoing development and refinement of a blended curriculum model incorporating Universal Design for Learning (UDL) guidelines. This approach will personalize learning experiences, promote greater engagement, and lead to improved outcomes for all students.	To meet the diverse learning needs and styles of all students, the school's curriculum departments (APAC), integrates **Universal Design for Learning (UDL) Guidelines** into the core curriculum. While UDL will benefit all students, educational research indicates that it is vital for underserved students because it creates an inclusive environment that proactively addresses diverse learning needs, including language barriers, disabilities, or different cultural backgrounds. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students.	NWEA Reading, Language, and Mathematics
Goal 2, Action 2c	English Learners (ELs) require enhanced instructional support to accelerate their literacy development and access grade-level content. While existing practices provide a foundation for language acquisition, they do not fully address the diverse learning needs and reading levels within the EL population. To ensure equitable access and accelerate learning gains, ELs need a comprehensive literacy program, such as Achieve3000, that provides differentiated instruction tailored to individual student needs and empowers them to build essential literacy skills.	To improve English language proficiency rates, the school will implement **Achieve3000**, an online literacy platform designed to enhance reading comprehension and vocabulary for all students, including English Leaners. This platform adapts content to individual reading levels and includes a variety of tools and activities to aid in language development. Educational partners indicate that Achieve3000 will likely boost English learners' performance on the ELPAC by aligning texts with students' reading abilities, offering personalized learning paths, and progressively adjusting the difficulty level. Although primarily aimed at English learners, school staff believe this program will also assist other students identified as struggling readers.	CAASPP ELA, ELPI, EL Reclassification

Goal 2, Action 2d	English Learners (ELs) require additional support to accelerate English language acquisition and access core academic content. To enhance language proficiency and ensure equitable learning opportunities, ELs need a supplemental learning program, such as BrainPop and BrainPop ELL, that provides explicit instruction in grammar, builds academic vocabulary, and supports access to core content, ultimately empowering them to thrive academically.	To build literacy skills and content knowledge of English Learner students, the school will utilize BrainPop and BrainPOP ELL as an educational tool that will be integrated into the school's English Language Development (ELD) Program. These resources support ELs through engaging animated videos, comprehensive activities, vocabulary building, grammar lessons, and opportunities for writing and speaking practice, along with promoting cultural awareness. We anticipate that these tools will not only help improve our school's English Language Proficiency Indicator (ELPI) and other engagement metrics, such as attendance rates, but also benefit other students by making learning more enjoyable and aiding in language skill development across various subjects.	CAASPP ELA, ELPI, EL Reclassification, EL Attendance
Goal 2, Action 2e	English Learners (ELs) require proactive support and outreach to ensure equitable access and participation in advanced learning opportunities, including Accelerated, Honors, Advanced Placement (AP), Gifted and Talented Education, and Early College Credit Programs. Currently, ELs may be underrepresented in these programs due to limited awareness among EL families and a lack of targeted recruitment efforts. To address this inequity and ensure that ELs can reach their full potential, the school must implement targeted outreach and recruitment strategies designed to engage EL students and families and provide clear information about advanced learning opportunities.	To increase college and career readiness for English Learners, the school will conduct targeted recruitment of English Learner students to participate in Honors and Advanced Placement (AP) coursework. This initiative not only aims to bridge opportunity gaps but also promotes educational equity by ensuring that ELs have access to challenging academic programs. By encouraging EL participation in these advanced courses, we anticipate a rise in the number of EL students taking advanced coursework and meeting the CCI Prepared criteria as reported on the School Dashboard. Furthermore, as we create and distribute flyers and other informational materials about these opportunities, we expect to see a broader impact on the school community. This visibility will likely encourage greater overall student interest and participation in our Honors and AP programs, thereby enhancing academic engagement and achievement LEA-wide. Participation in AP Courses, Exams, and Early College Credit	Participation in AP Courses, Exams, and Early College Credit

Goal 3, Action 3a	Students require educators to have strong instructional skills in mathematics, particularly in data analysis, and to be equipped with effective teaching strategies that support all learners, including those with special needs. Currently, a lack of support in these areas may hinder students' mathematical development. To ensure students develop strong math skills, educators need professional development opportunities, such as a Math Literacy Summit, focused on data analysis techniques, research-based strategies, and differentiated instruction for diverse learners.	To meet the diverse and unique learning needs of special populations, the school will provide a full day of math professional learning (Math Literacy Summit) focused on evaluating individual student mathematics achievement data and implementing appropriate teaching strategies. By applying evidence-based methods, educators can specifically address and support the unique challenges faced by special populations such as low-income students, foster youth, and English learner students, promoting equity in educational outcomes. This targeted approach not only boosts overall student engagement and achievement but significantly aids those who may lack additional educational support outside of school, leveling the playing field.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3b	Students from diverse cultural backgrounds require culturally responsive instruction in mathematics to ensure equitable learning experiences and outcomes. Currently, educators need further support in implementing these practices effectively. To create inclusive and engaging learning environments that value students' cultural identities and prior knowledge, the school needs to invest in a partnership with a mathematical expert or organization to provide ongoing professional learning in culturally responsive mathematics instruction. This will lead to improved student engagement, achievement, and a deeper appreciation for the cultural relevance of mathematics.	To meet the cultural needs of special populations, the school will partner with a mathematical expert or organization that can provide ongoing and sustained professional learning centered on culturally responsive teaching practices. Culturally responsive mathematical instruction ensures that teaching practices and curricular materials reflect the diverse backgrounds and experiences of all students, making learning more relevant and accessible. This approach is especially beneficial for English learners, low-income, and foster youth as it acknowledges and integrates their unique cultural contexts, thereby increasing their engagement and connection to the material. By fostering a more inclusive and understanding academic environment, students are more likely to participate actively and perform better academically. Ultimately, this leads to higher levels of college and career readiness by equipping students with the confidence and skills necessary to succeed in a diverse and competitive world.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3c	Students require educators who are consistently supported and engaged in ongoing professional learning in mathematics instruction. This includes opportunities for collaboration, exploration of new pedagogical techniques, and effective integration of technology into the curriculum. By investing in a Math Study Group, educators will deepen their understanding of key standards and topics, share best practices, and refine their instructional approaches, ultimately creating a more engaging and effective learning environment where all students have access to high-quality mathematics instruction.	To provide staff with additional collaboration opportunities, the school will organize a Math Study Group that regularly explores new pedagogical techniques. This group's focus on analyzing key standards and discussing effective teaching and intervention methods ensures that instruction is aligned with best practices and tailored to meet diverse learning needs. English learners, low-income, and foster youth students particularly benefit from this action as it fosters an environment of targeted support and intervention, addressing educational gaps and promoting equity in learning opportunities. These improvements in teaching quality and relevance can significantly enhance engagement, understanding, and academic success for these vulnerable student groups, better preparing them for future educational and career challenges.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math
Goal 3, Action 3d	Students require educators who are equipped to effectively utilize the California Educators Reporting System (CERS) to improve math achievement. Currently, a lack of expertise and resources in data analysis and instructional planning may lead to missed opportunities for identifying learning gaps and providing effective interventions. To ensure that all students have access to high-quality instruction and achieve improved math outcomes, educators need dedicated time and professional development focused on CERS data analysis, enabling them to make data-driven decisions, differentiate instruction, and implement targeted interventions.	To enhance student achievement data analysis, the school will provide professional learning focused on how to utilize the California Educators Reporting System (CERS) to aid instructional planning practices. This targeted analysis helps educators identify specific areas where students, particularly those from underperforming groups, are struggling and adjust teaching strategies accordingly. For English learners, low-income, and foster youth, this personalized attention can significantly close achievement gaps by addressing the unique challenges they face. Consequently, this approach not only enhances learning outcomes for all students but is particularly transformative for those who traditionally lack support, thereby boosting their academic achievement and future educational prospects.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3e	Students, particularly English Learners, foster youth, and students from under-resourced communities, require educators who are knowledgeable and skilled in effectively integrating Virtual Reality (VR) technology into mathematics instruction. Currently, a lack of preparedness in this area may create inequitable access to powerful learning opportunities. To ensure that all students benefit from the use of VR in mathematics, educators need professional learning and guidance from a Math Specialist to establish schoolwide protocols and design engaging learning activities that leverage VR to deepen students' understanding of mathematical concepts.	To provide students with innovative teaching and learning methods, the school will provide professional learning centered on effective implementation of Virtual Reality (VR) mathematics. Implementing VR into the math curriculum through established protocols can significantly boost engagement among historically underserved students, as immersive learning environments often increase motivation and understanding by providing interactive and contextual experiences. This strategy aligns with findings that suggest technology-enhanced instruction can lead to improved academic outcomes, particularly in complex subjects like mathematics.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math, Innovative Learning Opportunities for Students
Goal 3, Action 3f	English Learners (ELs) require specialized support and differentiated instruction in mathematics to access grade-level content, develop academic language, and achieve their full potential. Currently, educators may lack the specific training and resources needed to effectively support ELs in mathematics, potentially leading to gaps in understanding, limited engagement, and hindered progress in this critical subject area. To address this, educators need targeted professional development from a Math Specialist, focused on effective strategies for supporting ELs, including curriculum modification, culturally responsive teaching practices, and language acquisition support. This will ensure that ELs can confidently engage with grade-level content, develop essential academic vocabulary, and succeed in mathematics.	To ensure that each instructional staff can tailor teaching strategies to meet the diverse needs of all students, the school will employ a Math Specialist to provide personalized professional learning. The Math Specialist will provide targeted approaches to benefit special populations like low income, English learner students, and foster youth, who may face unique educational challenges that require specialized support to achieve academic success. By equipping teachers with the skills to differentiate instruction and engage these students effectively, the specialist helps create a more inclusive and equitable learning environment where every student can excel.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3g	Based on data analysis and teacher insights, the school has identified a critical need for a supplemental math program with the following key features: rapid identification and remediation of student skill deficiencies, an engaging and user-friendly interface, built-in gamification to enhance motivation, immediate and actionable learning feedback, and robust differentiated instruction to personalize the learning experience and drive significant improvement in math skills.	Data analysis revealed math learning gaps, particularly for English Learners, Students with Disabilities, and other unique learners, necessitating focused intervention for specific student groups. Leveraging allowable LREBG funds, the school will implement IXL Learning, an evidence-based platform providing personalized math instruction and immediate feedback to directly address these needs while also offering supplementary support for all students schoolwide. Comprehensive staff training will ensure effective IXL integration, maximizing its impact on accelerating targeted student progress and fostering mathematical proficiency for everyone. This strategic action directly addresses individual student needs for both remediation and growth, benefiting both identified learners and the wider student body.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math
Goal 4, Action 3a	Students, particularly those navigating challenging personal circumstances, greatly benefit from dedicated programs focused on character and leadership development. Acquiring skills in areas like resilience, problem-solving, and positive communication can provide crucial support and empower them to overcome adversity. Integrating a focus on health and wellness, including mental health strategies, offers vital coping mechanisms and promotes stability, ultimately fostering their academic engagement and overall well-being.	To address this identified need of students, the Character and Leadership Development Program will be particularly beneficial for those navigating challenging personal circumstances, offering crucial support in developing character and leadership skills alongside promoting their health, wellness, and academic achievement. However, it also provides valuable opportunities and resources that can positively impact all students. This includes emphasizing mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices, which are beneficial to everyone.	Student Attendance, Chronic Absenteeism, Student Confidence

Goal 4, Action 3b	To thrive academically and beyond, students need explicit and consistent support in developing their social and emotional learning (SEL) competencies. Implementing AVID's SEL framework will address their diverse needs by equipping them with essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By fostering these competencies, students will be better prepared to navigate their academic journeys, pursue their college and career aspirations with greater confidence, and effectively utilize their college and career readiness skills.	To foster student success, the school will implement AVID's social and emotional learning (SEL) framework, which will be particularly impactful in supporting students with diverse needs and backgrounds as they navigate challenges and pursue their academic and career goals. This implementation will also provide a valuable foundation for all students to enhance their well-being and effectively leverage their college and career readiness skills.	Graduation Rate, Student Attendance, Student Confidence, UC a-g Completion
Goal 4, Action 3c	Students from under-resourced homes, English Learners (ELs), and foster youth often face significant barriers to consistent access to nutritious food, which can negatively impact their health, well-being, and academic success. The implementation of a universal Meal Program addresses these critical needs by ensuring that all students, regardless of their socioeconomic background, language proficiency, or living situation, have access to free and nutritious breakfast and lunch daily. This program will alleviate food insecurity and create a more equitable and supportive learning environment where all students can thrive.	Our school will implement a universal Meal Program to support student health and well-being by providing free breakfast and lunch to all. This ensures consistent access to nutritious food, especially for under-resourced students, fostering a more equitable and supportive environment. By removing financial barriers and stigma, all students can benefit from improved concentration and overall health, leading to greater academic success. We will follow all regulations and provide information on additional food assistance for families.	Student Attendance, Student and Parent Satisfaction
Goal 4, Action 3d	Homeless and foster youth in our school community require equitable access to comprehensive support services that address their unique challenges. Integrating dedicated resources within the Mental Health and Wellness Hub is crucial to ensure these students can readily connect with essential mental health support, information about housing and basic needs, and advocacy, fostering their well-being and academic success.	To effectively address the distinct challenges faced by homeless and foster youth, the school will proactively create and embed targeted resources within the Mental Health and Wellness Hub. This strategic integration will facilitate vital connections to essential health support, provide readily accessible information regarding housing and basic needs, and ensure access to dedicated advocacy services.	Student & Parent Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate

Goal 4, Action 3e	English Learner Students, Foster Youth, and Low-Income students often face unique challenges that can significantly impact their emotional well-being and academic success. These students may experience language barriers, cultural adjustment difficulties, trauma, unstable living situations, and limited access to resources. These factors can lead to increased stress, anxiety, and social-emotional difficulties that hinder their ability to thrive in school.	To address these needs, the school will employ a licensed therapist to provide on-site counseling services. This vital support will offer a safe and confidential space for students to process their emotions, develop coping strategies, and build resilience. By addressing their mental health needs, the school aims to improve students' overall well-being, enabling them to better focus on their academics, engage more fully in school activities, and cultivate a positive sense of self within the school environment.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate
Goal 4, Action 3f	Students need access to resources and strategies that support their social-emotional learning (SEL) to promote their emotional well-being and enhance self-regulation skills. The deployment of calming carts with sensory tools, mindfulness resources, and calming activities will address this need. This initiative is particularly beneficial for multilingual students, who may experience heightened stress due to language barriers; for foster youth, who often require additional support in managing complex emotions; and for students from under-resourced households, who may have limited access to such resources outside of school. By providing these tools, the school aims to create a more supportive and equitable environment, enabling all students to develop essential self-regulation skills and improve their overall emotional well-being.	Calming carts strategically placed throughout the school will be accessible to all students, providing immediate support for emotional regulation. While particularly beneficial for students with sensory processing sensitivities, anxiety, or difficulty managing intense emotions, all students can utilize the carts to practice mindfulness, de-escalate stressful situations, or simply take a moment for quiet reflection, thus fostering a school-wide culture of emotional well-being and self-awareness.	Student Attendance, Suspension Rate, Student and Parent Satisfaction

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 2a	English Learner (EL) students need individualized support to thrive academically and integrate smoothly into the school. These students arrive with diverse language backgrounds and varying English proficiency levels. A quick assessment of their needs is critical, and the school will use a Home Language Survey to determine each student's English abilities. This information will be used to create customized EL plans that provide the specific language support and resources needed for success.	To provide language support and educational resources for EL students upon their initial enrollment in a California public school, the school will utilize a Home Language Survey to quickly assess the English proficiency levels of new students. This initial evaluation is crucial for designing customized English Learner (EL) plans that cater specifically to each student's language needs. By providing tailored support from the outset, these plans help EL students acclimate faster and more effectively, enhancing their overall academic success and integration into the school environment.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2b	English Learner (EL) students need ongoing monitoring of their language development to ensure they receive effective instruction and support tailored to their individual needs. To achieve this, the school will administer the ELPAC, which will provide valuable data to inform teaching strategies and resource allocation.	To accurately monitor the language development of English Learner students over time, the school will administer the ELPAC. Staff will use ELPAC data to make informed decisions about teaching strategies and resource allocation, ensure that instruction is effectively tailored to meet the needs of EL students. By identifying areas where students require additional support or intervention, the school can provide targeted assistance to help ELs overcome specific challenges in language acquisition. Additionally, the results from the ELPAC play a critical role in determining when a student has met the criteria for reclassification from English Learner status, which can significantly impact their educational trajectory and access to a broader range of opportunities.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2c	English Learner (EL) students with disabilities require specialized support that addresses both their language acquisition needs and their individual learning differences. To ensure these students receive a truly equitable education, the school will incorporate academic language development goals into their Individualized Education Programs (IEPs).	To meet the unique needs of English Learners with disabilities, the school will incorporate academic language development goals into their IEPs. This comprehensive approach facilitates a more inclusive learning environment, enabling students with disabilities who are also ELs to make meaningful progress both linguistically and academically. Ultimately, such targeted and integrated support structures are crucial for ensuring that all students have the opportunities and resources necessary to succeed in school and beyond.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2d	English Learner (EL) students require teaching strategies that are specifically tailored to their unique learning needs and language acquisition stages. To achieve this, the school's English Learner Achievement Department (ELAD) will take a data-driven approach to inform and continuously improve teaching practices.	To develop schoolwide teaching strategies that meet the unique learning needs of EL students, the school's English Learner Achievement Department (ELAD) will meet regularly, collaborate, conduct data analysis, and share best practices with instructional staff. By analyzing performance and engagement data of EL students, ELAD can identify what methods are most effective in various aspects of education such as curriculum design, instructional strategies, and family involvement. This data-driven approach allows for continuous improvement in teaching practices and learning materials, ensuring they are aligned with the actual needs of EL students. Additionally, leveraging insights from data analysis ensures that professional development for teachers is relevant and impactful, promoting better outcomes for students.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2e	English Learner (EL) students require ongoing monitoring of their language development through personalized assessments to ensure they receive targeted instruction and support. To achieve this, the school will design and implement evidence-based formative and summative assessments conducted in personalized academic settings.	To monitor and respond to EL student language acquisition, the school will design and implement evidence-based formative and summative assessments by staff in personalized academic settings. Conducting these assessments one-on-one or in small groups ensures a tailored approach, allowing educators to precisely gauge each student's language proficiency and progress. This personalized assessment method helps identify individual strengths and areas needing improvement, facilitating targeted instruction that effectively addresses specific learning needs. Additionally, this strategy enhances the reliability of the data collected, enabling schools to make informed decisions about language support programs and instructional interventions.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2f	English Learner (EL) students need integrated language and content instruction to effectively acquire English proficiency while simultaneously mastering grade-level academic material. To address this need, the school will implement dynamic Integrated ELD strategies.	To support EL students, acquire language proficiency and understanding of core content, the school will implement dynamic Integrated ELD strategies. By embedding language development within the teaching of subjects like math, science, and social studies, instructional staff will provide ELs with constant, context-rich opportunities to practice and enhance their English skills. This integrated approach ensures that ELs are not isolated in language classes but are actively applying and expanding their language skills in meaningful, academic contexts. As a result, it supports dual objectives—boosting English fluency and achieving grade-level content mastery—thus promoting overall academic success and equity in education.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2g	English Learner (EL) students need personalized and rigorous Designated ELD instruction to effectively develop the language skills necessary for academic success. To meet this need, the school will implement a blended learning approach, combining instructional tools like Summit K12 with ELD Courses.	To offer a personalized and rigorous Designated ELD, the school will blend instructional tools such as Summit K12 with ELD Courses. This personalized approach ensures that instruction is precisely calibrated to each student's unique learning profile, promoting more effective language acquisition. By focusing on critical language skills that are essential for understanding and engaging with English-based academic content, this strategy supports ELs in becoming more proficient in English. Ultimately, such tailored instruction not only enhances the students' ability to perform in English-speaking academic environments but also lays a strong foundation for their future educational success.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2h	Emerging English Learner (EL) students need their native language literacy skills accurately assessed to ensure equitable access to rigorous academic content and effective language support. To achieve this, the school will research and implement valid and reliable assessments to measure these skills	To support the unique needs of emerging EL students, the school will research valid and reliable assessments to measure their native literacy skills. By accurately assessing these skills, school staff can ensure ELs have equitable access to rigorous, standards-aligned courses that are appropriate for their linguistic and academic levels. Additionally, providing primary language assistance and supporting biliteracy not only aids in the retention and development of the students' first language but also enhances their English acquisition. This comprehensive approach fosters academic success in both languages, supporting overall educational equity and proficiency.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 7a	EL students represent a diverse group with varying levels of English language proficiency, cultural backgrounds, and academic needs. To ensure their academic success and future opportunities, these students require individualized support tailored to their unique circumstances. This includes differentiated instruction, targeted interventions, and access to appropriate resources that address their language and learning needs. Early identification of any learning gaps or challenges is essential, allowing educators to provide timely support and prevent these challenges from hindering their progress. Furthermore, educators need access to comprehensive and current data on each EL student's language development and academic performance to make informed decisions about instruction and support. Equitable access to the same academic opportunities and resources as their native English-speaking peers is crucial to ensure EL students are fully prepared for college and careers.	To monitor and analyze the academic progress of EL students, school staff will utilize Ellevation. This centralized tracking system enables educators to tailor instructional and supplemental support specifically to the needs of these students, promoting better educational outcomes by addressing individual and group challenges directly and timely. By consistently monitoring student progress and adjusting supports as needed, the school can ensure that all English Learner students are advancing towards fluency and academic success, crucial for their college and career readiness.	ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate, College and Career Indicator (CCI)

Goal 1, Action 7b	Long-Term English Learners (LTELs), students who have been learning English for an extended period but haven't yet attained proficiency, require ongoing support and targeted interventions to ensure continued academic progress. These students often face unique challenges that can hinder their learning, such as gaps in academic content knowledge, difficulty with complex language structures, and potential social-emotional barriers. To address these needs, LTELs benefit from consistent monitoring of their academic performance and timely adjustments to their educational strategies. This requires collaborative efforts among educators to identify areas where LTELs are excelling or struggling and to develop individualized support plans that address their specific needs. A structured approach to collaboration and data analysis is essential to ensure that LTELs receive the appropriate support to accelerate their language development and achieve academic success.	The planned PPEP meetings in July, October, and January directly address the needs of LTELs by providing a structured framework for ongoing monitoring and collaboration. These regular meetings will bring together school instructional leaders, counselors and teachers to analyze student data, identify trends, and make data-driven decisions about instructional strategies and interventions. This collaborative approach ensures that LTELs receive consistent support throughout the school year and that any emerging needs or challenges are addressed promptly. By fostering a unified approach to supporting LTELs, these PPEP meetings will help create a learning environment where these students can thrive academically and progress towards English proficiency and overall academic success.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 7c	EL students are on a unique language learning journey, and their progress towards English proficiency needs to be carefully monitored, documented, and communicated effectively to all stakeholders involved in their education. Clear and comprehensive progress reports are essential to track their development across different domains, identify areas of strength and weakness, and inform targeted support and interventions. These reports should be aligned with established language development frameworks, such as the CA EL Roadmap, to provide a standardized and consistent measure of progress. Furthermore, EL students and their families benefit from transparent and accessible communication about their language acquisition journey, including their achievements, challenges, and the strategies being implemented to support their growth. This shared understanding fosters a collaborative partnership between school, families, and students, empowering everyone to contribute to the student's success.	Creating semesterly EL Progress Reports aligned to the CA EL Roadmap directly addresses these needs. These reports will provide a detailed account of each EL student's language development and academic progress, highlighting their achievements and pinpointing areas where they may be facing challenges. By utilizing a standardized framework, the reports will offer a clear and consistent measure of progress, enabling educators to identify specific needs and tailor interventions accordingly. Moreover, the progress reports will serve as a valuable communication tool, ensuring that teachers, parents, and administrators are well-informed about the student's language acquisition journey and can work together to provide the necessary support. This collaborative approach, facilitated by the progress reports, will empower EL students to overcome obstacles, accelerate their language development, and ultimately achieve reclassification as Fluent English Proficient.	Attendance, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate
Goal 1, Action 7d	EL students need their families to be active partners in their education. Families need to understand how their children are doing in school, both with learning English and in their other subjects. They also need to know how they can help their children at home. To do this, families need clear information about their child's progress and a chance to talk with teachers about what they can do to support their child's learning.	The school will give families ELD Progress Reports that are easy to understand. These reports will show how their child is doing with English and in their school subjects. The school will also invite families to meet with teachers and talk about the reports. This will help families understand their child's progress and learn how they can help at home.	Attendance, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate

Goal 1, Action 7e	EL students often require specialized support to succeed academically. Schools need to closely monitor their progress, identify achievement gaps, and implement timely strategies to address these challenges. This requires a robust system of data analysis that disaggregates data to understand the unique needs of ELs. By analyzing data through an equity lens, schools can pinpoint areas where EL students may be struggling and develop targeted interventions to close those gaps. This data analysis should also inform professional development for educators, equipping them with the knowledge and skills to effectively support EL students.	The Monthly Storybook created by the Data and Assessment Department will provide a regular snapshot of student achievement, specifically for ELs. This disaggregated data will offer valuable insights into trends, areas needing attention, and potential opportunity gaps. By focusing on equity, the Storybook will help identify any disparities in outcomes. This will enable the school to implement targeted professional development, adjust practices, and allocate resources effectively to ensure that all EL students receive the support they need to succeed. This data-informed approach will promote a more equitable learning environment where EL students can thrive.	Attendance, Chronic Absenteeism, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate
Goal 3, Action 2a	English Learner (EL) students require targeted support to develop language proficiency and achieve academic success. Many struggle to access core content due to language barriers, hindering their progress and limiting future opportunities. To address this, teachers need ongoing professional development on effective instructional strategies for ELs, including training on the CA EL Roadmap. This will create a more inclusive and equitable learning environment, ultimately preparing all students for college and career readiness.	To meet the professional learning needs of staff, the school will provide ongoing and sustained training focused on the key components of the CA EL Roadmap. This will ensure teachers are equipped to deliver effective, research-based instruction tailored to English learner (EL) students, thereby enhancing their language proficiency and academic success. This training fosters an inclusive and equitable learning environment, promoting cultural understanding and respect for diversity. Ultimately, it supports compliance with state mandates, improves overall school performance, and prepares all students for college and career readiness.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2b	English Learner (EL) students at Altus Schools have diverse learning needs that require targeted support to ensure their academic success and well-being. Teachers and staff need comprehensive training and support in implementing the Altus Schools English Learner Plan, including professional development on effective instructional strategies, accurate assessment, and data-driven decision-making. This will help address the unique academic and social-emotional needs of ELs, creating a more inclusive, equitable, and supportive learning environment where all students can thrive.	To ensure that the Altus Schools English Learner Plan is effectively implemented schoolwide, the English Learner Achievement Department (ELAD) will provide training, support, and coaching to instructional staff. This targeted professional development promotes the use of evidence-based instructional strategies, accurate assessment, and data-driven decision-making, fostering a more inclusive and equitable educational environment. Additionally, addressing both the academic and social-emotional needs of different EL typologies helps create a supportive and responsive learning atmosphere for all English learners.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2c	EL students have diverse learning needs and require personalized instruction to reach their full potential. To achieve this, teachers need training and support in effectively utilizing Summit K12, a platform that provides targeted resources and strategies for differentiated instruction. Mastery of this platform will allow educators to better monitor student progress, make data-driven decisions, and provide individualized support, ultimately leading to increased student success.	To ensure effective utilization of Summit K12, the school will provide professional learning to staff. This will equip teachers with targeted resources and strategies to deliver effective, personalized instruction, ensuring that students' diverse needs are met. Additionally, the curriculum supports ongoing progress monitoring, allowing educators to make data-driven decisions that further support student success.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2d	Our analysis of English Learners' performance, particularly in math, ELA, and graduation rates, indicates a need for focused and sustained support. To address this, instructional staff will utilize the Ellevation Strategies platform, which offers tailored professional learning and data-driven instructional resources specifically aimed at enhancing outcomes in these key areas for EL students.	Recognizing the need for ongoing and specialized support based on EL student performance on SBAs and graduation rates, instructional staff will utilize the Ellevation Strategies platform. This platform offers personalized, on-demand professional learning modules and instructional activities, including research-based strategies and differentiated instruction techniques. Connected to real-time EL data, these resources enable targeted and data-informed instruction aimed at improving performance outcomes.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2e	Newcomer, immigrant, and refugee students often arrive with diverse needs, including language barriers, cultural differences, and potential trauma. To support their academic success and well-being, staff require training in cultural competence, trauma-informed practices, and language acquisition strategies. Providing access to ongoing coaching, multilingual resources, and community partnerships will further equip educators to create a welcoming and supportive learning environment where these students can thrive.	To meet the professional learning needs of staff, the school will provide staff training focused on how to support and integrate newcomer, immigrant, and refugee students in the school system. Training will focus on cultural competence, trauma-informed teaching practices, and language acquisition strategies. Additionally, offering ongoing coaching and access to resources, such as multilingual support materials and community partnerships, ensures staff are well-prepared to address the diverse needs of these students. Creating opportunities for staff to collaborate and share best practices fosters a supportive learning environment for both educators and students.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2f	Our analysis of state and local assessment results for English Learners and Low-Income students points to areas where literacy skills can be significantly enhanced. This data underscores the importance of implementing targeted strategies to support their academic growth in literacy.	Informed by state and local assessment data identifying opportunities to improve literacy skills for English Learners and Low-Income students, instructional staff will receive specialized professional learning, including the SDCOE's WRITE program, focused on implementing targeted strategies to accelerate their literacy and academic achievement.	Professional Development Hours, Training Relevance, NWEA Reading & Language, SBA ELA
Goal 3, Action 2g	English learners require differentiated instruction and support to accelerate literacy development and achieve academic success. Teachers need professional development on effectively implementing Achieve3000, including best practices and data analysis techniques. This will empower them to personalize learning, track progress, and provide targeted instruction, ultimately leading to improved literacy skills and academic outcomes for English learners.	To improve educators' ability to integrate Achieve3000 into their teaching, the school will provide professional learning focused on how to effectively implement the program and review best practices. The focus on data analysis enables teachers to track progress and tailor instruction to meet individual student needs, ensuring targeted support. This comprehensive approach leads to improved academic outcomes and greater overall success for English learners.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2h	Low-income, foster youth, and EL students face barriers to accessing and navigating the college application process. These students need specialized support to pursue higher education. School counselors require training to address the unique challenges these students face, including financial aid and scholarships. This will ensure equitable access to post-secondary education and increase college enrollment for these underserved populations.	To increase the rate of EL students, low-income, and foster youth enrolling in college, the school will provide specialized training to counselors. This will ensure all school counselors are equipped to support and provide tailored guidance on the college application process, including financial aid opportunities and scholarship applications. They can offer targeted workshops and one-on-one advising sessions to address the unique challenges faced by low-income, foster youth, and first-generation students. Additionally, counselors can create partnerships with community organizations and colleges to provide resources and support systems that facilitate college readiness and enrollment.	Student Satisfaction, Parent Satisfaction, UC a-g Requirements
Goal 4, Action 4a	Foster youth often experience unstable living situations, leading to frequent school changes, gaps in learning, and difficulty building relationships within the school community. They may also face social and emotional challenges stemming from trauma and separation from family. These factors can significantly impact their academic performance and overall well-being.	To proactively address these needs, the school will employ a Foster Youth Liaison. This dedicated advocate will work closely with students, families, and school staff to ensure coordinated services and a supportive learning environment. By addressing the unique educational and emotional needs of foster youth, the school aims to improve their academic success and foster a sense of belonging.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate

Goal 4, Action 3b	Foster youth face unique challenges that can significantly impact their educational experience and overall well-being. These students often experience academic instability due to frequent school changes and may struggle with social and emotional difficulties stemming from trauma and separation from family.	To ensure these vulnerable students receive the necessary support, the school's Homeless and Foster Youth Liaison will provide comprehensive case management services. This includes coordinating with teachers, counselors, and community resources to develop individualized plans that address each student's academic, physical, and emotional needs. The liaison will closely monitor student progress, offer ongoing mentorship, and facilitate access to essential services such as tutoring, mental health counseling, and necessities. Furthermore, the liaison will act as an advocate, ensuring that the rights of foster youth are protected, and their voices are heard within the school system. This proactive and holistic approach aims to create a stable and supportive learning environment where foster youth can thrive academically and personally.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate
Goal 5, Action 3a	Families of historically underserved student groups often face barriers to accessing information and resources regarding specialized programs and services offered by the school. This lack of awareness can limit their ability to effectively advocate for their children and support their academic success.	To address this need, the school will host an annual Family Resource Night. This event will provide a welcoming and informative space for families to learn about available programs, connect with school staff and community partners, and gain the knowledge and tools needed to navigate the educational system. By fostering stronger school-family partnerships and promoting open communication, this initiative aims to empower families and ensure equitable access to resources for all students, ultimately leading to improved academic outcomes and a stronger sense of community engagement.	Parental Involvement, Chronic Absenteeism, Attendance Rate, Graduation Rate, Parent Satisfaction

Goal 5, Action 3b	Foster youth frequently experience placement changes and instability, which can disrupt their education and negatively impact their academic progress and emotional well-being. These disruptions often result in frequent school transfers, making it difficult for these students to maintain consistent learning environments, build relationships with peers and teachers, and access essential academic support.	To address this, the school will coordinate transportation services to ensure that foster youth can remain in a familiar school setting even if their living situation changes. By providing this stability, the school aims to improve academic outcomes, promote a sense of belonging, and support the emotional well-being of foster youth. This initiative also ensures compliance with legal mandates designed to protect the educational rights of this vulnerable population, promoting equity and educational continuity.	Community Partners, Chronic Absenteeism, Attendance Rate, Graduation Rate
Goal 5, Action 3c	English Learner (EL) students and their families often face unique challenges in navigating the educational system and advocating for their specific needs. Limited English proficiency can create barriers to communication and participation in school activities, potentially hindering students' academic progress and overall school experience.	To address this, the school will facilitate interactive English Learner Advisory Committee (ELAC) meetings. These meetings will foster a collaborative environment where parents can actively engage with school staff, share their insights and concerns, and contribute to the development of strategies that support EL students. This increased parental engagement will lead to more tailored support, improved communication, and a stronger sense of partnership between the school and EL families. Additionally, conducting an annual Needs Assessment will ensure that the school's English Learner Plan remains responsive to the evolving needs and challenges faced by EL students and their families, promoting equitable access to educational opportunities and resources.	Parent Involvement, ELPI, EL Reclassification, Parent Satisfaction

Goal 5, Action 3d	Parents of English Learners (EL) can find it challenging to fully understand their child's language development and academic progress. Traditional report cards may not adequately capture the nuances of language acquisition.	To address this, the school will develop and share comprehensive English Language Development (ELD) Progress Reports through parent-teacher conferences. These reports will provide detailed information on students' language proficiency growth, highlighting their strengths and areas for improvement. This increased transparency and communication will empower parents with a deeper understanding of their child's learning journey and enable them to actively participate in setting goals and contributing to their child's education. This collaborative approach ensures that educational strategies are personalized and effective in supporting the success of EL students.	Parent Involvement, ELPI, EL Reclassification, Parent Satisfaction
Goal 5, Action 3e	Students with parents and family members with limited English proficiency often face barriers to accessing and understanding essential school information, hindering their involvement in their child's education.	To meet this need for seamless communication and inclusive support for all families, especially our English Learner community, the school will implement a proactive translation protocol for all key school documents and announcements. Simultaneously, we will strategically allocate bilingual staff to resource centers serving a significant number of non-English speaking families. This will enable immediate and effective communication, fostering stronger home-school connections.	Parental Involvement, Parent Satisfaction
Goal 5, Action 3f	The substantial communication challenges faced by many non-English-speaking parents limit their full participation in their children's educational journey, affecting involvement in teacher conferences and other school activities.	To foster equitable partnerships and ensure all parents can actively participate in school conferences and meetings, there is a crucial need for comprehensive translation services in all languages, both in person and virtually. Providing these services will create a more inclusive and supportive school environment for all families.	Parental Involvement, Parent Satisfaction

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

In our plan, all Actions undertaken to meet the increased or improved services requirement are directly associated with specific funding sources. The school had a total of eight Contributing Actions, five of which are Limited Actions. Each action has been carefully planned and budgeted to ensure adequate financial resources are allocated to support their implementation. By linking every action to its respective funding source, we maintain transparency and accountability in our efforts to enhance educational services. This comprehensive approach ensures that all planned improvements are financially sustainable and effectively contribute to our overall goals.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Altus Schools Mirus, like many other Local Education Agencies (LEAs), has faced challenges in increasing staff this year due to widespread hiring difficulties. As a charter school, AS Mirus doesn't have traditional comparison schools for calculating staff increases. Despite these challenges, the school has prioritized recruiting and hiring qualified instructional staff to directly support students, especially for Certificated Teacher Resource (CTR), Resource Center Associate (RCA), and Learning Associate (LA) positions.

These additional support staff, as outlined in Goal 1, Action 3, will provide targeted tutoring to boost student progress and course completion, particularly for the lowest achieving student groups, and unique learners. These roles are vital for delivering one-on-one and small group instruction to improve student proficiency in Mathematics and English Language Arts. Educational partners believe these new positions will help the school enhance student engagement, achievement, and college/career readiness.

To overcome recruitment challenges, the school’s Human Resources (HR) Department is dedicated to enhancing its strategies for attracting and retaining high-quality instructional support staff. HR has diversified its recruitment channels to access broader talent pools, leveraging platforms such as EDJOIN, LinkedIn, and Handshake. Their proactive approach also includes participating in virtual and in-person job fairs, distributing flyers within the community, and forming partnerships with surrounding colleges and universities. These comprehensive efforts underscore the school’s unwavering commitment to staffing for optimal student success.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:57
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:14

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$2,965,140	$873,337	29.453%	0.000%	29.453%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,542,096	$ 955,521	$ 9,292	$ 456,128	$ 3,963,037.00	$ 2,828,118	$ 1,134,919

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	All	No	LEA-wide	All	All	Ongoing	$ 99,400	$ 5,625	$ 76,127	$ 16,043	$ -	$ 12,855	$ 105,025	0.000%
1	2	English Learner Assessment and Support Framework	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 120,198	$ 1,700	$ 90,842	$ 29,022	$ -	$ 2,034	$ 121,898	0.000%
1	3	Personalized Academic Instruction and Support for All Students	All	No	LEA-wide	All	All	Ongoing	$ 355,200	$ 31,041	$ 301,847	$ 69,356	$ -	$ 15,038	$ 386,241	0.000%
1	4	Targeted Math Interventions and Resources	All	No	LEA-wide	All	All	Ongoing	$ 117,034	$ 6,124	$ 77,423	$ 33,748	$ -	$ 11,987	$ 123,158	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 281,162	$ 130,698	$ 223,264	$ 44,410	$ -	$ 144,186	$ 411,860	0.000%
1	6	Academic Instruction and Support for Students with Disabilities	SWD	No	Limited	SWD	All	Ongoing	$ 559,625	$ 94,329	$ 192,470	$ 415,086	$ -	$ 46,398	$ 653,954	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 240,231	$ 575	$ 184,808	$ 30,270	$ -	$ 25,728	$ 240,806	0.000%
2	1	Dynamic, Engaging and Standards-Aligned Curriculum	All	No	LEA-wide	All	All	Ongoing	$ 141,592	$ 57,400	$ 122,448	$ 74,510	$ -	$ 2,034	$ 198,992	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 144,238	$ 135,354	$ 114,382	$ 32,008	$ -	$ 133,202	$ 279,592	0.000%
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	All	No	LEA-wide	All	All	Ongoing	$ 146,999	$ 41,921	$ 114,045	$ 71,460	$ -	$ 3,415	$ 188,920	0.000%
3	1	Professional Learning Focused on Improving Academic Performance for All Students	All	No	LEA-wide	All	All	Ongoing	$ 62,342	$ 6,499	$ 34,561	$ 19,680	$ -	$ 14,600	$ 68,841	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 122,328	$ -	$ 91,939	$ 27,822	$ -	$ 2,567	$ 122,328	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 140,714	$ -	$ 104,764	$ 27,822	$ -	$ 8,128	$ 140,714	0.000%
4	1	Safe and Supportive School Environment for All Students	All	No	LEA-wide	All	All	Ongoing	$ 44,210	$ 3,351	$ 44,689	$ 2,872	$ -	$ -	$ 47,561	0.000%
4	2	Social, Emotional, and Behavioral Support Systems for All Students	All	No	LEA-wide	All	All	Ongoing	$ 156,108	$ 100	$ 120,913	$ -	$ 2,079	$ 33,216	$ 156,208	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Low Income & Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	Ongoing	$ 16,573	$ 15,375	$ 10,335	$ 14,400	$ 7,213	$ -	$ 31,948	0.000%
4	4	Collaborative Support Systems for Foster Youth	Foster Youth	Yes	Limited	Foster Youth	All	Ongoing	$ 53,698	$ -	$ 53,491	$ -	$ -	$ 207	$ 53,698	0.000%
5	1	Strengthening Community: Communication, Support, and Access	All	No	LEA-wide	All	All	Ongoing	$ 16,813	$ 527,565	$ 534,378	$ 10,000	$ -	$ -	$ 544,378	0.000%
5	2	Integrating Advanced Technologies into Education	All	No	LEA-wide	All	All	Ongoing	$ 2,130	$ 77,012	$ 41,597	$ 37,012	$ -	$ 533	$ 79,142	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 7,523	$ 250	$ 7,773	$ -	$ -	$ -	$ 7,773	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,965,140	$ 873,337	29.453%	0.000%	29.453%	$ 881,598	0.000%	29.732%	Total:	$ 881,598
								LEA-wide Total:	$ 452,745
								Limited Total:	$ 428,853
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	English Learner Assessment and Support Framework	Yes	Limited	English Learners	All	$ 90,842	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 223,264	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	Limited	English Learners	All	$ 184,808	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 114,382	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 91,939	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 104,764	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	$ 10,335	0.000%
4	4	Collaborative Support Systems for Foster Youth	Yes	Limited	Foster Youth	All	$ 53,491	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 7,773	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,774,686.00	$ 5,193,221.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	No	$ 3,487	$ 3,591
1	2	English Language Learner Assessment and Support Framework	Yes	$ 186,721	$ 252,191
1	3	Personalized Academic Instruction and Support for All Students	No	$ 909,340	$ 1,261,672
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	$ 552,120	$ 500,594
1	5	Academic Instruction and Support for Students with Disabilities	No	$ 873,936	$ 871,684
1	6	Systematic Approach to Monitor Academic Engagement and Achievement for All Students	No	$ 41,034	$ 37,197
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	$ 399,428	$ 451,642
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	$ 232,627	$ 241,830
2	2	Specialized Academic Programs and Strategies to Accelerate Learning	Yes	$ 212,600	$ 281,352
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	No	$ 304,620	$ 283,946
3	1	Professional Development Focused on Improving Academic Performance for All Students	No	$ 52,964	$ 55,203
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	$ 11,073	$ 10,435
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	No	$ 12,185	$ 11,063
4	1	Safe and Supportive Schools for All Students	No	$ 66,064	$ 71,126
4	2	Social, Emotional and Behavioral Support Systems for All Students	No	$ 51,068	$ 50,971
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	$ 88,389	$ 108,257
5	1	Engagement Opportunities and Innovative Teaching Approaches for All Students	No	$ 760,914	$ 685,382
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	$ 16,116	$ 15,085

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,272,170	$ 1,251,206	$ 1,290,059	$ (38,853)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	English Language Learner Assessment and Support Framework	Yes	$ 186,721	$ 239,702.00	0.000%	0.000%
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	$ 428,668	$ 323,802.00	0.000%	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	$ 340,043	$ 399,405.00	0.000%	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning	Yes	$ 186,781	$ 217,570.00	0.000%	0.000%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	$ 4,734	$ 7,145.00	0.000%	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	$ 88,143	$ 88,383.00	0.000%	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	$ 16,116	$ 14,052.00	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,343,061	$ 1,272,170	0.000%	29.292%	$ 1,290,059	0.000%	29.704%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access

to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 1 are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

· Number/percentage of students at **Altus Schools Mirus** without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**

· Number of identified instances where facilities at **Altus Schools Mirus** do not meet the "good repair" standard (including deficiencies and extreme deficiencies): **0**

· The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

· The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

· The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Local Control Funding Formula (LCFF) Priority 2 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 2 are provided below.

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts

- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

Altus Schools Mirus' progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Altus Schools Mirus' progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Altus Schools Mirus' progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Altus Schools Mirus' progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					X
Health Education Content Standards					X
Physical Education Model Content Standards					X
Visual and Performing Arts					X
World Language					X

Support for Teachers and Administrators

Altus Schools Mirus' success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered					X

Optional Narrative (Limited to 1,500 characters)

Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board. **N/A**

Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 3 are provided below.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	**5 – Full Implementation and Sustainability**
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	**5 – Full Implementation and Sustainability**
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	**5 – Full Implementation and Sustainability**
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	**5 – Full Implementation and Sustainability**

Building Relationships Dashboard Narrative Boxes

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**

The school has made significant progress in building strong relationships between school staff and families: key strengths and progress in this area include:

- High-quality Teachers: Each student is assigned a high-quality Teacher who is responsible for supervising all subjects and providing personalized attention. This close relationship ensures teachers can adjust assignments to meet student needs and goals and facilitates timely communication with parents.
- Parental Involvement: The school emphasizes the importance of parental involvement in student success. Parents are encouraged to set high expectations, talk about school daily, monitor schoolwork, establish daily homework routines, stay aware of test schedules, and maintain regular contact with teachers. This partnership approach helps in creating a supportive environment for students.
- Family Resources: The school provides extensive resources for families, including financial aid information, standardized testing support, and help with college admissions. These resources are designed to assist families in navigating the academic landscape and supporting their children's educational journey.
- Personalized Learning Environment: The school operates with a low student-to-teacher ratio, allowing for personalized attention and the ability to build strong, individualized relationships. Teachers are deeply familiar with their students' academic levels and progress, which fosters a more tailored and supportive learning experience.
- Regular Communication: The school ensures regular communication through weekly conferences where parents receive updates on their child's progress, attendance, behavior, and upcoming events. This continuous engagement keeps parents informed and involved in their child's education.

These efforts collectively enhance the relationship between school staff and families, ensuring that students receive the support they need to succeed both academically and socially. Parents are provided with opportunities to provide input into their student's education plan and into the school's overarching goals, actions, and services. Results from the school's annual survey indicate that 97.3% of parents report being able to provide input and feedback to the school through multiple ways. The school values the partnership between school staff and families as the foundation of parent and family engagement. Over 100% of parents report that they have a high satisfaction rate with their student's teacher. To further engage parents and families in the instructional program, the school has prioritized providing learning environments that are innovative and engaging. 98.6% of parents report that the school provides innovative and engaging learning environments.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.**

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community The school regularly consults with educational partners throughout the school year to understand the academic, social-emotional and physical needs of students and families. The school utilizes multiple methods to conduct meaningful engagement,

including school events, trainings, meetings, committees and surveys. Additionally, the school's educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

The LEA's focus areas for improvement in building relationships between school staff and families include increasing parental participation in the Family Learning Series to foster a deeper engagement with their children's education. They aim to encourage parents to support their students in excelling in mathematics by providing resources and strategies to reinforce learning at home. Another focus is to gather more input from parents on specific needs such as language development and mental health, ensuring that the school's programs are tailored to address these critical areas. These efforts are designed to create a more collaborative and supportive environment for students and their families.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.**

To improve the engagement of underrepresented families the schools will address needs on several fronts. School materials will be translated, and interpreters have been made available for calls and meetings. The school will issue continue to Chromebooks and internet data plans to households in need of home technology. Increased Family Learning Series offerings to families focused on how to best support their child in academics, college/career interests, instructional support and health and safety for parents and families will be available. Parent Square further provides communication and engagement opportunities between the educational partners and the school.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	**5 – Full Implementation and Sustainability**
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	**5 – Full Implementation and Sustainability**
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	**5 – Full Implementation and Sustainability**
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	**5 – Full Implementation and Sustainability**

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.**

The LEA's current strengths and progress in building partnerships for student success include providing a highly personalized academic experience through one-on-one instruction and small group sessions. The school emphasizes rigorous academic standards and regular assessments to ensure students meet or exceed expectations. The school offers various opportunities such as college courses, career technical education, internships, and leadership roles through programs like the California Cadet Corps. Additionally, the school engages students, parents and community partners in creating Pathways Personalized Education Plans to support individual student goals and needs.

The school establishes formal partnerships with community-based organizations and non-profit organizations to provide services and support for students and families in the areas of family, food, housing, health, mental health, and college and career. The school has several formal partnerships providing services and support to families throughout the school year.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

The LEA's focus areas for improvement in building partnerships for student outcomes include enhancing math resources and instructional support to boost student proficiency in mathematics. They also aim to strengthen college and career planning and guidance to ensure students are well-prepared for post-secondary education and career paths. Additionally, a focus is placed on improving strategies to help students graduate on time by providing targeted interventions and personalized support. These efforts are designed to create a more robust support system for student success.

Based upon information collected from students, the school will maintain or expand Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways. In addition, the school is focused on providing students with additional counseling services to support and plan for post-high school pathways. The school will issue Chromebooks and internet data plans to households in need of home technology through the school's connect program, managed by the school's Equity and Inclusion Department which is focused on increasing opportunities for all students to succeed. In addition, a partnership with a local non-profit tutoring organization will provide additional academic tutoring opportunities for their students – particularly focused in Mathematics and ELA.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

Mirus is fully committed to continuously improving the engagement of underrepresented families with our partnerships supporting student outcomes. This includes working to increase community-based partnerships that support the needs of our educational partners. These include resources for academic, physical, and social emotional needs of students to eliminate barriers to each student successfully achieving their Personalized Pathway Educational Plan goals. To better facilitate school to home two-way communication and input with English Learner households, school materials will be translated as translators provided when needed. Demographically, the LEA is majority-minority, majority SED, and a higher percentage of students with disabilities than the surrounding community. All students have full access to the courses and opportunities offered at the school. The school continues to solicit input from educational partners to identify and address student and family needs and to break down barriers to success.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	**5 – Full Implementation and Sustainability**
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	**5 – Full Implementation and Sustainability**
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	**5 – Full Implementation and Sustainability**
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	**5 – Full Implementation and Sustainability**

Seeking Input for Decision-Making Dashboard Narrative Boxes

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

The LEA's current strengths and progress in seeking input for decision-making include actively involving teachers, principals, administrators, school personnel, parents, and students through diverse engagement methods. Teachers contribute via the Staff LCAP Engagement Survey, ELAC Instructional Meetings, and professional learning sessions. Principals and administrators provide input through team huddles, SSC meetings, and strategic planning sessions. Parents participate in surveys, Open House, and Senior Night events, while students share their perspectives through surveys, School Site Council meetings, and various school events that focus on family engagement and provide opportunities for input into the school's programs. This inclusive approach ensures the LCAP reflects the needs and priorities of all stakeholders, fostering a collaborative environment for student-centered actions and priorities.

The school engages educational partners in its processes for continuous improvement and prioritizes building the capacity of staff and families to engage in advisory groups and decision making. The

school provides training for SSC members annually and holds regular meetings to develop, refine, and update the LCAP. The school provides training for English Learner Advisory Committee members annually and holds regular meetings to develop refine and update the English Learner Plan. The families of students in Special Education are engaged through the Community Advisory Committee that provides training, resources, support, and feedback opportunities throughout the school year. In 2024-2025 the school received input from 217 students and parents and used the results in the development of the 2025-2026 LCAP.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

The LEA's focus areas for improvement in seeking input for decision-making include increasing parent and student participation in surveys, increasing attendance for the Family Learning Series, College/Career week, and engaging more in Open House and other school events. By enhancing these engagement methods, the LEA aims to gather more comprehensive and diverse feedback from parents, ensuring that their perspectives are effectively incorporated into the decision-making process. This approach is intended to create a more inclusive and responsive environment that better supports the needs and priorities of students and their families.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.**

School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events. The school has also enhanced the Family Learning Series, which is ongoing and sustained training for parents and family members focused on their individual needs. The Family Learning Series is also committed to empowering parents and family members to be part of the school planning process – which includes reviewing schoolwide student engagement, achievement, and college/career readiness data. Instructional staff utilize ParentSquare to engage in two-way communication with students, parents and family members regarding the educational program and opportunities for input and engagement. Interactive English Learners Advisory Committee (ELAC) meetings will seek to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment. The school will continue to provide translated materials and resources for parents and family members of English Learners.

Local Control Funding Formula (LCFF) Priority 6
Self-Reflection Tools

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (Dashboard) to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 6 are provided below.

School Climate (LCFF Priority 6)

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts.

1. **DATA:** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school

conditions and climate.

Altus Schools Mirus (Mirus) administers both an Annual LCAP Educational Partner Engagement Survey and the California Healthy Youth Survey (CHYS). The LCAP Survey is administered to students and parents to measure perceptions on conditions of learning, student outcomes, and engagement. The CHSK Core and Behavioral Health Modules were administered to students grades 7, 9, and 11.

Over the last five years, LCAP survey results indicate that the number one key requirement of students and parents is a safe and supportive learning environment. This requirement has directly impacted on the development of the school's LCAP. To monitor the success of Mirus's LCAP Goal 4: *Provide a Safe Environment and Supportive School Culture*, the school has established a metric of maintain or achieve a 90% or higher safety satisfaction rating. In 2024-2025, Mirus exceeded this metric.

Student participation in the CHYS is voluntary. An important factor affecting the quality of survey results on the CHYK survey is participation rate. The validity and representativeness of the results is diminished if the student response rate is lower than 70 percent. Mirus's response rate on the CHYS at each grade level was Grade 7 (40%), Grade 9 (14%), and Grade 11 (51%) for CHYS Core and Grade 7 (30%), Grade 9 (12%), and Grade 11 (39%) for CHYS Behavioral Health.

2. **MEANING**: Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

In 2024-2025, 96.4% of students reported that they felt safe at Mirus and 98.6% of parents reported that they feel their child is safe at the school. Additionally, the school establishes metrics for suspension and expulsion rates to reflect the effectiveness of the school's Multi-Tiered Systems of Supports (MTSS) that incorporates academic, social/emotional, and behavioral supports and interventions. In 2024-2025 Mirus's suspension rate was 0% and expulsion rate was 0%.

Results are not provided by CHYS if there are fewer than 10 responses for a grade level and/or student group. Mirus didn't receive disaggregated results for SPED, EL's, LTEL's, Foster/Homeless or any Racial/Ethnic group except Hispanic. Key learnings included that 40% of 9th graders and 25% of 11th reported experiencing sadness/hopelessness and 27% of 9th and 0% of 11th graders reported having considered attempting suicide in the past 12 months. For Hispanic students it was 43% of 9th and 23% of 11th experiencing sadness/hopelessness and 29% of 9th and 0% of 11th having considered suicide in the past 12 months. 7% of students in 9th and 0% in 11th reported having used alcohol or drugs in the past 30 days. For Hispanic students 7% of 9th and 0% of 11th reported drug or alcohol use in the past 30 days and 7% of 9th and 0% of 11th reported vaping in the past 30 days. 31% of students in 9th and 26% in 11th reported bedtime of 12am or later, and 56% of students in 9th and 63% in 11th reported eating breakfast today. Most students (75% in 9th and 81% in 11th) reported having caring adult relationships at school. Among Hispanic students the results were 80% 9th and 82% 11th. 87% of students in 9th and 100% in 11th report that teachers at the school treat students fairly. 60% of 9th and 60% of 11th graders reported overall life satisfaction and for Hispanic, 60% of 9th and 54% of 11th reported life satisfaction. In the past 12 months 20% of 9th and 19% of 11th grade students reported wanting to receive mental health services, 33% of 9th and 25% if 11th reported receiving mental health services and 20% of 9th and 20% of 11th reported barriers to receiving services.

3. **USE:** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Mirus has implemented the administration of the California Healthy Kids Survey (CHKS) in addition to an Annual LCAP Stakeholder Engagement Survey to aide in to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness. Based on the results of the CHYS, the school's educational partners have provided feedback the continue to have additional academic, physical, emotional, and mental health needs and there continue to be elevated needs for mental health services. To address these needs Mirus has a school meal program, provides an annual Family Resource Night to educate parents and family members on available programs and services. The school provides a Healthy Youth Therapist to provide additional and targeted counseling services and referrals and a Homeless and Foster Youth Liaison to proactively address and support students' academic, physical, mental health, and social-emotional needs. Both contribute to improving educational outcomes, promoting stability, and fostering a supportive and inclusive environment for these vulnerable populations. While students continue to have socioemotional and health related needs, over 90% of students surveyed report high levels of satisfaction with school safety and their overall experience at Mirus.

Local Control Funding Formula (LCFF) Priority 7 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for LCFF Priority 7 are provided below.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. **Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

As of CBEDS 2024-2025 **Altus Schools Mirus** served 292 students in grades k-12. The student demographics include:

- Percentage of Students with Disabilities: 14.0%
- Percentage of English Learners: 15.1%
- Percentage of Socioeconomically Disadvantaged: 74.7%
- Percentage of Homeless and Foster Youth (FY): 3.8%

Altus Schools Mirus qualifies as a Dashboard Alternative School Status (DASS) program. This status holds schools accountable for the same state indicators, some with modified methods. The school is approved as a DASS school through the eligibility criteria of serving “high risk” student groups; the school has an unduplicated count of over 70% of students in that qualify as “high risk”, including credit deficient students and high transient students.

Altus Schools Mirus uses the Pathways Personalized Education Plan (PPEP) process to plan, deliver and ensure all students across all student groups have access to a broad and rigorous course of study.

2. **Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

Altus Schools Mirus' leadership team analyzes the results of the measures listed above annually. The results demonstrate that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad and rigorous course of study. At our school, students take one to two courses at a time and students take the required grade level core courses within an academic school year. Course planning is individualized within the Pathways Personalized Education Planning (PPEP) Process. This process allows the instructional team to design a course plan based on the student's skill levels, interests, and post-high school goals. All courses leading to a high school diploma are UC-ag approved and NCAA approved. Students have access to Advanced Placement (AP) courses, honors courses, dual-enrollment, and articulated courses, CTE courses and courses based on their PPEP. There are no differences in accessibility to courses across student groups at our school.

3. **Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

There are no barriers preventing **Altus Schools Mirus** from providing access to a broad course of study for all students. Currently, 100% of the students have access to a broad and rigorous course of study. The school will continue to monitor its available course of study to ensure continued equitable access for all students.

4. **In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

Due to the success **Altus Schools Mirus** has demonstrated in providing all students with access to a broad and rigorous course of study, no changes are currently planned. However, this data continues to be reviewed as part of our cycles of continuous improvement.

FIRST AMENDED MEMORANDUM OF UNDERSTANDING
REGARDING OPERATIONS

This First Amended Memorandum of Understanding regarding operations ("MOU"), dated for reference purposes as of ~~July 1~~June ~~24~~June 24/June 26, ~~2022~~2025, is entered into by Altus Schools San Diego (formerly Student Success Programs), a California nonprofit public benefit corporation ("~~SSP~~**ASSD**") and Altus Schools Southern California (formerly Audeo Charter Schools), a California nonprofit public benefit corporation ("~~Audeo~~**ASSC**"). ~~SSP~~ASSD and ~~Audeo~~ASSC may each be referred to herein individually as a "Party" or collectively as the "Parties."

RECITALS

WHEREAS, the Parties operate California tuition-free public charter schools that share the philosophy of putting students first in education. The public schools focus on improving student achievement, creating prototypes for educational reform, and improving the quality of life for students, their families, and their communities;

WHEREAS, ~~each of~~ the Parties ~~is engaged in the business of providing educational services on a nonprofit basis and has~~have benefited ~~in the past~~ from collaborating with ~~the~~each other ~~Parties~~ in various respects, ~~each Party~~ finding such cooperation to be both convenient and beneficial to ~~its individual nonprofit purpose of furthering education,~~ providing educational services~~,~~ and otherwise serving ~~its~~their stakeholders; ~~and~~

WHEREAS, the Parties have previously shared the use of a common facility, owned by ~~SSP~~ASSD, and wish to continue doing so in a manner that ~~more clearly~~ sets forth the individual Parties' rights and obligations under such an arrangement and, for that purpose, have entered into an agreement entitled "Facility Sharing Agreement," which the Parties executed on July 1, 2022 (hereinafter the "**Facilities Agreement**") a copy of which is attached hereto as **EXHIBIT A** and incorporated herein by reference; ~~and~~

WHEREAS, the Parties have previously shared the use of intellectual property assets and wish to continue doing so in a manner that ~~more clearly~~ sets forth the individual Parties' rights and obligations under such an agreement and, for that purpose, have entered into an agreement entitled "Intellectual Property Agreement," which the Parties executed on July 1, 2022 (hereinafter, the "**IP Agreement**") a copy of which is attached hereto as **EXHIBIT B** and incorporated herein by reference; ~~and~~

WHEREAS, the Parties have agreed to co-invest in a humanoid robot, the use and costs of which shall be shared between the Parties according to an agreement entitled "Robotics Sharing Agreement," ("**Robotics Agreement**") a copy of which is attached hereto as **EXHIBIT C**;

WHEREAS, the Parties share certain separately employed leadership personnel and employees, and wish to continue under such an arrangement with the obligations, rights, procedures, and rules of conduct necessary to coordinate such an arrangement ~~more clearly~~as set forth below; ~~and~~

WHEREAS, to create a unified framework for continued coordination and collaboration between them, the Parties entered into a Memorandum of Understanding Regarding Operations, dated July 1, 2022 (the "**Original MOU**"), which incorporated the Facility Sharing Agreement and Intellectual Property Agreement under a single contractual framework;

WHEREAS, the Parties have since changed their names (from Student Success Programs to Altus Schools San Diego and from Audeo Charter Schools to Altus Schools Southern California, respectively) to

better reflect their shared educational mission and common purpose of providing educational opportunities to the community they jointly serve;

WHEREAS, the Parties wish to update the Original MOU and replace it with this MOU to reflect the change to their names, the synergistic nature of their operations in serving public education, and other developments since the execution of the Original MOU;

WHEREAS, the Parties intend that ~~each of~~ the ~~two~~ above-referenced agreements attached as Exhibits A-C hereto (collectively referred to herein as the "Coordination Agreements") will constitute part of a unified framework for coordinating the collaborative efforts of the Parties going forward and shall be mutually enforceable against any Party in case of breach;

NOW THEREFORE, in consideration of the mutual promises, covenants, and agreements set forth herein, the sufficiency of which is acknowledged, the Parties hereby agree as follows:

1. **Recitals**. The foregoing recitals are true and reflect the Parties' mutual understanding and intent in executing this MOU and are hereby incorporated and made a part of this MOU by reference.

2. **Amendment**. This MOU replaces and supersedes the Original MOU dated July 1, 2022.

~~2.~~3. **Agreements**. ~~Each Party~~The Parties hereto ~~is a party~~are each parties to the separate Facilities Agreement ~~and~~, IP Agreement, and Robotics Agreement. Violation of the terms of any of these Coordination Agreements by a Party shall constitute a violation of this MOU. The Parties expressly ratify and confirm the continuing effect of the Facilities Agreement and IP Agreement despite those agreements being executed under their prior corporate names.

4. **Additional Agreements**. Given the Parties' close collaboration and shared educational purpose, it is anticipated the Parties will continue to work together on various projects that may include sharing ownership of other real estate and/or capital assets in the future. The Parties agree that additional Coordination Agreements may be executed and made Exhibits to this MOU without separately amending this MOU, provided that the Parties explicitly agree in each such future Coordinating Agreement that it is intended to become an Exhibit and part of this MOU.

~~3.~~5. **Term**. This MOU is in effect as of the signature date of the last Party to execute it. This MOU shall remain in effect until ~~any~~the last of the Coordinating Agreements is terminated by its own terms ~~or by~~, operation of law, or mutual agreement of the parties.

~~4.~~6. **Notices**. All Notices given in connection with this Agreement shall be in writing. Services of such notices shall be deemed complete (a) if hand delivered, on the date of delivery, (b) if by mail, on the fourth business day following the day of deposit in the United States mail, by certified or registered mail, first-class postage prepaid, or (c) if sent by FedEx or equivalent courier service via overnight delivery, on the next business day. Such notices shall be addressed to the Parties at the following addresses or at such other address for a Party as shall be specified by like notice (except that notices of change of address shall be effective upon receipt):

If to ~~SSP~~ASSD:
~~Student Success Programs, Inc.~~
Altus Schools San Diego
10170 Huennekens Street
San Diego, CA 92121

Attn: ~~Chairperson~~Chair of the Board

If to ~~Audeo~~ASSC:
~~Audeo Education, Inc.~~
Altus Schools Southern California
10170 Huennekens Street
San Diego, CA 92121
Attn: ~~Chairperson~~Chair of the Board

~~5.~~7. **Governing Law**. This MOU shall be governed by, and construed in accordance with, the laws of the State of California.

~~6.~~8. **Amendment**. This MOU may be amended or supplemented at any time, provided that any such amendment or supplement shall be made in writing and signed by each of the Parties indicating an intent to amend this MOU.

~~7.~~9. **Assignment**. This MOU shall be binding upon, and shall ~~insure~~inure to the benefit of, the Parties and their respective successors and permitted assigns. This MOU, and the rights, duties, obligations, and privileges hereunder may not be assigned by any Party without the prior written consent of the remaining Parties, which will not be unreasonably withheld, and any attempted assignment without such prior written consent shall be null and void.

~~8.~~10. **Entire Agreement**. This MOU and the Coordinating Agreements, which are attached and incorporated herein by reference, constitute the entire agreement between the Parties relating to the subject matter covered herein and by the Coordinating Agreements.

~~9.~~11. **Counterparts**. This MOU may be executed in any number of counterparts, each of which shall be deemed to be an original but all which together will constitute but one agreement. This MOU may be executed by original signature, digital signature, and/or signature originally signed by hand but transmitted via email (e.g., by scanned .pdf) or facsimile, which signature shall be considered as valid and binding as an original signature and delivery of such executed counterpart signature page by facsimile or email shall be as effective as executing and delivering this MOU in the presence of the other Parties to this MOU.

~~10.~~12. **Severability**. If any clause or provision of this MOU is illegal, invalid, or unenforceable under present or future applicable law ~~effective and applicable to this MOU, then and in that event it is the intention of~~, the Parties intend that the remainder of the MOU shall not be affected thereby, and it is also the intention of the Parties that, in lieu of each clause or provision of this MOU that is illegal, invalid, or unenforceable, there be added, as a part of this MOU, a clause or provision as similar in terms to such illegal, invalid, or unenforceable clause or provision as may be possible and be legal, valid, and enforceable.

~~11.~~13. **Section Headings**. The section headings contained herein are for convenience only and are ~~in no way~~not intended to describe, interpret, define, or limit the scope, extent, or intent of this MOU or any provision thereof. Words such as "herein," "hereof," "hereinafter," and "hereby" when used in this MOU refer to this MOU as a whole, unless otherwise required by the context.

~~STUDENT SUCCESS PROGRAMS~~ ALTUS SCHOOLS SAN DIEGO

~~By:~~ _____
Name: ~~Leendert Hering~~Tim Morton
Its: Board Chairperson

~~AUDEO CHARTER SCHOOLS~~ALTUS SCHOOLS SOUTHERN CALIFORNIA

~~By:~~ _____
Name~~: Gregg Haggart~~ Wayland Myers
Its: Board Chairperson

EXHIBIT A
FACILITY SHARING AGREEMENT

This Facility Sharing Agreement (the "Agreement") is made as of July 1, 2022 by ~~Student Success Programs~~Altus Schools San Diego, a California nonprofit public benefit corporation ("ASSD~~SSP~~") and ~~Audeo Charter Schools~~Altus Schools Southern California, a California nonprofit public benefit corporation ("ASSC~~Audeo~~"). ~~SSP~~ ASSD and ASSC~~Audeo~~ may be referred to herein individually as a "Party" and collectively as the "Parties."

RECITALS

WHEREAS, ~~SSP~~ ASSD is the owner of the real property located at 10170 Huennekens Street, San Diego, CA 92121 ("Huennekens"), which is a freestanding office building, and 3252 Bonita Road, Chula Vista, CA, a free standing office building ("Bonita") (collectively the "Premises"); and

WHEREAS, ~~SSP~~ ASSD has office space available at the Premises which it wishes to make available under license to ~~Audeo~~ ASSC for the purpose of maintaining a collaborative business environment among like-minded and complementary educational service providers.

NOW, THEREFORE, in consideration of the mutual promises, covenants, and agreements set forth herein, the sufficiency of which is acknowledged, the Parties hereby agree as follows:

1. Premises; Term.

(a) ~~SSP~~ ASSD and ~~Audeo~~ ASSC acknowledge that as of the date hereof, each Party is maintaining non-exclusive use of an undefined portion of the Premises, in accordance with their respective business needs. For the term of this Agreement, the Parties shall continue to have shared rights to the office space, common areas, amenities, and parking at the Premises, subject to the terms and conditions provided in this Agreement and the direction of the ~~CEO and President~~Superintendent Schools Services and Founder of ASSD~~SSP~~. ~~Audeo~~ SSC represents, warrant, and agrees that it is currently occupying and using and will continue to occupy and use portions of the Premises for purposes permitted by law and for no other purposes. No Party will use the Premises for any purpose that is substantially in conflict with the business of providing education and education-related services. Any disputes among the Parties over the use of any particular room, space, area, or amenity within the Premises shall be resolved in ~~SSP's~~ ASSD's reasonable discretion.

(b) The right of ~~Audeo~~ ASSC to use the Premises shall terminate either after ninety (90) days advance written notice from ~~SSP~~ ASSD that it intends to terminate that Party's license to use the facility under this Agreement, or after ninety (90) days' advance written notice from ~~Audeo~~ ASSC to ASSD~~SSP~~ expressing that Party's intention to cease its use of the Premises.

2. Consideration.

(a) ~~Audeo~~ ASSC shall pay ~~SSP~~ ASSDa fixed fee amount each month, on the first of the month, for as long as this Agreement is in effect, which shall cover a use fee for the shared use of the Premises that covers a percentage of direct and indirect costs such as repairs, insurance, maintenance, operations, and utilities. This use fee shall calculated by April 1 each year and shall be fully reconciled at the end of each school year. The use fee shall be adjusted annually based upon usage of the Premises by the two ASSC~~udeo~~ and ASSD~~SSP~~.

3. Default. A "**Default**" is defined as a failure by any Party ("Defaulting Party") to comply with or perform any of the terms, covenants or conditions under this Agreement. A "**Breach**" is defined as the occurrence of one or more of the following Defaults, and the failure of the Defaulting Party to cure such Default within any applicable grace period:

(a) The failure of ~~Audeo~~ ASSC to make any payment required to be made hereunder when due.

(b) The failure to provide reasonable evidence of insurance, or to fulfill any obligation under this Agreement which endangers or threatens life or property, where such failure continues for a period of five (5) business days following receipt of written notice to Defaulting Party.

(c) A Default by Defaulting Party as to the terms, covenants, conditions or provisions of this Agreement where such Default continues for a period of fifteen (15) days after receipt of written notice.

4. Remedies. If ~~Audeo~~ ASSC fails to cure a Default within any applicable grace period, ~~SSP~~ ASSD may terminate their use of the facilities under this Agreement and remove the Defaulting Party's personal property from the Premises immediately, as well as exercise all other rights at law or equity. If ~~SSP~~ ASSD fails to cure a Default within any applicable grace period, ~~Audeo~~ ASSC may terminate their use of the Premises under this Agreement immediately.

5. Indemnity.

(a) By ~~Audeo~~ASSC. ASSC~~Audeo~~ will indemnify and hold harmless ~~SSP~~ ASSD from and against all liabilities, obligations, claims, damages, penalties, causes of action, costs and expenses (including, without limitation, reasonable attorneys' fees and expenses) imposed upon or incurred by or asserted against ~~SSP~~ ASSD by reason of (i) any accident, injury to or death of persons caused by ~~Audeo~~ ASSC or its employees, agents, directors or officers ("~~Audeo~~ ASSC Parties"), (ii) any failure on the part of ~~Audeo~~ ASSC Parties to perform or comply with any of the terms of this Agreement, or (iii) any liabilities, obligations, claims, damages, penalties, causes of action, costs and expenses (including, without limitation, reasonable attorneys' fees and expenses) due to ~~Audeo~~ ASSC Parties' use and occupancy of the Premises.

(b) By ASSD~~SSP~~. ASSD~~SSP~~ will indemnify and hold harmless ASSC~~Audeo~~ from and against all liabilities, obligations, claims, damages, penalties, causes of action, costs and expenses (including, without limitation, reasonable attorneys' fees and expenses) imposed upon or incurred by or asserted against ASSC~~udeo~~ by reason of (i) any accident, injury to or death of persons caused by ASSD~~SSP~~ or its employees, agents, directors or officers ("ASSD~~SSP~~ Parties") or (ii) any failure on the part of ~~SSP~~ ASSD Parties to perform or comply with any of the terms of this Agreement.

6. Insurance. At all times during the term of this Agreement, ASSC~~Audeo~~ shall maintain, at levels that are commercially reasonable for their respective uses of the Premises, commercial general liability insurance, worker's compensation insurance, and any other form of insurance required under applicable law. ASSC~~Audeo~~ shall name ASSD~~SSP~~ as an additional insured on any insurance policy maintained in connection with use of the Premises and shall provide ASSD~~SSP~~ with proof of insurance upon ASSD~~SSP~~'s demand.

7. Condition of Premises. ~~SSP~~ ASSDmakes no representations or warranties of any kind or nature, express or implied, with respect to the condition or fitness for use of the Premises and, except as expressly provided elsewhere in this Agreement, ~~Audeo~~ ASSC accepts and agrees to use the Premises "as is."

8. Repairs. ~~Audeo~~ ASSC shall not make any alterations, repairs, replacements or modifications ("Alterations") to the Premises without the advance written consent of ASSD~~SSP~~.

ASSD~~SSP~~ shall perform all necessary repairs to the Premises, and Audeo shall immediately reimburse ASSD~~SSP~~ for all reasonable costs incurred by ASSD~~SSP~~ in performing repairs attributable to that party's use of the Premises.

9. Dispute Resolution. The Parties agree that this section shall govern any dispute between the Parties arising out of this Agreement. The Parties agrees that an authorized representative designated by ASSD~~SSP~~ or ASSC~~udeo~~ shall meet with a designated representative for ASSD~~P~~ or ASSC~~udeo~~, as applicable, within five (5) days of receiving, as applicable, a written notice of dispute from the other Party; the Parties agree to attempt to first resolve the dispute through informal negotiations.

10. End of Term. ASSC~~Audeo~~ does not have any right to continued use of the Premises, or any part thereof, beyond the termination of this Agreement. ASSC~~udeo~~ each respectively hereby covenant and agree to indemnify and hold ASSD~~SSP~~ harmless from and against all liabilities, obligations, claims, damages, penalties, causes of action, costs and expenses (including, without limitation, reasonable attorneys' fees and expenses) imposed upon or incurred by or asserted against ASSD~~SSP~~ by reason of ASSC~~Audeo~~ continuing to use or to store personal property at the Premises beyond the termination of this Agreement.

11. Notices. All notices given in connection with this Agreement shall be in writing. Service of such notices shall be deemed complete (a) if hand delivered, on the date of delivery, (b) if by mail, on the fourth business day following the day of deposit in the United States mail, by certified or registered mail, first-class postage prepaid, or (c) if sent by FedEx or equivalent courier service via overnight delivery, on the next business day. Such notices shall be addressed to the Parties at the following addresses or at such other address for a Party as shall be specified by like notice (except that notices of change of address shall be effective upon receipt):

If to ASSD~~SSP~~:
~~Student Success Programs~~Altus Schools San Diego
10170 Huennekens Street
San Diego, CA 92121
Attn: Board Chairperson

If to ~~Audeo~~ASSC:

~~Audeo Charter Schools~~Altus Schools Southern California
10170 Huennekens Street
San Diego, CA 92121
Attn.: Board Chairperson

12. Governing Law. This Agreement shall be governed by, and be construed in accordance with, the laws of the State of California.

13. Amendment. This Agreement may be amended or supplemented at any time, provided that any such amendment or supplement shall be made in writing and signed by each of the Parties hereto.

14. Assignment. This Agreement shall be binding upon, and shall inure to the benefit of, the Parties hereto and their respective successors and permitted assigns. This Agreement, and the rights, duties, obligations, and privileges hereunder may not be assigned by any Party without

the prior written consent of ~~SSP~~ ASSDand any attempted assignment without the prior written consent of ~~SSP~~ ASSD shall be null and void.

15. Entire Agreement. This Agreement constitutes the entire agreement between the Parties relating to the subject matter hereof.

16. Brokerage. ~~SSP~~ ASSD and ~~Audeo~~ ASSC represent to each other that in connection with this Agreement, they have not dealt with any brokers. The Parties indemnify and hold each other harmless, from and against all liabilities, obligations, claims, damages, penalties, causes of action, costs and expenses (including, without limitation, reasonable attorneys' fees and expenses) arising from the fact that any of them had, or is alleged to have had, dealings with any broker concerning this Agreement.

17. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original but all which together will constitute but one agreement. This Agreement may be executed by original signature, and/or signature originally signed by hand but transmitted via email (e.g., by scanned .PDF) or facsimile, which signature shall be considered as valid and binding as an original signature and delivery of such executed counterpart signature page by facsimile or email shall be as effective as executing and delivering this Agreement in the presence of the other Parties to this Agreement.

18. Severability. If any clause or provision of this Agreement is illegal, invalid, or unenforceable under present or future law effective and applicable to this Agreement, then and in that event it is the intention of the Parties that the remainder of the Agreement shall not be affected thereby, and it is also the intention of the Parties that, in lieu of each clause or provision of this Agreement that is illegal, invalid or unenforceable, there be added, as a part of this Agreement, a clause or provision as similar in terms to such illegal, invalid or unenforceable clause or provision as may be possible and be legal, valid and enforceable.

19. Section Headings. The section headings contained herein are for convenience only and are in no way intended to describe, interpret, define or limit the scope, extent or intent of this Agreement or any provision hereof. Words such as "herein", "hereof", "hereinafter" and "hereby" when used in this Agreement refer to this Agreement as a whole, unless otherwise required by the context.

[*signature page follows*]

IN WITNESS WHEREOF, the Parties hereto have executed this Facility Sharing Agreement as of the date first above written.

~~STUDENT SUCCESS PROGRAMS~~ ALTUS SCHOOLS SAN DIEGO

By: _____
Name: ~~Leendert Hering~~Tim Morton
Its: Board Chairperson

~~AUDEO CHARTER SCHOOLS~~ALTUS SCHOOLS SOUTHERN CALIFORNIA

By: _____
Name: ~~Gregg Haggart~~Wayland Myers
Its: Board Chairperson

ALTUS SCHOOLS SAN DIEGO

By: _____
Name: Tim Morton
Its: Chair of the Board

ALTUS SCHOOLS SOUTHERN CALIFORNIA

By: _____
Name: Wayland Myers
Its: Chair of the Board

EXHIBIT B
INTELLECTUAL PROPERTY AGREEMENT

This Intellectual Property Agreement (the "Agreement") is made as of July 1, 2022 by ~~Student Success Programs~~Altus Schools San Diego, a California nonprofit public benefit corporation ("~~SSP~~ASSD" or the "Licensor") and ~~Audeo Charter Schools~~Altus Schools Southern California, a California nonprofit public benefit corporation ("ASSC~~Audeo~~" or the "Licensee"). ~~SSP~~ ASSD and ~~Audeo~~ ASSC may be referred to herein individually as a "Party" and collectively as the "Parties."

WHEREAS, ASSD~~SSP~~ and ASSC~~udeo~~ share a common specific purpose "to support and benefit, and carry out the purposes of … public charter schools … to provide public education based on the educational and teaching concepts, methods, models, techniques" common to both schools, called the "Altus Model."

WHEREAS, ~~SSP~~ ASSD is the owner of the service mark "Altus Schools" and other intellectual property and proprietary materials that together constitute the brand image by which ~~SSP~~ ASSD is known to the public. ~~SSP's~~ ASSD's intellectual property and proprietary materials include, but are not limited to: ~~SSP's~~ ASSD's corporate names, product names, service marks, tag lines and descriptors, domain names, designs, typography, color palettes, and copyrightable works, including but not limited to content of its internet sites, stationery, signage, promotional items, advertising and marketing materials, events, press releases, photographs, forms, and electronic media as it relates to ~~SSP~~ASSD. The name and mark "Altus Schools" and the other intellectual property and proprietary materials which together constitute the brand image and language by which ASSD~~SSP~~ is known to the public are herein collectively referred to as the "IP Rights"; and

WHEREAS, ~~Audeo~~ ASSD wishes to obtain a non-exclusive license to use the IP Rights, including, without limitation, the service mark "Altus Schools," in connection with the promotion of its relationship with ~~SSP~~ ASSD and its provision of ~~Audeo's~~ ASSC's products and services; and ~~SSP~~ ASSD is willing to grant to ~~Audeo~~ ASSC a non-exclusive license to use the IP Rights, including, without limitation, the service mark "Altus Schools" for such purpose, provided that ~~Audeo~~ ASSC agrees to comply with the terms and conditions of this Agreement.

NOW THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged by the parties, the parties agree as follows:

1. **Licensor's Grant to Licensee.** To the extent ~~SSP~~ ASSD owns or controls such rights, ~~SSP~~ ASSD grants to ~~Audeo~~ ASSC during the Term of this Agreement a non-exclusive license to use the IP Rights, including, without limitation, the service mark "Altus Schools" and certain copyrighted works, each only in connection with the promotion of their relationship with ~~SSP~~ ASSD and in connection with advertising or promoting their products and services. Except as set forth in this Agreement, such license as may be granted in this Agreement may not be assigned, pledged, encumbered or otherwise transferred by ~~Audeo~~ASSC, voluntarily or involuntarily, by operation of law or otherwise, without ~~SSP's~~ ASSD's prior written consent, which consent may be withheld in ~~SSP's~~ ASSC's sole discretion, and any attempt to do so in violation of this Agreement will be without legal effect and void under this Agreement. ~~SSP~~ ASSD may terminate this License and any time and for any reason with thirty (30) days written notice to ~~Audeo~~ASSC.

2. **Consideration for Licenses.** For the promises received and given and other good and valuable consideration, the sufficiency of which is hereby acknowledged, ~~SSP~~ ASSD grants to ~~Audeo~~ ASSC the licenses and rights to the IP Rights as provided in this Section I. Audeo shall be considered

fully-paid and there shall be no royalty or other fee due for the license granted to ~~Audeo~~ ASSC herein during the period this Agreement.

3. **Modifications to IP Rights**. Audeo shall not make or use any modification to any of the IP Rights without the prior express written approval of ~~SSP~~ASSD, which may not be unreasonably delayed or withheld.

4. **Ownership.** ~~Audeo~~ ASSC hereby acknowledges and agrees that the IP Rights including, without limitation, the service mark "Altus Schools" and the goodwill associated with the IP Rights, are owned by ~~SSP~~ ASSD and are the exclusive property of ~~SSP~~ ASSD and may be used only with ~~SSP's~~ ASSD's prior written consent as granted through this Agreement. ~~Audeo~~ ASSC shall retain the goodwill in its business apart from the goodwill associated with the use of the service mark and IP Rights. ~~Audeo~~ ASSC further acknowledges and agrees that, upon the termination of this Agreement, all of ~~Audeo's~~ ASSC's rights in the IP Rights shall cease, and ~~Audeo~~ ASSC shall have no interest in or right to use any of the IP Rights which may have come into the possession of ~~Audeo~~ASSC. ~~Audeo~~ ASSC will not in any manner represent that it owns the IP Rights or any part or component of the IP Rights, and ~~Audeo~~ ASSC hereby acknowledges that its use of the IP Rights shall not create any right, title, or interest in or to the IP Rights in favor of ~~Audeo~~ASSC, but that all use by ~~Audeo~~ ASSC of the IP Rights shall inure to the sole benefit of and be on behalf of ~~SSP~~ASSD. Audeo further acknowledges and agrees that it will not at any time do, or cause to be done, any act or thing to contest, oppose, seek to invalidate or in any way impair or intend to impair the validity or enforceability of any applications, registrations, or rights in or for the IP Rights or any of ~~SSP's~~ ASSD's exclusive right, title and interest in the IP Rights.

5. **Infringement.** During the Term of the License, ~~Audeo~~ ASSC shall promptly notify ~~SSP~~ ASSD in writing of any suspected or actual infringement of the service mark as may come to their attention. In the event of any suspected or actual infringement, ~~SSP~~ ASSD has the right, but not the duty, to take any legal action or other measures to protect the service mark against such infringement. ~~Audeo~~ ASSC shall cooperate with ~~SSP~~ ASSD in any such actions or measures at ~~SSP's~~ ASSD's request and sole expense. In any action brought by ~~SSP~~ASSD: (a) ~~SSP~~ ASSD shall retain full control thereof, including the settlement or other disposition of the action; and (b) any recovery shall be solely for the account of ~~SSP~~ASSD.

~~1.~~6. **General Provisions**.

a. Disputes: This Agreement and any dispute arising from the performance or breach thereof shall be governed by and enforced in accordance with the laws of the State of California, without reference to any conflict of laws provisions.

b. Severability: In the event that any provision of this Agreement is found to be invalid, illegal, or unenforceable in any jurisdiction, all other provisions herein shall remain in full force and effect, and such invalidity, illegality, or unenforceability shall not affect the validity, legality, and enforceability of all other provisions herein.

c. No Modification or Waiver: The Parties shall not amend, modify, or waive any provision of this Agreement unless made, in writing, by and between the Parties. No provision of this Agreement shall be varied, contradicted, or explained by any oral agreement, course of dealing, or performance. No failure on the part of either Party to exercise any right under this Agreement, or any right provided by state law or equity or otherwise, shall impair, prejudice, or constitute a waiver of any such right.

d. No Assignment: This Agreement shall not be assigned or transferred, directly or indirectly, by Licensee to any third party, whether by operation of law or otherwise, without the prior written

consent of Licensor. Nothing in this Agreement shall be construed to limit the right of Licensor to assign the IP Rights or this Agreement, provided that the transferee or assignee agrees, in writing, to be bound by the terms and conditions of this Agreement.

e. Independent Contractors: Nothing in this Agreement is intended, or is to be construed, to constitute a partnership or any other relationship between the Parties. The Parties shall not have any express or implied right or authority to assume or create any obligation on behalf of any other party, or to bind any other party to any contract, undertaking or agreement with any third party.

f. Entire Agreement: This Agreement embodies the entire understanding between the Parties with respect to the Intellectual Property, and supersedes any prior communications, representations, or understandings with respect thereto, whether written or oral.

IN WITNESS WHEREOF, the Parties hereto have executed this Intellectual Property Agreement as of the date first above written.

~~STUDENT SUCCESS PROGRAMS~~
ALTUS SCHOOLS SAN DIEGO
By: _____
Name: ~~Leendert Hering~~ Tim Morton
Its: Board Chairperson

~~AUDEO CHARTER SCHOOLS~~ALTUS SCHOOLS SOUTHERN CALIFORNIA

By: _____
Name: ~~Gregg Haggart~~Wayland Myers
Its: Board Chairperson

EXHIBIT C
ROBOTICS SHARING AGREEMENT

This Robotics Sharing Agreement (the "Agreement") is made as of June 24/June 26, 2025, by Altus Schools San Diego, a California nonprofit public benefit corporation ("ASSD") and Altus Schools Southern California, a California nonprofit public benefit corporation ("ASSC"). ASSD and ASSC may be referred to herein individually as a "Party" or collectively as the "Parties".

RECITALS

WHEREAS, the Parties each agree that providing access to cutting-edge robotics technology is of great educational value to the students it serves and would serve each Party's educational mission and therefore each desires to acquire a humanoid robot for educational purposes;

WHEREAS, the Parties were presented with an opportunity to purchase an Ai powered semiautonomous humanoid robot [Ameca Gen2 by Engineered Art, Serial No. AC0039] (the "**Robot**") which the Parties believed would serve the educational purposes of the Parties;

WHEREAS, the cost of acquiring the Robot was significant and therefore the Parties agreed that, given the Parties' shared and integrated educational mission and history of beneficial collaboration, it would be most efficient and beneficial to defray the costs of acquiring the Robot by sharing ownership, the costs of operation and maintenance, and the benefits of the Robot between the Parties;

WHEREAS, having moved ahead with the purchase of the Robot, the Parties now wish to set forth their respective rights and obligations in this Agreement and to establish the joint ownership and use of the Robot;

NOW, THEREFORE, in consideration of the mutual promises, covenants, and agreements set forth herein, the sufficiency of which is acknowledged, the Parties hereby agree as follows:

AGREEMENT

1. Joint Ownership; Term. The Parties agree that, effective as of the purchase date of the Robot, the Robot has been and shall be going forward co-owned by ASSD and ASSC jointly, pursuant to the terms and limitations appearing herein. This Agreement shall govern the joint ownership of the Robot until such time as the Parties agree to dispose of the Robot as set forth herein (the "**Term**").

2. Purchase Price. The Parties are responsible for contributing to the purchase price of the Robot in proportion to their relative number of the P2 ADA (average daily attendance) generated by the charter schools associated with the respective Parties at the time of purchase of the Robot (the **P2 ADA Ratio**").

3. Designated Custodian. Each Party shall designate a primary point of contact to be responsible for the Robot's use, maintenance, storage, and transportation when in that Party's care ("**Robot Custodian**").

4. Shared Use. Each Party shall strictly comply with all manufacturer instructions, manuals, warranty conditions, and purchase and license terms and conditions when using the Robot. Neither Party may commit waste, intentionally damage, take any action to void any warranties

for, or use the Robot for purposes other than those it was designed for. Each Party shall be responsible for understanding and abiding by any manufacturer's purchase terms and conditions, license terms and conditions, or other contractual obligations pertaining to ownership and use of the Robot. Each Party, through its Robot Custodian, shall ensure that its employees and agents who use the Robot are appropriately trained and that student use and interactions with the Robot are supervised, educationally appropriate, consistent with the Rules and Regulations, and safe. Prior to the beginning of every school year, the Parties, through their Robot Custodian, will agree to a shared use schedule that defines when each Party will use and have access to the Robot for its educational programming, which total apportionment of time shall be divided approximately in accordance with the then-applicable P2 ADA Ratio.

5. Further Rules and Regulations for Use. The Parties' Robot Custodians shall develop a mutually agreed upon set of standard operating rules for use of the Robot, which shall be applicable to each Party and its employees, students, and invitees ("**Rules and Regulations**"). These Rules and Regulations shall be put in writing and signed by each Robot Custodian prior to the first use of the Robot for educational purposes. The Rules and Regulations shall incorporate any restrictions on use imposed by the manufacturer through any purchase terms and conditions, license terms and conditions, or other prohibitions or requirements of the manufacturer. Once per quarter for the first school year in which the Parties own the Robot, the Robot Custodians shall meet to discuss their respective uses of the Robot and to revise the Rules and Regulations as necessary. After the first school year, the Robot Custodians shall meet at least once per year for this purpose.

6. Joint Maintenance Obligations. Each Party is responsible for repairing and maintaining the Robot throughout the school year when the Robot is in that Party's custody and care, with the goal of ensuring the Robot is fully operational when made available to the other Party. All repair and maintenance must be performed in accordance with manufacturer specifications and requirements. Any significant malfunctions or operational problems shall be mutually shared promptly between the Parties' Robot Custodians. Each Party will document any costs incurred to maintain or repair the Robot during a school year and in July of every year the total maintenance and repair costs of the previous school year will be calculated and the Parties shall contribute to the total cost in proportion to the P2 ADA Ratio, with one Party reimbursing the other as necessary, provided that any maintenance or repair cost incurred solely due to the negligence or willful misconduct of a Party or its employees, students, or invitees shall be attributable solely to that Party and not included in the total costs to be shared according to the P2 ADA Ratio.

7. Insurance. During the Term of this Agreement, the Parties shall obtain insurance coverage for the Robot that designates both Parties as Insured Parties, the costs of which insurance coverage shall be divided among the Parties according to the P2 ADA Ratio.

8. Adjustment of P2 ADA Ratio. The Parties shall adjust the P2 ADA Ratio once per year in June by providing each other with a final P2 attendance count for the foregoing school year.

9. Disposing of the Robot. Neither Party may sell, lease, license the use of, encumber, or enter into any agreement with a third party pertaining to the Robot without the express written consent of the other Party, unless both Parties are signatories to such agreement or instrument effecting the sale, lease, license encumbrance or other agreement pertaining to the Robot. If the Robot is sold to any third party, the Parties shall share in the proceeds of such sale in accordance with the initial P2 ADA Ratio at the time of purchase of the Robot. If the Robot is leased to any third party, the Parties shall share in the proceeds of such lease according to the then-applicable P2 ADA Ratio.

10. Indemnification. Each Party (the "**Indemnifying Party**") shall indemnify and hold the other Party (the "**Indemnified Party**") harmless from and against all liabilities, obligations, claims, damages, penalties, causes of action, costs, and expenses (including attorneys' fees and costs) imposed upon or incurred by or asserted against the Indemnified Party by reason of (i) any property damage, accident, injury, or death of persons caused by the Robot whether autonomously or in conjunction with the acts or omissions of the Indemnifying Party's employees, agents, directors, students, or invitees (collectively, the "**Indemnifying Party's Parties**"), or (ii) any failure on the part of the Indemnifying Party to perform or comply with any of the terms of this Agreement.

11. Dispute Resolution. If any dispute arises with regard to this Agreement or the ownership or use of the Robot by the Parties shall be subject to the following dispute resolution process prior to the initiation of any civil claim: (1) the Parties' Robot Custodians shall first hold a conference to discuss the dispute and attempt in good faith to resolve it; (2) if the prior step fails to fully resolve the dispute to the Parties' mutual satisfaction, one representative of each of the Parties' executive leadership team shall join the Robot Custodians in an issue conference in an attempt to resolve the dispute; (3) if the prior step fails to fully resolve the dispute to the Parties' mutual satisfaction, the Parties shall retain the services of a mediator mutually-agreeable to both Parties and make a good-faith effort to resolve any remaining disputes.

12. Notices. All notices given in connection with this Agreement shall be in writing. Service of such notices shall be deemed complete (a) if hand delivered, on the date of delivery, (b) if by mail, on the fourth business day following the day of deposit in the United States mail, by certified or registered mail, first-class postage prepaid, or (c) if sent by courier service via overnight delivery, on the next business day. Such notices shall be addressed to the Parties at the following addresses or at such other address for a Party as shall be specified by like notice (except that notices of change of address shall be effective upon receipt):

    If to ASSD:

    Altus School San Diego
    Attn: Board Chair
    10170 Huennekens Street
    San Diego, CA 92121

    If to ASSC

    Altus Schools Southern California
    Attn: Board Chair
    10170 Huennekens Street
    San Diego, 92121

13. Governing Law. This Agreement shall be governed by, and be construed in accordance with, the laws of the State of California.

14. Amendment. This Agreement may be amended or supplemented at any time, provided that any such amendment or supplement shall be made in writing and signed by each of the Parties hereto.

15. Assignment. This Agreement shall be binding upon and shall inure to the benefit of the Parties hereto and is not assignable by any Party.

16. Entire Agreement. This Agreement constitutes the entire agreement between the Parties relating to the subject matter hereof.

17. Severability. If any clause or provision of this Agreement is illegal, invalid, or unenforceable under present or future applicable law, the Parties intend that the remainder of the Agreement shall not be affected thereby, and it is also the intention of the Parties that, in lieu of each clause or provision of this Agreement that is illegal, invalid, or unenforceable, there be added, as a part of this Agreement, a clause or provision as similar in terms to such illegal, invalid, or unenforceable clause or provision as may be possible and be legal, valid, and enforceable.

[*signature page follows*]

IN WITNESS WHEREOF, the Parties hereto have executed this Robotics Sharing Agreement as of the date first above written.

ALTUS SCHOOLS SAN DIEGO

By: _____
Name: Tim Morton
Its: Board Chair

ALTUS SCHOOLS SOUTHERN CALIFORNIA

By: _____
Name: Wayland Myers
Its: Board Chair

ALTUS SCHOOLS SOUTHERN CALIFORNIA
d/b/a Audeo Charter School II, Audeo Valley Charter, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Mirus Secondary
A California Public Benefit Corporation

RESOLUTION NO: 2025062401
To Participate In
The San Diego County Schools Risk Management Joint Powers Authority For
Workers' Compensation, Property & Liability or Any Other Risk Or Plan Authorized By Law

On motion of Member _____, seconded by Member _____, the following resolution is adopted:

WHEREAS, school districts in the State of California have determined there is a continuing need for insured and self-insurance plans for workers' compensation, property and liability, miscellaneous property or any other risk or plan authorized by law; and

WHEREAS, Title I, Division 7, Chapter 5, Article I (Sections 6500 et seq.) of the Government Code of the State of California authorizes joint exercise of two or more public agencies of any power common to them; and

WHEREAS, Sections 35214, 17566, 17567, 81602, and 81603 of the Education Code authorize a school district to establish insured and self-insurance plans for workers' compensation, property and liability, miscellaneous property or any other risk or plan authorized by law;

WHEREAS, **Altus Schools Southern California DBA Altus Schools Coachella Valley** has executed an Articles of Agreement to the San Diego County Schools Risk Management Joint Powers Authority (JPA) and the JPA Agreement requires that the Board of member districts designate and appoint a JPA representative and alternate.

NOW THEREFORE BE IT RESOLVED that **Mary Searcy Bixby, Superintendent School Services and Founder** is designated as the authorized representative of the Board of Trustees of **Altus Schools Southern California DBA Altus Schools Coachella Valley**, and **Lynne H. Alipio, Chief Business Officer** is designated as the alternate representative, and is hereby authorized and directed to execute on behalf of this district the joint powers agreement designated as the San Diego County Schools Risk Management Joint Powers Authority for workers' compensation, property & liability, miscellaneous property as authorized by law, and said representatives are further authorized to sign the said documents and perform all items pertinent to the interest of the Board of Trustees as a legislative body pursuant to the terms of said agreement. Furthermore, they are authorized and directed to perform all items pertaining to the

interest of the Board of Trustees as a legislative body pursuant to the terms of the San Diego County Schools Risk Management Joint Powers Authority agreement.

PASSED AND ADOPTED by the Governing Board of the **Altus Schools Southern California DBA Altus Schools Coachella Valley** at **San Diego** County, California, on the 24th Day of June, 2025, by the following vote:

AYES:
NOES:
ABSENT:
ABSTENTIONS:

STATE OF CALIFORNIA)
) SS.
COUNTY OF SAN DIEGO)

I, _____, Secretary of the Governing Board of the **Altus Schools Southern California DBA Altus Schools Coachella Valley** do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by said board at the regular meeting hereof at the time and place of vote stated, which resolution is on file and of record in the office of said board.

_____
Secretary, Altus Schools Southern California

ALTUS SCHOOLS SOUTHERN CALIFORNIA
d/b/a Audeo Charter School II, Audeo Valley Charter, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Mirus Secondary
A California Public Benefit Corporation

RESOLUTION NO: 2025062402
TO PARTICIPATE IN
A JOINT POWERS AUTHORITY FOR FRINGE BENEFITS PROGRAMS
SAN DIEGO COUNTY SCHOOLS FRINGE BENEFITS CONSORTIUM

On motion of Member _____, seconded by Member _____, the following resolution is adopted:

WHEREAS, school districts in the State of California have determined there is a continuing need for insured and self-insurance plans for fringe benefits and desire to combine their respective efforts to establish and maintain Fringe Benefit Programs as authorized by law; and

WHEREAS, Title I, Division 7, Chapter 5, Article I (Sections 6500 et seq.) of the Government Code of the State of California authorizes joint exercise of two or more public agencies of any power common to them; and

WHEREAS, Sections 35214, 39602, 39603, 81602, and 81603 of the Education Code authorize a school district to establish a plan for health, vision, mental wellness, physical wellness, dental, IRC Section 125, life, long term care, prepaid legal, long term disability, deferred compensation, voluntary benefits, or any other fringe benefits plan as authorized by law;

NOW THEREFORE BE IT RESOLVED that **Mary Searcy Bixby, Superintendent School Services and Founder** is designated as the official authorized representative of the Board of Trustees and **Lynne H. Alipio, Chief Business Officer** as alternate representative, and are hereby authorized and directed to perform and execute on behalf of the **Altus Schools Southern California DBA Altus Schools Coachella Valley**, the joint exercise of powers agreement designated as the San Diego County Schools Fringe Benefits Consortium for health, dental, vision, life, long term care, Internal Revenue Code Section 125, prepaid legal, long term disability, deferred compensation, and voluntary benefits as authorized by law, and said representative(s) are further authorized to sign the documents and perform all items pertinent to the interest of the Board of Trustees as a legislative body pursuant to the terms of said agreement.

PASSED AND ADOPTED by the Governing Board of the **Altus Schools Southern California DBA Altus Schools Coachella Valley**, at **San Diego**, California, on this 24th Day of June, 2025, by the following vote:

AYES:
NOES:
ABSENT:
ABSTENTIONS:

STATE OF CALIFORNIA)
) SS.
COUNTY OF SAN DIEGO)

I, _____, Clerk/Secretary of the Governing Board of the **Altus Schools Southern California DBA Altus Schools Coachella Valley**, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by said Board at the regularly scheduled and conducted meeting held at the time and place stated, which resolution is on file and of record in the office of said Board.

_____
Signature
Clerk/Secretary of the Governing Board

Authorizing the FBC Master Vendor List Offered Through the
San Diego County Office of Education
Fringe Benefit Consortium 457/403(b), 401(a) Plan

BACKGROUND
District employees are able to contribute to tax-sheltered retirement savings accounts under the IRS section 403(b) and 457. In the past, employees were able to select from many vendors offering such plans and authorized the district to make monthly contributions into their account via payroll deduction. Changes in state and federal law now require vendors to register with the state. In addition, districts will be held responsible for ensuring that employee contributions into these plans and distributions from these plans meet complex IRS requirements. The district has no way to monitor compliance under the current system, thereby exposing both the district and individual employees to liability for IRS penalties.

Analysis
The San Diego County Office of Education has contracted for compliance monitoring services for 403(b) and 457 plans for participating districts through the Fringe Benefit Consortium (FBC). By adopting the FBC Master Vendor List, the district can be assured that all future contributions are compliant. The Master Vendor List includes vendors who have both registered with the state, and have signed hold-harmless agreements with the FBC and agreed to coordinate information with the FBC on plan distributions, loans, and hardship withdraws.

Effective 2022, the district will no longer make employee contributions to vendors that are not on the FBC Master Vendor List. Employees who elect to maintain accounts from past contributions with unapproved vendors will be required to provide semi-annual self-reporting of plan distributions.

Recommendation
It is recommended that the board approve Resolution No., 2025062403 authorizing the FBC Master Vendor List offered through the San Diego County Office of Education Fringe Benefit Consortium 457/403(b), 401(a) plan.

Prepared by:

_____
Name: Lynne H. Alipio
Title: Chief Business Officer

ALTUS SCHOOLS SOUTHERN CALIFORNIA
d/b/a Audeo Charter School II, Audeo Valley Charter, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Mirus Secondary
A California Public Benefit Corporation

Resolution No. 2025062403
Authorizing the FBC Master Vendor List Offered Through the
San Diego County Office of Education
Fringe Benefit Consortium 457/403(b), 401(a) Plan

WHEREAS, the district employees are able to contributions to tax-sheltered retirement savings accounts under IRS sections 403(b) and 457; and

WHEREAS, changes in state and federal law now require vendors to register with the state, and hold districts responsible for ensuring that both contributions into these plans and distributions from these plans meet complex IRS requirements; and

WHEREAS, the district has no way to monitor compliance under the current system, thereby exposing both the district and the individual employees to liability for IRS penalties: and

WHEREAS, the San Diego County Office of Education provides compliance monitoring services for 430(b), 401(a) and 457 plans for participating district thought the Fringe Benefit Consortium (FBC); and

WHEREAS, the compliance monitoring services are provided for those vendors on the Mater Vendor List that have registered with the state, and have signed a Hold Harmless Agreement with the FBC and agreed to coordinate information with the FBC on plan distributions; and

WHEREAS, it is also understood that the FBC Master Vendor List will be amended from time to time as the FBC endeavors to coordinate with CalSTRS 403b Compare registered vendors.

WHEREAS, school districts in the State of California have determined there is a continuing need for insured and self-insurance plans for fringe benefits and desire to combine their respective efforts to maintain Fringe Benefit Programs as authorized by law; and

WHEREAS, Title I, Division 7, Chapter 5, Article I (Sections 6500 et seq.) of the Government Code of the State of California authorizes joint exercise of two or more public agencies of any power common to them; and

WHEREAS, Sections 35214, 17566 and 17567 of the Education Code authorize a school district to establish a plan for health, vision, mental wellness, physical wellness, dental, IRC Section 125, life, long-term care, prepaid legal, long-term disability, **deferred compensation, voluntary benefits**, or any other fringe benefits as authorized by law;

THEREFORE, BE IT RESOLVED, the San Diego County Schools Fringe Benefit Consortium Master Vendor List and subsequent amendments to the list are adopted by **Altus Schools**

Southern California DBA Altus Schools Coachella Valley, and that the **Chief Business Officer** is authorized and directed to act on behalf of the district in all matters pertaining to the plan.

NOW THEREFORE, BE IT RESOLVED, that effective **July 1, 2025**, employees contributing to tax deferred plans are restricted to vendors on the FBC Master Vendor List.

PASSED AND ADOPTED by the Governing Board of the **Altus Schools Southern California DBA Altus Schools Coachella Valley**, on this 24th Day of June, 2025, by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

STATE OF CALIFORNIA)
) SS.
COUNTY OF SAN DIEGO)

I, Lynne H. Alipio, Secretary of the Governing Board of the **Altus Schools Southern California DBA Altus Schools Coachella Valley** of San Diego, California, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by said board at the regularly scheduled and conducted meeting held at the time and place stated, which resolution is on file in the office of said board.

_____
Secretary of the Governing Board

ALTUS SCHOOLS SOUTHERN CALIFORNIA
d/b/a Audeo Charter School II, Audeo Valley Charter, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Mirus Secondary
A California Public Benefit Corporation

CalPERS ID:

EMPLOYER RESOLUTION 2025062404
TAX DEFERRED DEDUCTION PLAN
FOR SERVICE CREDIT PURCHASES

WHEREAS, the Board of Administration of the California Public Employees' Retirement System (CalPERS) at the April 1996 meeting approved a Tax-Deferred payroll deduction plan for service credit purchases under Internal Revenue Code (IRC) section 414(h)(2);

WHEREAS, the Altus Schools Coachella Valley has the authority to implement the provisions of IRC section 414(h)(2) and has determined that even though implementation is not required by law, the tax benefit offered by this section should be provided to those employees who are members of CalPERS; and

WHEREAS, the Altus Schools Coachella Valley elects to participate in the Tax-Deferred payroll deduction plan for all employees in the following CalPERS employee groups or classifications (i.e., miscellaneous, safety, police, fire, etc.):

Miscellaneous Employees

NOW, THEREFORE, BE IT RESOLVED:

I. That the Altus Schools Coachella Valley will implement the provisions of IRC section 414(h)(2) by making employee contributions for service credit purchases pursuant to the California State Government Code on behalf of its employees who are members of CalPERS and who have made a binding irrevocable election to participate in the Tax-Deferred payroll deduction plan. "Employee contributions" shall mean those contributions reported to CalPERS which are deducted from the salary of employees and are credited to individual employee accounts for service credit purchases, thereby resulting in tax deferral of employee contributions.

II. That the contributions made by the Altus Schools Coachella Valley to CalPERS, although designated as employee contributions, are being paid by the Altus Schools Coachella Valley in lieu of contributions by the employees who are members of CalPERS.

III. That the employees shall not have the option of choosing to receive the contributed amounts directly instead of having them paid by the Altus Schools Coachella Valley to CalPERS.

IV. That the Altus Schools Coachella Valley shall pay to CalPERS the contributions designated as employee contributions from the same source of funds as used in paying salary, thereby resulting in tax deferral of employee contributions.

V. That the effective date for commencement of the Tax-Deferred payroll deduction plan cannot be any earlier than the date the completed resolution is received and approved by CalPERS.

VI. That the governing body of the Altus Schools Coachella Valley shall participate in and adhere to requirements and restrictions of the Tax-Deferred payroll deduction plan by reporting Tax-Deferred payroll deductions when authorized by CalPERS for those employees of the above stated employee groups or classifications who have elected to participate in this plan.

PASSED AND ADOPTED by the governing body of the Altus Schools Coachella Valley this _____ day of _____, 2025 .

BY _____

(Signature of Official)

_____

(Title of Official)

ALTUS SCHOOLS SOUTHERN CALIFORNIA
d/b/a Audeo Charter School II, Audeo Valley Charter, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Mirus Secondary
A California Public Benefit Corporation

CalPERS ID:

RESOLUTION 2025062405
TO TAX DEFER MEMBER PAID CONTRIBUTIONS – IRC 414(H)(2) EMPLOYER PICK-UP

WHEREAS, the **Altus Schools Coachella Valley** has the authority to implement the provisions of section 414(h)(2) of the Internal Revenue Code (IRC); and

WHEREAS, the Board of Administration of the California Public Employees' Retirement System (CalPERS) adopted its resolution re section 414(h)(2) IRC on September 18, 1985; and

WHEREAS, the Internal Revenue Service has stated in December 1985, that the implementation of the provisions of section 414(h)(2) IRC pursuant to the Resolution of the Board of Administration would satisfy the legal requirements of section 414(h)(2) IRC; and

WHEREAS, the **Altus Schools Coachella Valley** has determined that even though the implementation of the provisions of section 414(h)(2) IRC is not required by law, the tax benefit offered by section 414(h)(2) IRC should be provided to Miscellaneous Employees who are members of the CalPERS:

NOW, THEREFORE, BE IT RESOLVED:

I. That the **Altus Schools Coachella Valley** will implement the provisions of section 414(h)(2) Internal Revenue Code by making employee contributions pursuant to California Government Code Section 20691 to the CalPERS on behalf of all its employees or all its employees in a recognized group or class of employment who are members of CalPERS. "Employee contributions" shall mean those contributions to CalPERS which are deducted from the salary of employees and are credited to individual employee's accounts pursuant to California Government Code section 20691.

II. That the contributions made by the **Altus Schools Coachella Valley** to CalPERS, although designated as employee contributions, are being paid by the **Altus Schools Coachella Valley** in lieu of contributions by the employees who are members of CalPERS.

III. That employees shall not have the option of choosing to receive the contributed amounts directly instead of having them paid by the **Altus Schools Coachella Valley** to CalPERS.

IV. The **Altus Schools Coachella Valley** shall pay to CalPERS the contributions designated as employee contributions from the same source of funds as used in paying salary.

V. That the amount of the contributions designated as employee contributions and paid by the **Altus Schools Coachella Valley** to CalPERS on behalf of an employee shall be the entire contribution required of the employee by CalPERS (California Government Code sections 20000, et seq.).

VI. That the contributions designated as employee contributions made by **Altus Schools Coachella Valley** to CalPERS shall be treated for all purposes, other than taxation, in the same way that member contributions are treated by CalPERS.

PASSED AND ADOPTED by the governing body of the **Altus Schools Coachella Valley** this _____ day of _____, 2025.

BY _____

(Signature of Official)

_____

(Title of Official)

ALTUS SCHOOLS SOUTHERN CALIFORNIA
d/b/a Audeo Charter School II, Audeo Valley Charter, Altus Schools Coachella Valley,
Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Mirus Secondary
A California Public Benefit Corporation

RESOLUTION 2025062406
PRE-TAX DEDUCTIONS FOR VOLUNTARY RECEIVABLE

WHEREAS, Internal Revenue Code (IRC) Section 414(h)(2) permits employer "pickup" of the employee portion of contributions to a retirement plan, thereby resulting in tax deferral of employee contributions; and

WHEREAS, under the California State Teachers' Retirement System (CalSTRS) plan conditions, members may be allowed to redeposit contributions previously withdrawn plus interest and/or purchase permissive service credit;

NOW THEREFORE, BE IT RESOLVED, that in order to permit tax deferral for these additional amounts, an employee shall enter into a binding irrevocable payroll deduction authorization and such employee shall not have the option of choosing to receive the amounts directly instead of having them paid by the employer to CalSTRS;

BE IT FURTHER RESOLVED, that additional amounts herein specified, through payroll deduction from salary, are designated as being picked up by the employer and paid by the employer in accordance with CalSTRS retirement plan requirements.

PASSED AND ADOPTED by the governing body of the **Altus Schools Coachella Valley** this 24th day of June, 2025.

July 1, 2025_____
Voluntary Deductions Pre-Tax Receivable Effective Date

BY

_____
(Signature of Official)

_____
(Title of Official)

ALTUS SCHOOLS SOUTHERN CALIFORNIA

d/b/a Audeo Charter School II, Audeo Valley Charter, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Mirus Secondary

A California Public Benefit Corporation

RESOLUTION 2025062407
EMPLOYER PICK-UP OF MEMBER CONTRIBUTIONS (EPMC)

WHEREAS, the **Altus Schools Coachella Valley** School District [**Riverside** County Superintendent of Schools] has the authority to implement the provisions of section 414(h)(2) of the Internal Revenue Code (IRC); and

WHEREAS, the Teachers' Retirement Board of the California State Teachers' Retirement System (CalSTRS) adopted its resolution of IRC section 414(h)(2) on May 17, 1985; and

WHEREAS, the Internal Revenue Service has stated on August 27, 1985, that the implementation of the provisions of IRC section 414(h)(2) pursuant to the resolution of the Teachers' Retirement Board would satisfy the legal requirements of IRC section 414(h)(2); and

WHEREAS, the **Altus Schools Coachella Valley** School Board [**Riverside** County Superintendent of Schools] has determined that even though the implementation of the provisions of IRC section 414(h)(2) is not required by law, the tax benefit offered by IRC section 414(h)(2) should be provided to its employees who are members of CalSTRS.

NOW, THEREFORE, BE IT RESOLVED:

I. That the **Altus Schools Coachella Valley** School District [**Riverside** County Superintendent of Schools] will implement the provisions of IRC section 414(h)(2) by making employee contributions to CalSTRS on behalf of its employees who are members of CalSTRS. "Employees contributions" shall mean those contributions to CalSTRS which are deducted from the salary of employees and are credited to individual employees' accounts.

II. That the contributions made by the **Altus Schools Coachella Valley** School District [**Riverside** County Superintendent of Schools] to CalSTRS, although designated as employee contributions, are being paid by the **Altus Schools Coachella Valley** School District [**Riverside** County Superintendent of Schools] in lieu of contributions by the employees who are members of CalSTRS.

III. That employees shall not have the option of choosing to receive the contributed amounts directly instead of having them paid by the **Altus Schools Coachella Valley** School District [**Riverside** County Superintendent of Schools] to CalSTRS.

IV. That the **Altus Schools Coachella Valley** School District [**Riverside** County Superintendent of Schools] shall pay to CalSTRS the contributions designated as employee contributions from the same source of funds as used in paying salary.

V. That the amount of the contributions designated as employee contributions and paid by the **Altus Schools Coachella Valley** School District [**Riverside** County Superintendent of Schools] to CalSTRS on behalf of an employee shall be the entire contribution required of the employee by the Teachers' Retirement Law (California Education Code sections 22000 et seq.)

VI. That the contributions designated as employee contributions made by the **Altus Schools Coachella Valley** School District [**Riverside** County Superintendent of Schools] to CalSTRS shall be treated for all purposes, other than taxation, in the same way that member contributions are treated by CalSTRS.

VII. That the **Altus Schools Coachella Valley** School District [**Riverside** County Superintendent of Schools] shall make no contributions designated as employee contributions until CalSTRS has developed and implemented procedures for administering the provisions of Section 414(h)(2) of the Internal Revenue Code and until CalSTRS has officially notified the **Altus Schools Coachella Valley** School District [**Riverside** County Superintendent of schools] that it will accept contributions pursuant to Section 414(h)(2) of the Internal Revenue Code.

PASSED AND ADOPTED by the governing body of the **Altus Schools Coachella Valley** this 24th day of June, 2025.

July 1, 2025_____
EPMC Resolution Effective Date:
(CalSTRS coverage effective date)

BY

_____
(Signature of Official)

_____
(Title of Official)

ALTUS SCHOOLS SOUTHERN CALIFORNIA
d/b/a Audeo Charter School II, Audeo Valley Charter, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Mirus Secondary
A California Public Benefit Corporation

Board of Directors Resolution Number 2025062408

WHEREAS, the Altus Schools Southern California, Inc. (the "Corporation") operates public charter schools, including Audeo Charter School II, Audeo Valley Charter, Altus Schools East County, Altus Schools North County, Altus Schools South Bay, and Mirus Secondary approved by the Hesperia Unified School District, and the Corporation maintains the funds for each charter school in segregated accounts; and

WHEREAS, the Corporation utilizes a fund accounting methodology, further disaggregating the revenues and expenditures of each nonclassroom-based resource center operated by the Corporation as part of the charter schools listed above, which includes a designated "positive net results of operations" for each resource center when revenues exceed expenditures; and

WHEREAS, Mirus Secondary currently operates the following nonclassroom-based resource center:

Palm Desert Resource Center (72840 Highway 111, Palm Desert, CA 92260) which has a positive net results of operations balance of funds for the 2023-2024 school year; and

WHEREAS, in order to satisfy the dictates of the ruling in *Anderson Union High School Dist. v. Shasta Secondary Home School* (2016) 4 Cal.App.5th 262 and to allow for the seamless transition of the educational program provided at the Palm Desert Resource Center, the Corporation shall transfer the operational control of the Palm Desert Resource Center from Mirus Secondary to Altus Schools Coachella Valley effective July 1, 2025; such transfer shall include an amount of the positive net results of operations for the Palm Desert Resource Center as outlined herein;

WHEREAS, pursuant to Education Code section 47633(c) "general purpose entitlement funding may be used for any public school purpose determined by the governing body of the charter school";

WHEREAS, the Board of Directors deems it desirable and in the best interests of this Corporation and the students that it serves in its charter schools, and consistent with its charitable purpose, to authorize such action through a resolution of the Board;

NOW, THEREFORE, BE IT RESOLVED, that the Corporation approves and authorizes all acts and transactions necessary to effectuate the transfer of operational control of Palm Desert Resource Center from Mirus Secondary to Altus Schools Coachella Valley as well as

the amount of the positive net result of operations of Mirus Secondary's Palm Desert Resource Center to Altus Schools Coachella Valley to continue the operation of the Palm Desert Resource Center;

RESOLVED FURTHER, that, Mirus Secondary will transfer on July 1, 2025, the positive net result of operations for fiscal year 2023-2024 in the amount of One Million Four Hundred and Twenty One Thousand Two Hundred Seventy Dollars ($1,421,270).

PASSED AND ADOPTED by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

The undersigned hereby certifies that she is the duly elected and qualified Secretary of Altus Schools Southern California, Inc., a duly formed California Nonprofit Public Benefit Corporation, and that the foregoing is a true record of a resolution duly adopted at a meeting of the Board of Directors and that said meeting was held in accordance with California law and the Bylaws of the Corporation on June 26, 2025 and that said resolution is now in full force and effect without modification or rescission.

IN WITNESS WHEREOF, I have executed my name as Secretary and have hereunto affixed the corporate seal of the above-named Corporation this _____, of_____, 2025.

_____
Lynne H. Alipio, Secretary

Audeo Valley Charter School & Altus Schools Coachella Valley

CHARTER SCHOOL NAME

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above named Charter School, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign contracts, Financial Statements/Reports, checks and orders drawn on the funds of the charter school.

These approved signatures are valid for the period of: July 1, 2025 to June 30, 2027

In accordance with governing board approval dated June 24, 2025

Signature _____

Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature and have every authorized signor physically sign the form.

Column 1

Signatures of Members of the Governing Board:

SIGNATURE
TYPED NAME Wayland Myers
Chairman of the Board
SIGNATURE
TYPED NAME Chris Gordon
Member of the Board
SIGNATURE
TYPED NAME Jim Herr
Member of the Board
SIGNATURE
TYPED NAME Cristina Stevens
Member of the Board
SIGNATURE
TYPED NAME Mary Searcy Bixby
Superintendent of School Services and Founder
SIGNATURE
TYPED NAME Lynne H. Alipio
Secretary and Treasurer of the Corporation
SIGNATURE
TYPED NAME
Member of the Board

If the Board has given special instructions for signing payments/checks or orders, please attach a copy of the resolution to this form.

Column 2

Signatures of Personnel and/or Members of the Governing Board authorized to sign checks, Salary Payments or Commercial Payments, Financial Statements/Reports, and Contracts:

SIGNATURE
TYPED NAME Mary Searcy Bixby
TITLE Superintendent of School Services and Founder
SIGNATURE
TYPED NAME Lynne H. Alipio
TITLE Chief Business Officer and CFO
SIGNATURE
TYPED NAME Veneeta Chan
TITLE Finance Administrator
SIGNATURE
TYPED NAME Timothy Tuter
TITLE Deputy Superintendent Schools Services -Employment Contract
SIGNATURE
TYPED NAME Tiffany Yandell
TITLE Director of Operations and Technology - Vendor Contracts
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
2	2
CHECKS	CONTRACTS
2	1

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II,
Altus Schools North County, Audeo Valley Charter School,
Altus Schools East County, and Altus Schools South Bay

TEACHER / COUNSELOR / NURSE SALARY SCHEDULE

Effective JULY 1, 2025

ANNUAL SALARY RATES

228-DAY CONTRACT YEAR

STEP	EMER INTERN	INTERN	COLUMN A BA RANGE 1	COLUMN B BA + 36 or MA RANGE 2	COLUMN C BA + 60 or BA + 54 With MA RANGE 3	COLUMN D BA + 72 With MA RANGE 4	COLUMN E BA + 90 With MA RANGE 5	STEP
01	65,153.28	65,153.28	66,021.00	70,049.40	74,080.32	78,108.84	82,139.64	**01**
02		66,890.04	68,500.80	72,531.60	76,557.60	80,588.64	84,616.92	**02**
03			71,080.08	75,108.60	79,137.12	83,165.40	87,196.44	**03**
04			73,764.24	77,795.04	81,821.04	85,851.84	89,880.36	**04**
05			76,552.68	80,581.08	84,612.00	88,640.52	92,671.32	**05**
06			79,453.20	83,484.24	87,512.52	91,543.56	95,571.84	**06**
07			82,473.36	86,504.16	90,530.16	94,561.08	98,589.60	**07**
08			85,610.40	89,641.32	93,667.32	97,698.12	101,726.64	**08**
09			88,869.48	92,900.40	96,931.32	100,959.72	104,988.24	**09**
10			92,262.96	96,291.48	100,320.00	104,348.28	108,379.32	**10**
11			95,788.56	99,816.96	103,848.00	107,878.80	111,907.32	**11**
12			95,788.56	103,486.80	107,517.84	111,546.24	115,577.16	**12**
13			95,788.56	103,486.80	111,334.56	115,365.48	119,394.00	**13**
14			95,788.56	103,486.80	111,334.56	119,331.72	123,362.64	**14**
15			95,788.56	103,486.80	111,334.56	119,331.72	127,490.76	**15**
16			99,162.12	106,860.48	114,708.24	122,705.40	130,861.80	**16**
17			104,338.32	112,113.96	120,041.28	128,118.12	136,356.72	**17**
18			104,338.32	112,113.96	120,041.28	128,118.12	136,356.72	**18**
19			104,338.32	112,113.96	120,041.28	128,118.12	136,356.72	**19**
20			104,338.32	112,113.96	120,041.28	128,118.12	136,356.72	**20**
21			104,338.32	112,113.96	120,041.28	128,118.12	136,356.72	**21**
22			104,338.32	112,113.96	120,041.28	128,118.12	136,356.72	**22**
23			**108,138.32**	**115,913.96**	**123,841.28**	**131,918.12**	**140,156.72**	**23**
24			108,138.32	115,913.96	123,841.28	131,918.12	140,156.72	**24**
25			**113,238.32**	**121,013.96**	**128,941.28**	**137,018.12**	**145,256.72**	**25**

Includes 4% increase effective 7.1.2021
Includes annual Longevity Stipend of $3800 at step 23 (23 years of service) effective 7.1.2025
Includes annual Longevity Stipend of $5100 at step 25 (25 years of service) effective 7.1.2025
Special Education teachers and Counselors has additional annual stipend of $200.
Learning Lead has additional annual stipend of $12000.

TERMS and REQUIREMENTS:

1) Full-time position, not to exceed 40 hours per week.
2) 228 Contract Base Days
3) Must possess a current California Clear or Preliminary Single or Multiple-Subject Teaching Credential
4) Must have a CLAD Certification/EL Authorization
5) Must pass a workstyles/behavior survey and math assessment
6) Must clear background check by Department of Justice and FBI
7) Must receive TB clearance
8) Must possess a valid California driver's license and have reliable transportation
9) School Nurse: Must possess a current Clear or Preliminary California School Nurse Services Credential

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II,
Altus Schools North County, Audeo Valley Charter School,
Altus Schools East County, and Altus Schools South Bay

TEACHER / COUNSELOR / NURSE SALARY SCHEDULE

Effective JULY 1, 2025

MONTHLY RATES

228-DAY CONTRACT YEAR

STEP	EMER INTERN	INTERN	COLUMN A BA RANGE 1	COLUMN B BA + 36 or MA RANGE 2	COLUMN C BA + 60 or BA + 54 With MA RANGE 3	COLUMN D BA + 72 With MA RANGE 4	COLUMN E BA + 90 With MA RANGE 5	STEP
01	5,429.44	5,429.44	5,501.75	5,837.45	6,173.36	6,509.07	6,844.97	**01**
02		5,574.17	5,708.40	6,044.30	6,379.80	6,715.72	7,051.41	**02**
03			5,923.34	6,259.05	6,594.76	6,930.45	7,266.37	**03**
04			6,147.02	6,482.92	6,818.42	7,154.32	7,490.03	**04**
05			6,379.39	6,715.09	7,051.00	7,386.71	7,722.61	**05**
06			6,621.10	6,957.02	7,292.71	7,628.63	7,964.32	**06**
07			6,872.78	7,208.68	7,544.18	7,880.09	8,215.80	**07**
08			7,134.20	7,470.11	7,805.61	8,141.51	8,477.22	**08**
09			7,405.79	7,741.70	8,077.61	8,413.31	8,749.02	**09**
10			7,688.58	8,024.29	8,360.00	8,695.69	9,031.61	**10**
11			7,982.38	8,318.08	8,654.00	8,989.90	9,325.61	**11**
12			7,982.38	8,623.90	8,959.82	9,295.52	9,631.43	**12**
13			7,982.38	8,623.90	9,277.88	9,613.79	9,949.50	**13**
14			7,982.38	8,623.90	9,277.88	9,944.31	10,280.22	**14**
15			7,982.38	8,623.90	9,277.88	9,944.31	10,624.23	**15**
16			8,263.51	8,905.04	9,559.02	10,225.45	10,905.15	**16**
17			8,694.86	9,342.83	10,003.44	10,676.51	11,363.06	**17**
18			8,694.86	9,342.83	10,003.44	10,676.51	11,363.06	**18**
19			8,694.86	9,342.83	10,003.44	10,676.51	11,363.06	**19**
20			8,694.86	9,342.83	10,003.44	10,676.51	11,363.06	**20**
21			8,694.86	9,342.83	10,003.44	10,676.51	11,363.06	**21**
22			8,694.86	9,342.83	10,003.44	10,676.51	11,363.06	**22**
23			**9,011.53**	**9,659.50**	**10,320.11**	**10,993.18**	**11,679.73**	**23**
24			9,011.53	9,659.50	10,320.11	10,993.18	11,679.73	**24**
25			**9,436.53**	**10,084.50**	**10,745.11**	**11,418.18**	**12,104.73**	**25**

Includes 4% increase effective 7.1.2021
Includes annual Longevity Stipend of $3800 at step 23 (23 years of service) effective 7.1.2025
Includes annual Longevity Stipend of $5100 at step 25 (25 years of service) effective 7.1.2025
Special Education teachers and Counselors has additional annual stipend of $200.
Learning Lead has additional annual stipend of $12000.

TERMS and REQUIREMENTS:

1) Full-time position, not to exceed 40 hours per week.
2) 228 Contract Base Days
3) Must possess a current California Clear or Preliminary Single or Multiple-Subject Teaching Credential
4) Must have a CLAD Certification/EL Authorization
5) Must pass a workstyles/behavior survey and math assessment
6) Must clear background check by Department of Justice and FBI
7) Must receive TB clearance
8) Must possess a valid California driver's license and have reliable transportation
9) School Nurse: Must possess a current Clear or Preliminary California School Nurse Services Credential

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II,
Altus Schools North County, Audeo Valley Charter School,
Altus Schools East County, and Altus Schools South Bay

TEACHER / COUNSELOR / NURSE SALARY SCHEDULE

Effective JULY 1, 2025

DAILY RATES

STEP	EMER INTERN	INTERN	COLUMN A BA RANGE 1	COLUMN B BA + 36 or MA RANGE 2	COLUMN C BA + 60 or BA + 54 With MA RANGE 3	COLUMN D BA + 72 With MA RANGE 4	COLUMN E BA + 90 With MA RANGE 5	STEP
01	285.76	285.76	289.57	307.23	324.91	342.58	360.26	**01**
02		293.38	300.44	318.12	335.78	353.46	371.13	**02**
03			311.75	329.42	347.09	364.76	382.44	**03**
04			323.53	341.21	358.86	376.54	394.21	**04**
05			335.76	353.43	371.11	388.77	406.45	**05**
06			348.48	366.16	383.83	401.51	419.17	**06**
07			361.73	379.40	397.06	414.74	432.41	**07**
08			375.48	393.16	410.82	428.50	446.17	**08**
09			389.78	407.46	425.14	442.81	460.47	**09**
10			404.66	422.33	440.00	457.67	475.35	**10**
11			420.13	437.79	455.47	473.15	490.82	**11**
12			420.13	453.89	471.57	489.24	506.92	**12**
13			420.13	453.89	488.31	505.99	523.66	**13**
14			420.13	453.89	488.31	523.38	541.06	**14**
15			420.13	453.89	488.31	523.38	559.17	**15**
16			434.92	468.69	503.11	538.18	573.96	**16**
17			457.62	491.73	526.50	561.92	598.06	**17**
18			457.62	491.73	526.50	561.92	598.06	**18**
19			457.62	491.73	526.50	561.92	598.06	**19**
20			457.62	491.73	526.50	561.92	598.06	**20**
21			457.62	491.73	526.50	561.92	598.06	**21**
22			457.62	491.73	526.50	561.92	598.06	**22**
23			**474.29**	**508.39**	**543.16**	**578.59**	**614.72**	**23**
24			474.29	508.39	543.16	578.59	614.72	**24**
25			**496.66**	**530.76**	**565.53**	**600.96**	**637.09**	**25**

Includes 4% increase effective 7.1.2021
Includes annual Longevity Stipend of $3800 at step 23 (23 years of service) effective 7.1.2025
Includes annual Longevity Stipend of $5100 at step 25 (25 years of service) effective 7.1.2025
Special Education teachers and Counselors has additional annual stipend of $200.
Learning Lead has additional annual stipend of $12000.

TERMS and REQUIREMENTS:

1) Full-time position, not to exceed 40 hours per week.
2) 228 Contract Base Days
3) Must possess a current California Clear or Preliminary Single or Multiple-Subject Teaching Credential
4) Must have a CLAD Certification/EL Authorization
5) Must pass a workstyles/behavior survey and math assessment
6) Must clear background check by Department of Justice and FBI
7) Must receive TB clearance
8) Must possess a valid California driver's license and have reliable transportation
9) School Nurse: Must possess a current Clear or Preliminary California School Nurse Services Credential

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II,
Altus Schools North County, Audeo Valley Charter School,
Altus Schools East County, and Altus Schools South Bay

TEACHER / COUNSELOR / NURSE SALARY SCHEDULE

Effective JULY 1, 2025

HOURLY RATES

STEP	EMER INTERN	INTERN	COLUMN A BA RANGE 1	COLUMN B BA + 36 or MA RANGE 2	COLUMN C BA + 60 or BA + 54 With MA RANGE 3	COLUMN D BA + 72 With MA RANGE 4	COLUMN E BA + 90 With MA RANGE 5	STEP
01	35.72	35.72	36.20	38.39	40.61	42.82	45.03	**01**
02		36.67	37.56	39.77	41.97	44.18	46.39	**02**
03			38.97	41.18	43.39	45.60	47.81	**03**
04			40.44	42.65	44.86	47.07	49.28	**04**
05			41.97	44.18	46.39	48.60	50.81	**05**
06			43.56	45.77	47.98	50.19	52.40	**06**
07			45.22	47.43	49.63	51.84	54.05	**07**
08			46.94	49.15	51.35	53.56	55.77	**08**
09			48.72	50.93	53.14	55.35	57.56	**09**
10			50.58	52.79	55.00	57.21	59.42	**10**
11			52.52	54.72	56.93	59.14	61.35	**11**
12			52.52	56.74	58.95	61.16	63.37	**12**
13			52.52	56.74	61.04	63.25	65.46	**13**
14			52.52	56.74	61.04	65.42	67.63	**14**
15			52.52	56.74	61.04	65.42	69.90	**15**
16			54.37	58.59	62.89	67.27	71.75	**16**
17			57.20	61.47	65.81	70.24	74.76	**17**
18			57.20	61.47	65.81	70.24	74.76	**18**
19			57.20	61.47	65.81	70.24	74.76	**19**
20			57.20	61.47	65.81	70.24	74.76	**20**
21			57.20	61.47	65.81	70.24	74.76	**21**
22			57.20	61.47	65.81	70.24	74.76	**22**
23			**59.29**	**63.55**	**67.90**	**72.32**	**76.84**	**23**
24			59.29	63.55	67.90	72.32	76.84	**24**
25			**62.08**	**66.35**	**70.69**	**75.12**	**79.64**	**25**

Includes 4% increase effective 7.1.2021
Includes annual Longevity Stipend of $3800 at step 23 (23 years of service) effective 7.1.2025
Includes annual Longevity Stipend of $5100 at step 25 (25 years of service) effective 7.1.2025
Special Education teachers and Counselors has additional annual stipend of $200.
Learning Lead has additional annual stipend of $12000.

TERMS and REQUIREMENTS:

1) Full-time position, not to exceed 40 hours per week.
2) 228 Contract Base Days
3) Must possess a current California Clear or Preliminary Single or Multiple-Subject Teaching Credential
4) Must have a CLAD Certification/EL Authorization
5) Must pass a workstyles/behavior survey and math assessment
6) Must clear background check by Department of Justice and FBI
7) Must receive TB clearance
8) Must possess a valid California driver's license and have reliable transportation
9) School Nurse: Must possess a current Clear or Preliminary California School Nurse Services Credential

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus, and Altus Schools Coachella Valley

PSYCHOLOGIST

Effective July 1, 2025

ANNUAL

228-DAY CONTRACT YEAR

STEP	COLUMN A BA + 36 or MA RANGE 1	COLUMN B BA + 60 or BA + 54 With MA RANGE 2	COLUMN C BA + 72 With MA RANGE 3	COLUMN D BA + 90 With MA RANGE 4	STEP
01	109,273.08	113,846.76	118,417.92	122,991.60	**01**
02	113,274.12	117,847.80	122,424.00	126,992.76	**02**
03	117,439.44	122,013.24	126,584.40	131,160.60	**03**
04	117,439.44	126,345.36	130,919.04	135,490.20	**04**
05	117,439.44	126,345.36	135,423.00	139,996.68	**05**
06	117,439.44	126,345.36	135,423.00	144,680.04	**06**
07	117,439.44	126,345.36	135,423.00	144,680.04	**07**
08	117,439.44	126,345.36	135,423.00	144,680.04	**08**
09	117,439.44	126,345.36	135,423.00	144,680.04	**09**
10	121,266.36	130,172.16	139,247.28	148,504.20	**10**
11	121,266.36	130,172.16	139,247.28	148,504.20	**11**
12	121,266.36	130,172.16	139,247.28	148,504.20	**12**
13	121,266.36	130,172.16	139,247.28	148,504.20	**13**
14	127,094.76	136,090.32	145,255.08	154,606.68	**14**
15	127,094.76	136,090.32	145,255.08	154,606.68	**15**
16	127,094.76	136,090.32	145,255.08	154,606.68	**16**
17	127,094.76	136,090.32	145,255.08	154,606.68	**17**
18	127,094.76	136,090.32	145,255.08	154,606.68	**18**
19	127,094.76	136,090.32	145,255.08	154,606.68	**19**
20	127,094.76	136,090.32	145,255.08	154,606.68	**20**
21	127,094.76	136,090.32	145,255.08	154,606.68	**21**
22	127,094.76	136,090.32	145,255.08	154,606.68	**22**
23	**130,894.76**	**139,890.32**	**149,055.08**	**158,406.68**	**23**
24	130,894.76	139,890.32	149,055.08	158,406.68	**24**
25	**135,994.76**	**144,990.32**	**154,155.08**	**163,506.68**	**25**

Includes 4% effective 7.01.2021
Includes annual Longevity of $3800 at step 23 (23 years of service) effective 7.1.2025
Includes annual Longevity of $5100 at step 25 (25 years of service) effective 7.1.2025
Psychologist has additional annual stipend of $200.

TERMS and REQUIREMENTS:

1) Full-time position, not to exceed 40 hours per week.
2) 228 Contract Base Days
3) Must possess a current California Clear or Preliminary PPS Credential in School Psychology
4) Must pass a workstyles/behavior survey and math assessment
5) Must clear background check by Department of Justice and FBI
6) Must receive TB clearance
7) Must possess a valid California driver's license and have reliable transportation

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus, and Altus Schools Coachella Valley

PSYCHOLOGIST

Effective July 1, 2025

MONTHLY

228-DAY CONTRACT YEAR

STEP	COLUMN A BA + 36 or MA RANGE 1	COLUMN B BA + 60 or BA + 54 With MA RANGE 2	COLUMN C BA + 72 With MA RANGE 3	COLUMN D BA + 90 With MA RANGE 4	STEP
01	9,106.09	9,487.23	9,868.16	10,249.30	**01**
02	9,439.51	9,820.65	10,202.00	10,582.73	**02**
03	9,786.62	10,167.77	10,548.70	10,930.05	**03**
04	9,786.62	10,528.78	10,909.92	11,290.85	**04**
05	9,786.62	10,528.78	11,285.25	11,666.39	**05**
06	9,786.62	10,528.78	11,285.25	12,056.67	**06**
07	9,786.62	10,528.78	11,285.25	12,056.67	**07**
08	9,786.62	10,528.78	11,285.25	12,056.67	**08**
09	9,786.62	10,528.78	11,285.25	12,056.67	**09**
10	10,105.53	10,847.68	11,603.94	12,375.35	**10**
11	10,105.53	10,847.68	11,603.94	12,375.35	**11**
12	10,105.53	10,847.68	11,603.94	12,375.35	**12**
13	10,105.53	10,847.68	11,603.94	12,375.35	**13**
14	10,591.23	11,340.86	12,104.59	12,883.89	**14**
15	10,591.23	11,340.86	12,104.59	12,883.89	**15**
16	10,591.23	11,340.86	12,104.59	12,883.89	**16**
17	10,591.23	11,340.86	12,104.59	12,883.89	**17**
18	10,591.23	11,340.86	12,104.59	12,883.89	**18**
19	10,591.23	11,340.86	12,104.59	12,883.89	**19**
20	10,591.23	11,340.86	12,104.59	12,883.89	**20**
21	10,591.23	11,340.86	12,104.59	12,883.89	**21**
22	10,591.23	11,340.86	12,104.59	12,883.89	**22**
23	**10,907.90**	**11,657.53**	**12,421.26**	**13,200.56**	**23**
24	10,907.90	11,657.53	12,421.26	13,200.56	**24**
25	**11,332.90**	**12,082.53**	**12,846.26**	**13,625.56**	**25**

Includes 4% effective 7.01.2021
Includes annual Longevity of $3800 at step 23 (23 years of service) effective 7.1.2025
Includes annual Longevity of $5100 at step 25 (25 years of service) effective 7.1.2025
Psychologist has additional annual stipend of $200.

TERMS and REQUIREMENTS:

1) Full-time position, not to exceed 40 hours per week.
2) 228 Contract Base Days
3) Must possess a current California Clear or Preliminary PPS Credential in School Psychology
4) Must pass a workstyles/behavior survey and math assessment
5) Must clear background check by Department of Justice and FBI
6) Must receive TB clearance
7) Must possess a valid California driver's license and have reliable transportation

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus, and Altus Schools Coachella Valley

PSYCHOLOGIST

Effective July 1, 2025

DAILY

STEP	COLUMN A BA + 36 or MA RANGE 1	COLUMN B BA + 60 or BA + 54 With MA RANGE 2	COLUMN C BA + 72 With MA RANGE 3	COLUMN D BA + 90 With MA RANGE 4	STEP
01	479.27	499.33	519.38	539.44	**01**
02	496.82	516.88	536.95	556.99	**02**
03	515.09	535.15	555.19	575.27	**03**
04	515.09	554.15	574.21	594.26	**04**
05	515.09	554.15	593.96	614.02	**05**
06	515.09	554.15	593.96	634.56	**06**
07	515.09	554.15	593.96	634.56	**07**
08	515.09	554.15	593.96	634.56	**08**
09	515.09	554.15	593.96	634.56	**09**
10	531.87	570.93	610.73	651.33	**10**
11	531.87	570.93	610.73	651.33	**11**
12	531.87	570.93	610.73	651.33	**12**
13	531.87	570.93	610.73	651.33	**13**
14	557.43	596.89	637.08	678.10	**14**
15	557.43	596.89	637.08	678.10	**15**
16	557.43	596.89	637.08	678.10	**16**
17	557.43	596.89	637.08	678.10	**17**
18	557.43	596.89	637.08	678.10	**18**
19	557.43	596.89	637.08	678.10	**19**
20	557.43	596.89	637.08	678.10	**20**
21	557.43	596.89	637.08	678.10	**21**
22	557.43	596.89	637.08	678.10	**22**
23	**574.10**	**613.55**	**653.75**	**694.77**	**23**
24	574.10	613.55	653.75	694.77	**24**
25	**596.47**	**635.92**	**676.12**	**717.13**	**25**

Includes 4% effective 7.01.2021
Includes annual Longevity of $3800 at step 23 (23 years of service) effective 7.1.2025
Includes annual Longevity of $5100 at step 25 (25 years of service) effective 7.1.2025
Psychologist has additional annual stipend of $200.

TERMS and REQUIREMENTS:

1) Full-time position, not to exceed 40 hours per week.
2) 228 Contract Base Days
3) Must possess a current California Clear or Preliminary PPS Credential in School Psychology
4) Must pass a workstyles/behavior survey and math assessment
5) Must clear background check by Department of Justice and FBI
6) Must receive TB clearance
7) Must possess a valid California driver's license and have reliable transportation

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus, and Altus Schools Coachella Valley

PSYCHOLOGIST

Effective July 1, 2025

HOURLY

STEP	COLUMN A BA + 36 or MA RANGE 1	COLUMN B BA + 60 or BA + 54 With MA RANGE 2	COLUMN C BA + 72 With MA RANGE 3	COLUMN D BA + 90 With MA RANGE 4	STEP
01	59.91	62.42	64.92	67.43	**01**
02	62.10	64.61	67.12	69.62	**02**
03	64.39	66.89	69.40	71.91	**03**
04	64.39	69.27	71.78	74.28	**04**
05	64.39	69.27	74.25	76.75	**05**
06	64.39	69.27	74.25	79.32	**06**
07	64.39	69.27	74.25	79.32	**07**
08	64.39	69.27	74.25	79.32	**08**
09	64.39	69.27	74.25	79.32	**09**
10	66.48	71.37	76.34	81.42	**10**
11	66.48	71.37	76.34	81.42	**11**
12	66.48	71.37	76.34	81.42	**12**
13	66.48	71.37	76.34	81.42	**13**
14	69.68	74.61	79.64	84.76	**14**
15	69.68	74.61	79.64	84.76	**15**
16	69.68	74.61	79.64	84.76	**16**
17	69.68	74.61	79.64	84.76	**17**
18	69.68	74.61	79.64	84.76	**18**
19	69.68	74.61	79.64	84.76	**19**
20	69.68	74.61	79.64	84.76	**20**
21	69.68	74.61	79.64	84.76	**21**
22	69.68	74.61	79.64	84.76	**22**
23	**71.76**	**76.69**	**81.72**	**86.85**	**23**
24	71.76	76.69	81.72	86.85	**24**
25	**74.56**	**79.49**	**84.52**	**89.64**	**25**

Includes 4% effective 7.01.2021
Includes annual Longevity of $3800 at step 23 (23 years of service) effective 7.1.2025
Includes annual Longevity of $5100 at step 25 (25 years of service) effective 7.1.2025
Psychologist has additional annual stipend of $200.

TERMS and REQUIREMENTS:

1) Full-time position, not to exceed 40 hours per week.
2) 228 Contract Base Days
3) Must possess a current California Clear or Preliminary PPS Credential in School Psychology
4) Must pass a workstyles/behavior survey and math assessment
5) Must clear background check by Department of Justice and FBI
6) Must receive TB clearance
7) Must possess a valid California driver's license and have reliable transportation

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA Altus Schools Coachella Valley

TEACHER / COUNSELOR / NURSE SALARY SCHEDULE

Effective July 1, 2025

ANNUAL RATE

208 Contract Base Days

STEP	EMER PRE-INTERN INTERN	INTERN	COL I BA RANGE 1	COL II BA+45 RANGE 2	COL III MA BA+66 RANGE 3	COL IV MA + 15 OR EARNED DOCTORATE RANGE 4	STEP
01	74,592	74,592	75,588	76,704	78,636	80,196	**01**
02		76,584	77,808	78,816	81,444	84,216	**02**
03			80,040	83,076	87,096	89,856	**03**
04			83,676	87,036	92,172	95,520	**04**
05			88,428	91,140	97,824	101,160	**05**
06			93,192	96,876	103,476	106,812	**06**
07			97,956	101,580	109,116	112,452	**07**
08			102,708	107,472	114,768	118,092	**08**
09			107,472	113,868	120,408	123,744	**09**
10			112,536	118,212	124,320	129,468	**10**
11			112,536	118,212	124,320	129,468	**11**
12			112,536	121,956	129,672	132,996	**12**
13			112,536	121,956	129,672	132,996	**13**
14			112,536	121,956	133,200	136,536	**14**
15			112,536	121,956	133,200	136,536	**15**
16			112,536	121,956	136,392	140,064	**16**
17			112,536	121,956	136,392	140,064	**17**
18			112,536	121,956	139,920	143,592	**18**
19			112,536	121,956	139,920	143,592	**19**
20			112,536	121,956	139,920	149,196	**20**
21			112,536	121,956	139,920	149,196	**21**
22			112,536	121,956	139,920	149,196	**22**
23			**116,336**	**125,756**	**143,720**	**152,996**	**23**
24			116,336	125,756	143,720	152,996	**24**
25			**121,436**	**130,856**	**148,820**	**158,096**	**25**

Includes annual Longevity Stipend of $3800 at step 23 (23 years of service) effective 7.1.2025
Includes annual Longevity Stipend of $5100 at step 25 (25 years of service) effective 7.1.2025
Special Education teachers and Counselors has additional annual stipend of $200.
Learning Lead has additional annual stipend of $12000.

TERMS and REQUIREMENTS:

1) Full-time position, not to exceed 40 hours per week.
2) 208 Contract Base Days
3) Must possess a current California Clear or Preliminary Single or Multiple-Subject Teaching Credential
4) Must have a CLAD Certification/EL Authorization
5) Must pass a workstyles/behavior survey and math assessment
6) Must clear background check by Department of Justice and FBI
7) Must receive TB clearance
8) Must possess a valid California driver's license and have reliable transportation
9) Allowable credit for years of teaching experience outside (prior to) employment in Altus Schools Coachella Valley shall be one (1) step for each year of credentialed service experience up to a maximum of six (6) steps.

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA Altus Schools Coachella Valley

TEACHER / COUNSELOR / NURSE SALARY SCHEDULE

Effective July 1, 2025

MONTHLY RATE

208 Contract Base Days

STEP	EMER PRE-INTERN / INTERN	INTERN	COL I BA RANGE 1	COL II BA+45 RANGE 2	COL III MA BA+66 RANGE 3	COL IV MA + 15 OR EARNED DOCTORATE RANGE 4	STEP
01	6,216	6,216	6,299	6,392	6,553	6,683	**01**
02		6,382	6,484	6,568	6,787	7,018	**02**
03			6,670	6,923	7,258	7,488	**03**
04			6,973	7,253	7,681	7,960	**04**
05			7,369	7,595	8,152	8,430	**05**
06			7,766	8,073	8,623	8,901	**06**
07			8,163	8,465	9,093	9,371	**07**
08			8,559	8,956	9,564	9,841	**08**
09			8,956	9,489	10,034	10,312	**09**
10			9,378	9,851	10,360	10,789	**10**
11			9,378	9,851	10,360	10,789	**11**
12			9,378	10,163	10,806	11,083	**12**
13			9,378	10,163	10,806	11,083	**13**
14			9,378	10,163	11,100	11,378	**14**
15			9,378	10,163	11,100	11,378	**15**
16			9,378	10,163	11,366	11,672	**16**
17			9,378	10,163	11,366	11,672	**17**
18			9,378	10,163	11,660	11,966	**18**
19			9,378	10,163	11,660	11,966	**19**
20			9,378	10,163	11,660	12,433	**20**
21			9,378	10,163	11,660	12,433	**21**
22			9,378	10,163	11,660	12,433	**22**
23			**9,695**	**10,480**	**11,977**	**12,750**	**23**
24			9,695	10,480	11,977	12,750	**24**
25			**10,120**	**10,905**	**12,402**	**13,175**	**25**

Includes annual Longevity Stipend of $3800 at step 23 (23 years of service) effective 7.1.2025
Includes annual Longevity Stipend of $5100 at step 25 (25 years of service) effective 7.1.2025
Special Education teachers and Counselors has additional annual stipend of $200.
Learning Lead has additional annual stipend of $12000.

TERMS and REQUIREMENTS:

1) Full-time position, not to exceed 40 hours per week.
2) 208 Contract Base Days
3) Must possess a current California Clear or Preliminary Single or Multiple-Subject Teaching Credential
4) Must have a CLAD Certification/EL Authorization
5) Must pass a workstyles/behavior survey and math assessment
6) Must clear background check by Department of Justice and FBI
7) Must receive TB clearance
8) Must possess a valid California driver's license and have reliable transportation
9) Allowable credit for years of teaching experience outside (prior to) employment in Altus Schools Coachella Valley shall be one (1) step for each year of credentialed service experience up to a maximum of six (6) steps.

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA Altus Schools Coachella Valley

TEACHER / COUNSELOR / NURSE SALARY SCHEDULE

Effective July 1, 2025

DAILY RATE

STEP	EMER PRE-INTERN / INTERN	INTERN	COL I BA RANGE 1	COL II BA+45 RANGE 2	COL III MA BA+66 RANGE 3	COL IV MA + 15 OR EARNED DOCTORATE RANGE 4	STEP
01	358.62	358.62	363.40	368.77	378.06	385.56	**01**
02		368.19	374.08	378.92	391.56	404.88	**02**
03			384.81	399.40	418.73	432.00	**03**
04			402.29	418.44	443.13	459.23	**04**
05			425.13	438.17	470.31	486.35	**05**
06			448.04	465.75	497.48	513.52	**06**
07			470.94	488.37	524.60	540.63	**07**
08			493.79	516.69	551.77	567.75	**08**
09			516.69	547.44	578.88	594.92	**09**
10			541.04	568.33	597.69	622.44	**10**
11			541.04	568.33	597.69	622.44	**11**
12			541.04	586.33	623.42	639.40	**12**
13			541.04	586.33	623.42	639.40	**13**
14			541.04	586.33	640.38	656.42	**14**
15			541.04	586.33	640.38	656.42	**15**
16			541.04	586.33	655.73	673.38	**16**
17			541.04	586.33	655.73	673.38	**17**
18			541.04	586.33	672.69	690.35	**18**
19			541.04	586.33	672.69	690.35	**19**
20			541.04	586.33	672.69	717.29	**20**
21			541.04	586.33	672.69	717.29	**21**
22			541.04	586.33	672.69	717.29	**22**
23			**559.31**	**604.60**	**690.96**	**735.56**	**23**
24			559.31	604.60	690.96	735.56	**24**
25			**583.83**	**629.12**	**715.48**	**760.08**	**25**

Includes annual Longevity Stipend of $3800 at step 23 (23 years of service) effective 7.1.2025
Includes annual Longevity Stipend of $5100 at step 25 (25 years of service) effective 7.1.2025
Special Education teachers and Counselors has additional annual stipend of $200.
Learning Lead has additional annual stipend of $12000.

TERMS and REQUIREMENTS:

1) Full-time position, not to exceed 40 hours per week.
2) 208 Contract Base Days
3) Must possess a current California Clear or Preliminary Single or Multiple-Subject Teaching Credential
4) Must have a CLAD Certification/EL Authorization
5) Must pass a workstyles/behavior survey and math assessment
6) Must clear background check by Department of Justice and FBI
7) Must receive TB clearance
8) Must possess a valid California driver's license and have reliable transportation
9) Allowable credit for years of teaching experience outside (prior to) employment in Altus Schools Coachella Valley shall be one (1) step for each year of credentialed service experience up to a maximum of six (6) steps.

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA Altus Schools Coachella Valley

TEACHER / COUNSELOR / NURSE SALARY SCHEDULE

Effective July 1, 2025

HOURLY RATE

STEP	EMER PRE-INTERN INTERN	INTERN	COL I BA RANGE 1	COL II BA+45 RANGE 2	COL III MA BA+66 RANGE 3	COL IV MA + 15 OR EARNED DOCTORATE RANGE 4	STEP
01	44.83	44.83	45.43	46.10	47.26	48.19	**01**
02		46.02	46.76	47.37	48.94	50.61	**02**
03			48.10	49.93	52.34	54.00	**03**
04			50.29	52.31	55.39	57.40	**04**
05			53.14	54.77	58.79	60.79	**05**
06			56.00	58.22	62.19	64.19	**06**
07			58.87	61.05	65.57	67.58	**07**
08			61.72	64.59	68.97	70.97	**08**
09			64.59	68.43	72.36	74.37	**09**
10			67.63	71.04	74.71	77.81	**10**
11			67.63	71.04	74.71	77.81	**11**
12			67.63	73.29	77.93	79.93	**12**
13			67.63	73.29	77.93	79.93	**13**
14			67.63	73.29	80.05	82.05	**14**
15			67.63	73.29	80.05	82.05	**15**
16			67.63	73.29	81.97	84.17	**16**
17			67.63	73.29	81.97	84.17	**17**
18			67.63	73.29	84.09	86.29	**18**
19			67.63	73.29	84.09	86.29	**19**
20			67.63	73.29	84.09	89.66	**20**
21			67.63	73.29	84.09	89.66	**21**
22			67.63	73.29	84.09	89.66	**22**
23			**69.91**	**75.57**	**86.37**	**91.94**	**23**
24			69.91	75.57	86.37	91.94	**24**
25			**72.98**	**78.64**	**89.44**	**95.01**	**25**

Includes annual Longevity Stipend of $3800 at step 23 (23 years of service) effective 7.1.2025
Includes annual Longevity Stipend of $5100 at step 25 (25 years of service) effective 7.1.2025
Special Education teachers and Counselors has additional annual stipend of $200.
Learning Lead has additional annual stipend of $12000.

TERMS and REQUIREMENTS:

1) Full-time position, not to exceed 40 hours per week.
2) 208 Contract Base Days
3) Must possess a current California Clear or Preliminary Single or Multiple-Subject Teaching Credential
4) Must have a CLAD Certification/EL Authorization
5) Must pass a workstyles/behavior survey and math assessment
6) Must clear background check by Department of Justice and FBI
7) Must receive TB clearance
8) Must possess a valid California driver's license and have reliable transportation
9) Allowable credit for years of teaching experience outside (prior to) employment in Altus Schools Coachella Valley shall be one (1) step for each year of credentialed service experience up to a maximum of six (6) steps.

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA Altus Schools Mirus

TEACHER / COUNSELOR / NURSE SALARY SCHEDULE

Effective July 1, 2025

ANNUAL RATE

208 Contract Base Days

STEP	EMER PRE-INTERN / INTERN	INTERN	COL I BA RANGE 1	COL II BA+45 RANGE 2	COL III MA BA+66 RANGE 3	COL IV MA + 15 OR EARNED DOCTORATE RANGE 4	STEP
01	74,592	74,592	75,588	76,704	78,636	80,196	01
02		76,584	77,808	78,816	81,444	84,216	02
03			80,040	83,076	87,096	89,856	03
04			83,676	87,036	92,172	95,520	04
05			88,428	91,140	97,824	101,160	05
06			93,192	96,876	103,476	106,812	06
07			97,956	101,580	109,116	112,452	07
08			102,708	107,472	114,768	118,092	08
09			107,472	113,868	120,408	123,744	09
10			112,536	118,212	124,320	129,468	10
11			112,536	118,212	124,320	129,468	11
12			112,536	121,956	129,672	132,996	12
13			112,536	121,956	129,672	132,996	13
14			112,536	121,956	133,200	136,536	14
15			112,536	121,956	133,200	136,536	15
16			112,536	121,956	136,392	140,064	16
17			112,536	121,956	136,392	140,064	17
18			112,536	121,956	139,920	143,592	18
19			112,536	121,956	139,920	143,592	19
20			112,536	121,956	139,920	149,196	20
21			112,536	121,956	139,920	149,196	21
22			112,536	121,956	139,920	149,196	22
23			**116,336**	**125,756**	**143,720**	**152,996**	23
24			116,336	125,756	143,720	152,996	24
25			**121,436**	**130,856**	**148,820**	**158,096**	25

Includes 13% increase effective 9.1.2022
Includes annual Longevity Stipend of $3800 at step 23 (23 years of service) effective 7.1.2025
Includes annual Longevity Stipend of $5100 at step 25 (25 years of service) effective 7.1.2025
Special Education teachers and Counselors has additional annual stipend of $200.
Learning Lead has additional annual stipend of $12000.

TERMS and REQUIREMENTS:

1) Full-time position, not to exceed 40 hours per week.
2) 208 Contract Base Days
3) Must possess a current California Clear or Preliminary Single or Multiple-Subject Teaching Credential
4) Must have a CLAD Certification/EL Authorization
5) Must pass a workstyles/behavior survey and math assessment
6) Must clear background check by Department of Justice and FBI
7) Must receive TB clearance
8) Must possess a valid California driver's license and have reliable transportation
9) Allowable credit for years of teaching experience outside (prior to) employment in Altus Schools Mirus shall be one (1) step for each year of credentialed service experience up to a maximum of six (6) steps.

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA Altus Schools Mirus

TEACHER / COUNSELOR / NURSE SALARY SCHEDULE

Effective July 1, 2025

MONTHLY RATE

208 Contract Base Days

STEP	EMER PRE-INTERN / INTERN	INTERN	COL I BA RANGE 1	COL II BA+45 RANGE 2	COL III MA BA+66 RANGE 3	COL IV MA + 15 OR EARNED DOCTORATE RANGE 4	STEP
01	6,216	6,216	6,299	6,392	6,553	6,683	01
02		6,382	6,484	6,568	6,787	7,018	02
03			6,670	6,923	7,258	7,488	03
04			6,973	7,253	7,681	7,960	04
05			7,369	7,595	8,152	8,430	05
06			7,766	8,073	8,623	8,901	06
07			8,163	8,465	9,093	9,371	07
08			8,559	8,956	9,564	9,841	08
09			8,956	9,489	10,034	10,312	09
10			9,378	9,851	10,360	10,789	10
11			9,378	9,851	10,360	10,789	11
12			9,378	10,163	10,806	11,083	12
13			9,378	10,163	10,806	11,083	13
14			9,378	10,163	11,100	11,378	14
15			9,378	10,163	11,100	11,378	15
16			9,378	10,163	11,366	11,672	16
17			9,378	10,163	11,366	11,672	17
18			9,378	10,163	11,660	11,966	18
19			9,378	10,163	11,660	11,966	19
20			9,378	10,163	11,660	12,433	20
21			9,378	10,163	11,660	12,433	21
22			9,378	10,163	11,660	12,433	22
23			**9,695**	**10,480**	**11,977**	**12,750**	23
24			9,695	10,480	11,977	12,750	24
25			**10,120**	**10,905**	**12,402**	**13,175**	25

Includes 13% increase effective 9.1.2022
Includes annual Longevity Stipend of $3800 at step 23 (23 years of service) effective 7.1.2025
Includes annual Longevity Stipend of $5100 at step 25 (25 years of service) effective 7.1.2025
Special Education teachers and Counselors has additional annual stipend of $200.
Learning Lead has additional annual stipend of $12000.

TERMS and REQUIREMENTS:

1) Full-time position, not to exceed 40 hours per week.
2) 208 Contract Base Days
3) Must possess a current California Clear or Preliminary Single or Multiple-Subject Teaching Credential
4) Must have a CLAD Certification/EL Authorization
5) Must pass a workstyles/behavior survey and math assessment
6) Must clear background check by Department of Justice and FBI
7) Must receive TB clearance
8) Must possess a valid California driver's license and have reliable transportation
9) Allowable credit for years of teaching experience outside (prior to) employment in Altus Schools Mirus shall be one (1) step for each year of credentialed service experience up to a maximum of six (6) steps.

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA Altus Schools Mirus

TEACHER / COUNSELOR / NURSE SALARY SCHEDULE

Effective July 1, 2025

DAILY RATE

STEP	EMER PRE-INTERN / INTERN	INTERN	COL I BA RANGE 1	COL II BA+45 RANGE 2	COL III MA BA+66 RANGE 3	COL IV MA + 15 OR EARNED DOCTORATE RANGE 4	STEP
01	358.62	358.62	363.40	368.77	378.06	385.56	**01**
02		368.19	374.08	378.92	391.56	404.88	**02**
03			384.81	399.40	418.73	432.00	**03**
04			402.29	418.44	443.13	459.23	**04**
05			425.13	438.17	470.31	486.35	**05**
06			448.04	465.75	497.48	513.52	**06**
07			470.94	488.37	524.60	540.63	**07**
08			493.79	516.69	551.77	567.75	**08**
09			516.69	547.44	578.88	594.92	**09**
10			541.04	568.33	597.69	622.44	**10**
11			541.04	568.33	597.69	622.44	**11**
12			541.04	586.33	623.42	639.40	**12**
13			541.04	586.33	623.42	639.40	**13**
14			541.04	586.33	640.38	656.42	**14**
15			541.04	586.33	640.38	656.42	**15**
16			541.04	586.33	655.73	673.38	**16**
17			541.04	586.33	655.73	673.38	**17**
18			541.04	586.33	672.69	690.35	**18**
19			541.04	586.33	672.69	690.35	**19**
20			541.04	586.33	672.69	717.29	**20**
21			541.04	586.33	672.69	717.29	**21**
22			541.04	586.33	672.69	717.29	**22**
23			**559.31**	**604.60**	**690.96**	**735.56**	**23**
24			559.31	604.60	690.96	735.56	**24**
25			**583.83**	**629.12**	**715.48**	**760.08**	**25**

Includes 13% increase effective 9.1.2022
Includes annual Longevity Stipend of $3800 at step 23 (23 years of service) effective 7.1.2025
Includes annual Longevity Stipend of $5100 at step 25 (25 years of service) effective 7.1.2025
Special Education teachers and Counselors has additional annual stipend of $200.
Learning Lead has additional annual stipend of $12000.

TERMS and REQUIREMENTS:

1) Full-time position, not to exceed 40 hours per week.
2) 208 Contract Base Days
3) Must possess a current California Clear or Preliminary Single or Multiple-Subject Teaching Credential
4) Must have a CLAD Certification/EL Authorization
5) Must pass a workstyles/behavior survey and math assessment
6) Must clear background check by Department of Justice and FBI
7) Must receive TB clearance
8) Must possess a valid California driver's license and have reliable transportation
9) Allowable credit for years of teaching experience outside (prior to) employment in Altus Schools Mirus shall be one (1) step for each year of credentialed service experience up to a maximum of six (6) steps.

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA Altus Schools Mirus

TEACHER / COUNSELOR / NURSE SALARY SCHEDULE

Effective July 1, 2025

HOURLY RATE

STEP	EMER PRE-INTERN INTERN	INTERN	COL I BA RANGE 1	COL II BA+45 RANGE 2	COL III MA BA+66 RANGE 3	COL IV MA + 15 OR EARNED DOCTORATE RANGE 4	STEP
01	44.83	44.83	45.43	46.10	47.26	48.19	**01**
02		46.02	46.76	47.37	48.94	50.61	**02**
03			48.10	49.93	52.34	54.00	**03**
04			50.29	52.31	55.39	57.40	**04**
05			53.14	54.77	58.79	60.79	**05**
06			56.00	58.22	62.19	64.19	**06**
07			58.87	61.05	65.57	67.58	**07**
08			61.72	64.59	68.97	70.97	**08**
09			64.59	68.43	72.36	74.37	**09**
10			67.63	71.04	74.71	77.81	**10**
11			67.63	71.04	74.71	77.81	**11**
12			67.63	73.29	77.93	79.93	**12**
13			67.63	73.29	77.93	79.93	**13**
14			67.63	73.29	80.05	82.05	**14**
15			67.63	73.29	80.05	82.05	**15**
16			67.63	73.29	81.97	84.17	**16**
17			67.63	73.29	81.97	84.17	**17**
18			67.63	73.29	84.09	86.29	**18**
19			67.63	73.29	84.09	86.29	**19**
20			67.63	73.29	84.09	89.66	**20**
21			67.63	73.29	84.09	89.66	**21**
22			67.63	73.29	84.09	89.66	**22**
23			**69.91**	**75.57**	**86.37**	**91.94**	**23**
24			69.91	75.57	86.37	91.94	**24**
25			**72.98**	**78.64**	**89.44**	**95.01**	**25**

Includes 13% increase effective 9.1.2022
Includes annual Longevity Stipend of $3800 at step 23 (23 years of service) effective 7.1.2025
Includes annual Longevity Stipend of $5100 at step 25 (25 years of service) effective 7.1.2025
Special Education teachers and Counselors has additional annual stipend of $200.
Learning Lead has additional annual stipend of $12000.

TERMS and REQUIREMENTS:

1) Full-time position, not to exceed 40 hours per week.
2) 208 Contract Base Days
3) Must possess a current California Clear or Preliminary Single or Multiple-Subject Teaching Credential
4) Must have a CLAD Certification/EL Authorization
5) Must pass a workstyles/behavior survey and math assessment
6) Must clear background check by Department of Justice and FBI
7) Must receive TB clearance
8) Must possess a valid California driver's license and have reliable transportation
9) Allowable credit for years of teaching experience outside (prior to) employment in Altus Schools Mirus shall be one (1) step for each year of credentialed service experience up to a maximum of six (6) steps.

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus, and Altus Schools Coachella Valley

PSYCHOLOGIST

Effective July 1, 2025

ANNUAL

208-DAY CONTRACT YEAR

STEP	COLUMN A BA + 36 or MA RANGE 1	COLUMN B BA + 60 or BA + 54 With MA RANGE 2	COLUMN C BA + 72 With MA RANGE 3	COLUMN D BA + 90 With MA RANGE 4	STEP
01	99,687.72	103,860.24	108,030.48	112,202.88	01
02	103,337.76	107,510.28	111,685.08	115,853.04	02
03	107,137.80	111,310.32	115,480.44	119,655.24	03
04	107,137.80	115,262.40	119,434.92	123,605.16	04
05	107,137.80	115,262.40	123,543.84	127,716.36	05
06	107,137.80	115,262.40	123,543.84	131,988.72	06
07	107,137.80	115,262.40	123,543.84	131,988.72	07
08	107,137.80	115,262.40	123,543.84	131,988.72	08
09	107,137.80	115,262.40	123,543.84	131,988.72	09
10	110,628.84	118,753.56	127,032.60	135,477.48	10
11	110,628.84	118,753.56	127,032.60	135,477.48	11
12	110,628.84	118,753.56	127,032.60	135,477.48	12
13	110,628.84	118,753.56	127,032.60	135,477.48	13
14	115,946.16	124,152.60	132,513.36	141,044.64	14
15	115,946.16	124,152.60	132,513.36	141,044.64	15
16	115,946.16	124,152.60	132,513.36	141,044.64	16
17	115,946.16	124,152.60	132,513.36	141,044.64	17
18	115,946.16	124,152.60	132,513.36	141,044.64	18
19	115,946.16	124,152.60	132,513.36	141,044.64	19
20	115,946.16	124,152.60	132,513.36	141,044.64	20
21	115,946.16	124,152.60	132,513.36	141,044.64	21
22	115,946.16	124,152.60	132,513.36	141,044.64	22
23	**119,746.16**	**127,952.60**	**136,313.36**	**144,844.64**	23
24	119,746.16	127,952.60	136,313.36	144,844.64	24
25	**124,846.16**	**133,052.60**	**141,413.36**	**149,944.64**	25

Includes 4% effective 7.01.2021
Includes annual Longevity of $3800 at step 23 (23 years of service) effective 7.1.2025
Includes annual Longevity of $5100 at step 25 (25 years of service) effective 7.1.2025
Psychologist has additional annual stipend of $200.

TERMS and REQUIREMENTS:

1) Full-time position, not to exceed 40 hours per week.
2) 208 Contract Base Days
3) Must possess a current California Clear or Preliminary PPS Credential in School Psychology
4) Must pass a workstyles/behavior survey and math assessment
5) Must clear background check by Department of Justice and FBI
6) Must receive TB clearance
7) Must possess a valid California driver's license and have reliable transportation

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus, and Altus Schools Coachella Valley

PSYCHOLOGIST

Effective July 1, 2025

MONTHLY

208-DAY CONTRACT YEAR

STEP	COLUMN A BA + 36 or MA RANGE 1	COLUMN B BA + 60 or BA + 54 With MA RANGE 2	COLUMN C BA + 72 With MA RANGE 3	COLUMN D BA + 90 With MA RANGE 4	STEP
01	8,307.31	8,655.02	9,002.54	9,350.24	01
02	8,611.48	8,959.19	9,307.09	9,654.42	02
03	8,928.15	9,275.86	9,623.37	9,971.27	03
04	8,928.15	9,605.20	9,952.91	10,300.43	04
05	8,928.15	9,605.20	10,295.32	10,643.03	05
06	8,928.15	9,605.20	10,295.32	10,999.06	06
07	8,928.15	9,605.20	10,295.32	10,999.06	07
08	8,928.15	9,605.20	10,295.32	10,999.06	08
09	8,928.15	9,605.20	10,295.32	10,999.06	09
10	9,219.07	9,896.13	10,586.05	11,289.79	10
11	9,219.07	9,896.13	10,586.05	11,289.79	11
12	9,219.07	9,896.13	10,586.05	11,289.79	12
13	9,219.07	9,896.13	10,586.05	11,289.79	13
14	9,662.18	10,346.05	11,042.78	11,753.72	14
15	9,662.18	10,346.05	11,042.78	11,753.72	15
16	9,662.18	10,346.05	11,042.78	11,753.72	16
17	9,662.18	10,346.05	11,042.78	11,753.72	17
18	9,662.18	10,346.05	11,042.78	11,753.72	18
19	9,662.18	10,346.05	11,042.78	11,753.72	19
20	9,662.18	10,346.05	11,042.78	11,753.72	20
21	9,662.18	10,346.05	11,042.78	11,753.72	21
22	9,662.18	10,346.05	11,042.78	11,753.72	22
23	**9,978.85**	**10,662.72**	**11,359.45**	**12,070.39**	23
24	9,978.85	10,662.72	11,359.45	12,070.39	24
25	**10,403.85**	**11,087.72**	**11,784.45**	**12,495.39**	25

Includes 4% effective 7.01.2021
Includes annual Longevity of $3800 at step 23 (23 years of service) effective 7.1.2025
Includes annual Longevity of $5100 at step 25 (25 years of service) effective 7.1.2025
Psychologist has additional annual stipend of $200.

TERMS and REQUIREMENTS:

1) Full-time position, not to exceed 40 hours per week.
2) 208 Contract Base Days
3) Must possess a current California Clear or Preliminary PPS Credential in School Psychology
4) Must pass a workstyles/behavior survey and math assessment
5) Must clear background check by Department of Justice and FBI
6) Must receive TB clearance
7) Must possess a valid California driver's license and have reliable transportation

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus, and Altus Schools Coachella Valley

PSYCHOLOGIST

Effective July 1, 2025

DAILY

STEP	COLUMN A BA + 36 or MA RANGE 1	COLUMN B BA + 60 or BA + 54 With MA RANGE 2	COLUMN C BA + 72 With MA RANGE 3	COLUMN D BA + 90 With MA RANGE 4	STEP
01	479.27	499.33	519.38	539.44	**01**
02	496.82	516.88	536.95	556.99	**02**
03	515.09	535.15	555.19	575.27	**03**
04	515.09	554.15	574.21	594.26	**04**
05	515.09	554.15	593.96	614.02	**05**
06	515.09	554.15	593.96	634.56	**06**
07	515.09	554.15	593.96	634.56	**07**
08	515.09	554.15	593.96	634.56	**08**
09	515.09	554.15	593.96	634.56	**09**
10	531.87	570.93	610.73	651.33	**10**
11	531.87	570.93	610.73	651.33	**11**
12	531.87	570.93	610.73	651.33	**12**
13	531.87	570.93	610.73	651.33	**13**
14	557.43	596.89	637.08	678.10	**14**
15	557.43	596.89	637.08	678.10	**15**
16	557.43	596.89	637.08	678.10	**16**
17	557.43	596.89	637.08	678.10	**17**
18	557.43	596.89	637.08	678.10	**18**
19	557.43	596.89	637.08	678.10	**19**
20	557.43	596.89	637.08	678.10	**20**
21	557.43	596.89	637.08	678.10	**21**
22	557.43	596.89	637.08	678.10	**22**
23	**575.70**	**615.16**	**655.35**	**696.37**	**23**
24	575.70	615.16	655.35	696.37	**24**
25	**600.22**	**639.68**	**679.87**	**720.89**	**25**

Includes 4% effective 7.01.2021
Includes annual Longevity of $3800 at step 23 (23 years of service) effective 7.1.2025
Includes annual Longevity of $5100 at step 25 (25 years of service) effective 7.1.2025
Psychologist has additional annual stipend of $200.

TERMS and REQUIREMENTS:

1) Full-time position, not to exceed 40 hours per week.
2) 208 Contract Base Days
3) Must possess a current California Clear or Preliminary PPS Credential in School Psychology
4) Must pass a workstyles/behavior survey and math assessment
5) Must clear background check by Department of Justice and FBI
6) Must receive TB clearance
7) Must possess a valid California driver's license and have reliable transportation

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus, and Altus Schools Coachella Valley

PSYCHOLOGIST

Effective July 1, 2025

HOURLY

STEP	COLUMN A BA + 36 or MA RANGE 1	COLUMN B BA + 60 or BA + 54 With MA RANGE 2	COLUMN C BA + 72 With MA RANGE 3	COLUMN D BA + 90 With MA RANGE 4	STEP
01	59.91	62.42	64.92	67.43	**01**
02	62.10	64.61	67.12	69.62	**02**
03	64.39	66.89	69.40	71.91	**03**
04	64.39	69.27	71.78	74.28	**04**
05	64.39	69.27	74.25	76.75	**05**
06	64.39	69.27	74.25	79.32	**06**
07	64.39	69.27	74.25	79.32	**07**
08	64.39	69.27	74.25	79.32	**08**
09	64.39	69.27	74.25	79.32	**09**
10	66.48	71.37	76.34	81.42	**10**
11	66.48	71.37	76.34	81.42	**11**
12	66.48	71.37	76.34	81.42	**12**
13	66.48	71.37	76.34	81.42	**13**
14	69.68	74.61	79.64	84.76	**14**
15	69.68	74.61	79.64	84.76	**15**
16	69.68	74.61	79.64	84.76	**16**
17	69.68	74.61	79.64	84.76	**17**
18	69.68	74.61	79.64	84.76	**18**
19	69.68	74.61	79.64	84.76	**19**
20	69.68	74.61	79.64	84.76	**20**
21	69.68	74.61	79.64	84.76	**21**
22	69.68	74.61	79.64	84.76	**22**
23	**71.96**	**76.90**	**81.92**	**87.05**	**23**
24	71.96	76.90	81.92	87.05	**24**
25	**75.03**	**79.96**	**84.98**	**90.11**	**25**

Includes 4% effective 7.01.2021
Includes annual Longevity of $3800 at step 23 (23 years of service) effective 7.1.2025
Includes annual Longevity of $5100 at step 25 (25 years of service) effective 7.1.2025
Psychologist has additional annual stipend of $200.

TERMS and REQUIREMENTS:

1) Full-time position, not to exceed 40 hours per week.
2) 208 Contract Base Days
3) Must possess a current California Clear or Preliminary PPS Credential in School Psychology
4) Must pass a workstyles/behavior survey and math assessment
5) Must clear background check by Department of Justice and FBI
6) Must receive TB clearance
7) Must possess a valid California driver's license and have reliable transportation

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus, and Altus Schools Coachella Valley

CLASSIFIED INSTRUCTIONAL, OFFICE, AND BUSINESS SUPPORT SERVICES
PLACEMENT OF POSITIONS ON SALARY GRADES (alpha)

Salary Grade	Position	Salary Grade	Position
39	Accountant & Budget Support	39	Graphic Design & Digital Media Specialist
39	Accountant & Financial System Support	21	Health Assistant
40	Accountant & Payroll Support	38	Human Resources Analyst
37	Accountant I	21	Human Resources Clerk
33	Accountant Technician	25	Human Resources Clerk II
21	Accounting & Accounts Payable Clerk	27	Human Resources Specialist
38	Accounting & Accounts Payable Specialist	29	Human Resources Technician
37	Accounting & Facility Support	33	Human Resources Technician II
30	Accounting & Fiscal Services Technician	15	Instructional and Curriculum Support Clerk
35	Accounting Specialist	21	Instructional Clerk
29	Accounts Payable & Facility Technician	29	Instructional Services Support
25	Accounts Payable & Payroll Clerk	45	Lead Payroll Services Technician
27	Accounts Payable & Payroll Clerk II	21	Materials Resource Clerk
30	Accounts Payable & Payroll Technician	22	Materials Resource Clerk II
47	Accounts Payable Analyst	31	Materials Resource Lead
21	Accounts Payable Clerk	38	Operations Analyst
27	Accounts Payable Clerk II	21	Operations Assistant
31	Accounts Payable Specialist	32	Operations Assistant II
30	Accounts Payable Technician	15	Operations Clerk
45	Administrative Associate	39	Operations Technician
35	Assistant to the Chief of Staff	41	Operations Technician II
43	Associate Financial Accountant	30	Payroll & Accounting Technician
51	Budget & Financial Analyst	37	Payroll & Facilities Technician
37	Business & Fiscal Services Assistant	25	Payroll Clerk
38	Communication & Digital Media Specialist	47	Payroll Operations Analyst
16	Communications Assistant	51	Payroll Operations Analyst II
28	Communications Specialist	33	Payroll Technician
30	Communications Specialist & Admin Support	36	Payroll Technician Lead
32	Communications Specialist II	39	Payroll Technician Lead II
35	Communications Specialist III	27	Personnel Recruitment & Testing Specialist
21	Counseling Assistant	41	Purchasing and Warehouse Specialist
15	Customer Service Associate- Sch Clerk	39	Purchasing Specialist
21	Data & Assessment Assistant	23	Registrar
29	Data & Assessment Assistant II	15	School Clerk
15	Data Clerk	17	School Clerk I - First Impressions Clerk
21	Data Clerk II	17	School Clerk I, Enrollment Clerk
29	Data Processing Assistant	21	School Clerk II, Compliance Clerk
29	Data Services Support	27	School Clerk III, Compliance Clerk/Registrar
23	Data Technician	15	School Clerk, Customer Service Associate
39	Digital Media Specialist	15	School Instructional Assistant
33	Facilities Administrative Aide	21	School Program Assistant
38	Facilities Development Project Manager	53	Senior Financial Accountant
43	Family Advocate	30	Student Resource Center Support Specialist
26	Financial & Pupil Accounting Support	39	Student Resource Center Support Specialist II
30	Financial & Pupil Accounting Technician	43	Student Resource Center Support Specialist III
47	Financial Accountant	15	Telephone Systems Operator
43	Financial Analyst	15	Warehouse Clerk
47	Financial Systems Analyst - Accountant	17	Warehouse Clerk II
50	Financial Systems Analyst - Accountant II	16	Web Design & Social Media
15	Food & Nutrition Program Clerk		

Annual Longevity Pay

Years of Qualifying Service:	12-Month	11-Month/12 Pay
10 - 13 years	$ 580.65	$ 532.26
14 - 18 years	$ 1,161.25	$ 1,064.48
19 - 21 years	$ 1,741.87	$ 1,596.71
22 or more years	$ 3,003.00	$ 2,752.75

Longevity shall be subject to the same percentage increase(s) by which the salary schedule is increased.

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus, and Altus Schools Coachella Valley

OFFICE-TECHNICAL AND BUSINESS SERVICES

Effective July 1, 2025

ANNUAL SALARY RATES

Salary Grade	Step 1	Step 2	Step 3	Step 4	Step 5	Salary Grade
1	$ 26,433.00	$ 27,761.16	$ 29,163.84	$ 30,616.92	$ 32,145.24	1
2	27,109.20	28,462.32	29,890.80	31,368.84	32,946.84	2
3	27,761.16	29,163.84	30,616.92	32,145.24	33,748.68	3
4	28,462.32	29,890.80	31,368.84	32,946.84	34,601.04	4
5	29,163.84	30,616.92	32,145.24	33,748.68	35,452.68	5
6	29,890.80	31,368.84	32,946.84	34,601.04	36,330.36	6
7	30,616.92	32,145.24	33,748.68	35,452.68	37,231.44	7
8	31,368.84	32,946.84	34,601.04	36,330.36	38,158.44	8
9	32,145.24	33,748.68	35,452.68	37,231.44	39,085.68	9
10	32,946.84	34,601.04	36,330.36	38,158.44	40,062.48	10
11	33,748.68	35,452.68	37,231.44	39,085.68	41,040.36	11
12	34,601.04	36,330.36	38,158.44	40,062.48	42,067.08	12
13	35,452.68	37,231.44	39,085.68	41,040.36	43,094.76	13
14	36,330.36	38,158.44	40,062.48	42,067.08	44,171.16	14
15	37,231.44	39,085.68	41,040.36	43,094.76	45,248.76	15
16	38,158.44	40,062.48	42,067.08	44,171.16	46,377.36	16
17	39,085.68	41,040.36	43,094.76	45,248.76	47,504.04	17
18	40,062.48	42,067.08	44,171.16	46,377.36	48,707.28	18
19	41,040.36	43,094.76	45,248.76	47,504.04	49,884.72	19
20	42,067.08	44,171.16	46,377.36	48,707.28	51,137.40	20
21	43,094.76	45,248.76	47,504.04	49,884.72	52,389.72	21
22	44,171.16	46,377.36	48,707.28	51,137.40	53,692.68	22
23	45,248.76	47,504.04	49,884.72	52,389.72	54,995.52	23
24	46,377.36	48,707.28	51,137.40	53,692.68	56,373.96	24
25	47,504.04	49,884.72	52,389.72	54,995.52	57,752.16	25
26	48,707.28	51,137.40	53,692.68	56,373.96	59,204.52	26
27	49,884.72	52,389.72	54,995.52	57,752.16	60,633.36	27
28	51,137.40	53,692.68	56,373.96	59,204.52	62,161.68	28
29	52,389.72	54,995.52	57,752.16	60,633.36	63,689.28	29
30	53,692.68	56,373.96	59,204.52	62,161.68	65,268.00	30
31	54,995.52	57,752.16	60,633.36	63,689.28	66,871.44	31
32	56,373.96	59,204.52	62,161.68	65,268.00	68,525.40	32
33	57,752.16	60,633.36	63,689.28	66,871.44	70,203.72	33
34	59,204.52	62,161.68	65,268.00	68,525.40	71,957.64	34
35	60,633.36	63,689.28	66,871.44	70,203.72	73,711.32	35
36	62,161.68	65,268.00	68,525.40	71,957.64	75,540.60	36
37	63,689.28	66,871.44	70,203.72	73,711.32	77,394.72	37
38	65,268.00	68,525.40	71,957.64	75,540.60	79,324.32	38
39	66,871.44	70,203.72	73,711.32	77,394.72	81,253.32	39
40	68,525.40	71,957.64	75,540.60	79,324.32	83,282.64	40
41	70,203.72	73,711.32	77,394.72	81,253.32	85,312.44	41
42	71,957.64	75,540.60	79,324.32	83,282.64	87,442.08	42
43	73,711.32	77,394.72	81,253.32	85,312.44	89,571.48	43
44	75,540.60	79,324.32	83,282.64	87,442.08	91,826.04	44
45	77,394.72	81,253.32	85,312.44	89,571.48	94,056.72	45
46	79,324.32	83,282.64	87,442.08	91,826.04	96,411.24	46
47	81,253.32	85,312.44	89,571.48	94,056.72	98,766.12	47
48	83,282.64	87,442.08	91,826.04	96,411.24	101,221.92	48
49	85,312.44	89,571.48	94,056.72	98,766.12	103,677.36	49
50	87,442.08	91,826.04	96,411.24	101,221.92	106,283.16	50
51	89,571.48	94,056.72	98,766.12	103,677.36	108,864.00	51
52	91,826.04	96,411.24	101,221.92	106,283.16	111,594.72	52
53	94,056.72	98,766.12	103,677.36	108,864.00	114,325.44	53
54	96,411.24	101,221.92	106,283.16	111,594.72	117,182.04	54
55	98,766.12	103,677.36	108,864.00	114,325.44	120,038.40	55
56	101,221.92	106,283.16	111,594.72	117,182.04	123,045.00	56
57	103,677.36	108,864.00	114,325.44	120,038.40	126,050.88	57
58	106,283.16	111,594.72	117,182.04	123,045.00	129,208.20	58
59	108,864.00	114,325.44	120,038.40	126,050.88	132,339.96	59
60	111,594.72	117,182.04	123,045.00	129,208.20	135,646.92	60
61	114,325.44	120,038.40	126,050.88	132,339.96	138,954.24	61

Includes 4% increase effective 7.1.2021

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus, and Altus Schools Coachella Valley

OFFICE-TECHNICAL AND BUSINESS SERVICES

Effective July 1, 2025

MONTHLY SALARY RATES

Salary Grade	Step 1	Step 2	Step 3	Step 4	Step 5	Salary Grade
1	$ 2,202.75	$ 2,313.43	$ 2,430.32	$ 2,551.41	$ 2,678.77	1
2	2,259.10	2,371.86	2,490.90	2,614.07	2,745.57	2
3	2,313.43	2,430.32	2,551.41	2,678.77	2,812.39	3
4	2,371.86	2,490.90	2,614.07	2,745.57	2,883.42	4
5	2,430.32	2,551.41	2,678.77	2,812.39	2,954.39	5
6	2,490.90	2,614.07	2,745.57	2,883.42	3,027.53	6
7	2,551.41	2,678.77	2,812.39	2,954.39	3,102.62	7
8	2,614.07	2,745.57	2,883.42	3,027.53	3,179.87	8
9	2,678.77	2,812.39	2,954.39	3,102.62	3,257.14	9
10	2,745.57	2,883.42	3,027.53	3,179.87	3,338.54	10
11	2,812.39	2,954.39	3,102.62	3,257.14	3,420.03	11
12	2,883.42	3,027.53	3,179.87	3,338.54	3,505.59	12
13	2,954.39	3,102.62	3,257.14	3,420.03	3,591.23	13
14	3,027.53	3,179.87	3,338.54	3,505.59	3,680.93	14
15	3,102.62	3,257.14	3,420.03	3,591.23	3,770.73	15
16	3,179.87	3,338.54	3,505.59	3,680.93	3,864.78	16
17	3,257.14	3,420.03	3,591.23	3,770.73	3,958.67	17
18	3,338.54	3,505.59	3,680.93	3,864.78	4,058.94	18
19	3,420.03	3,591.23	3,770.73	3,958.67	4,157.06	19
20	3,505.59	3,680.93	3,864.78	4,058.94	4,261.45	20
21	3,591.23	3,770.73	3,958.67	4,157.06	4,365.81	21
22	3,680.93	3,864.78	4,058.94	4,261.45	4,474.39	22
23	3,770.73	3,958.67	4,157.06	4,365.81	4,582.96	23
24	3,864.78	4,058.94	4,261.45	4,474.39	4,697.83	24
25	3,958.67	4,157.06	4,365.81	4,582.96	4,812.68	25
26	4,058.94	4,261.45	4,474.39	4,697.83	4,933.71	26
27	4,157.06	4,365.81	4,582.96	4,812.68	5,052.78	27
28	4,261.45	4,474.39	4,697.83	4,933.71	5,180.14	28
29	4,365.81	4,582.96	4,812.68	5,052.78	5,307.44	29
30	4,474.39	4,697.83	4,933.71	5,180.14	5,439.00	30
31	4,582.96	4,812.68	5,052.78	5,307.44	5,572.62	31
32	4,697.83	4,933.71	5,180.14	5,439.00	5,710.45	32
33	4,812.68	5,052.78	5,307.44	5,572.62	5,850.31	33
34	4,933.71	5,180.14	5,439.00	5,710.45	5,996.47	34
35	5,052.78	5,307.44	5,572.62	5,850.31	6,142.61	35
36	5,180.14	5,439.00	5,710.45	5,996.47	6,295.05	36
37	5,307.44	5,572.62	5,850.31	6,142.61	6,449.56	37
38	5,439.00	5,710.45	5,996.47	6,295.05	6,610.36	38
39	5,572.62	5,850.31	6,142.61	6,449.56	6,771.11	39
40	5,710.45	5,996.47	6,295.05	6,610.36	6,940.22	40
41	5,850.31	6,142.61	6,449.56	6,771.11	7,109.37	41
42	5,996.47	6,295.05	6,610.36	6,940.22	7,286.84	42
43	6,142.61	6,449.56	6,771.11	7,109.37	7,464.29	43
44	6,295.05	6,610.36	6,940.22	7,286.84	7,652.17	44
45	6,449.56	6,771.11	7,109.37	7,464.29	7,838.06	45
46	6,610.36	6,940.22	7,286.84	7,652.17	8,034.27	46
47	6,771.11	7,109.37	7,464.29	7,838.06	8,230.51	47
48	6,940.22	7,286.84	7,652.17	8,034.27	8,435.16	48
49	7,109.37	7,464.29	7,838.06	8,230.51	8,639.78	49
50	7,286.84	7,652.17	8,034.27	8,435.16	8,856.93	50
51	7,464.29	7,838.06	8,230.51	8,639.78	9,072.00	51
52	7,652.17	8,034.27	8,435.16	8,856.93	9,299.56	52
53	7,838.06	8,230.51	8,639.78	9,072.00	9,527.12	53
54	8,034.27	8,435.16	8,856.93	9,299.56	9,765.17	54
55	8,230.51	8,639.78	9,072.00	9,527.12	10,003.20	55
56	8,435.16	8,856.93	9,299.56	9,765.17	10,253.75	56
57	8,639.78	9,072.00	9,527.12	10,003.20	10,504.24	57
58	8,856.93	9,299.56	9,765.17	10,253.75	10,767.35	58
59	9,072.00	9,527.12	10,003.20	10,504.24	11,028.33	59
60	9,299.56	9,765.17	10,253.75	10,767.35	11,303.91	60
61	9,527.12	10,003.20	10,504.24	11,028.33	11,579.52	61

Includes 4% increase effective 7.1.2021

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus, and Altus Schools Coachella Valley

OFFICE-TECHNICAL AND BUSINESS SERVICES

Effective July 1, 2025

MONTHLY SALARY RATES 11-MONTH/12 PAY 239 DAYS

Salary Grade	Step 1	Step 2	Step 3	Step 4	Step 5	Salary Grade
1	$ 2,019.19	$ 2,120.64	$ 2,227.79	$ 2,338.79	$ 2,455.54	1
2	2,070.84	2,174.21	2,283.33	2,396.23	2,516.77	2
3	2,120.64	2,227.79	2,338.79	2,455.54	2,578.02	3
4	2,174.21	2,283.33	2,396.23	2,516.77	2,643.14	4
5	2,227.79	2,338.79	2,455.54	2,578.02	2,708.19	5
6	2,283.33	2,396.23	2,516.77	2,643.14	2,775.24	6
7	2,338.79	2,455.54	2,578.02	2,708.19	2,844.07	7
8	2,396.23	2,516.77	2,643.14	2,775.24	2,914.88	8
9	2,455.54	2,578.02	2,708.19	2,844.07	2,985.71	9
10	2,516.77	2,643.14	2,775.24	2,914.88	3,060.33	10
11	2,578.02	2,708.19	2,844.07	2,985.71	3,135.03	11
12	2,643.14	2,775.24	2,914.88	3,060.33	3,213.46	12
13	2,708.19	2,844.07	2,985.71	3,135.03	3,291.96	13
14	2,775.24	2,914.88	3,060.33	3,213.46	3,374.19	14
15	2,844.07	2,985.71	3,135.03	3,291.96	3,456.50	15
16	2,914.88	3,060.33	3,213.46	3,374.19	3,542.72	16
17	2,985.71	3,135.03	3,291.96	3,456.50	3,628.78	17
18	3,060.33	3,213.46	3,374.19	3,542.72	3,720.70	18
19	3,135.03	3,291.96	3,456.50	3,628.78	3,810.64	19
20	3,213.46	3,374.19	3,542.72	3,720.70	3,906.33	20
21	3,291.96	3,456.50	3,628.78	3,810.64	4,001.99	21
22	3,374.19	3,542.72	3,720.70	3,906.33	4,101.52	22
23	3,456.50	3,628.78	3,810.64	4,001.99	4,201.05	23
24	3,542.72	3,720.70	3,906.33	4,101.52	4,306.34	24
25	3,628.78	3,810.64	4,001.99	4,201.05	4,411.62	25
26	3,720.70	3,906.33	4,101.52	4,306.34	4,522.57	26
27	3,810.64	4,001.99	4,201.05	4,411.62	4,631.72	27
28	3,906.33	4,101.52	4,306.34	4,522.57	4,748.46	28
29	4,001.99	4,201.05	4,411.62	4,631.72	4,865.15	29
30	4,101.52	4,306.34	4,522.57	4,748.46	4,985.75	30
31	4,201.05	4,411.62	4,631.72	4,865.15	5,108.24	31
32	4,306.34	4,522.57	4,748.46	4,985.75	5,234.58	32
33	4,411.62	4,631.72	4,865.15	5,108.24	5,362.78	33
34	4,522.57	4,748.46	4,985.75	5,234.58	5,496.76	34
35	4,631.72	4,865.15	5,108.24	5,362.78	5,630.73	35
36	4,748.46	4,985.75	5,234.58	5,496.76	5,770.46	36
37	4,865.15	5,108.24	5,362.78	5,630.73	5,912.10	37
38	4,985.75	5,234.58	5,496.76	5,770.46	6,059.50	38
39	5,108.24	5,362.78	5,630.73	5,912.10	6,206.85	39
40	5,234.58	5,496.76	5,770.46	6,059.50	6,361.87	40
41	5,362.78	5,630.73	5,912.10	6,206.85	6,516.92	41
42	5,496.76	5,770.46	6,059.50	6,361.87	6,679.60	42
43	5,630.73	5,912.10	6,206.85	6,516.92	6,842.27	43
44	5,770.46	6,059.50	6,361.87	6,679.60	7,014.49	44
45	5,912.10	6,206.85	6,516.92	6,842.27	7,184.89	45
46	6,059.50	6,361.87	6,679.60	7,014.49	7,364.75	46
47	6,206.85	6,516.92	6,842.27	7,184.89	7,544.63	47
48	6,361.87	6,679.60	7,014.49	7,364.75	7,732.23	48
49	6,516.92	6,842.27	7,184.89	7,544.63	7,919.80	49
50	6,679.60	7,014.49	7,364.75	7,732.23	8,118.85	50
51	6,842.27	7,184.89	7,544.63	7,919.80	8,316.00	51
52	7,014.49	7,364.75	7,732.23	8,118.85	8,524.60	52
53	7,184.89	7,544.63	7,919.80	8,316.00	8,733.19	53
54	7,364.75	7,732.23	8,118.85	8,524.60	8,951.41	54
55	7,544.63	7,919.80	8,316.00	8,733.19	9,169.60	55
56	7,732.23	8,118.85	8,524.60	8,951.41	9,399.27	56
57	7,919.80	8,316.00	8,733.19	9,169.60	9,628.89	57
58	8,118.85	8,524.60	8,951.41	9,399.27	9,870.07	58
59	8,316.00	8,733.19	9,169.60	9,628.89	10,109.30	59
60	8,524.60	8,951.41	9,399.27	9,870.07	10,361.92	60
61	8,733.19	9,169.60	9,628.89	10,109.30	10,614.56	61

Includes 4% increase effective 7.1.2021

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus, and Altus Schools Coachella Valley

OFFICE-TECHNICAL AND BUSINESS SERVICES

Effective July 1, 2025

HOURLY SALARY RATES

Salary Grade	Step 1	Step 2	Step 3	Step 4	Step 5	Salary Grade
1	$12.71	$13.35	$14.02	$14.72	$15.45	**1**
2	13.03	13.68	14.37	15.08	15.84	**2**
3	13.35	14.02	14.72	15.45	16.23	**3**
4	13.68	14.37	15.08	15.84	16.64	**4**
5	14.02	14.72	15.45	16.23	17.04	**5**
6	14.37	15.08	15.84	16.64	17.47	**6**
7	14.72	15.45	16.23	17.04	17.90	**7**
8	15.08	15.84	16.64	17.47	18.35	**8**
9	15.45	16.23	17.04	17.90	18.79	**9**
10	15.84	16.64	17.47	18.35	19.26	**10**
11	16.23	17.04	17.90	18.79	19.73	**11**
12	16.64	17.47	18.35	19.26	20.22	**12**
13	17.04	17.90	18.79	19.73	20.72	**13**
14	17.47	18.35	19.26	20.22	21.24	**14**
15	17.90	18.79	19.73	20.72	21.75	**15**
16	18.35	19.26	20.22	21.24	22.30	**16**
17	18.79	19.73	20.72	21.75	22.84	**17**
18	19.26	20.22	21.24	22.30	23.42	**18**
19	19.73	20.72	21.75	22.84	23.98	**19**
20	20.22	21.24	22.30	23.42	24.59	**20**
21	20.72	21.75	22.84	23.98	25.19	**21**
22	21.24	22.30	23.42	24.59	25.81	**22**
23	21.75	22.84	23.98	25.19	26.44	**23**
24	22.30	23.42	24.59	25.81	27.10	**24**
25	22.84	23.98	25.19	26.44	27.77	**25**
26	23.42	24.59	25.81	27.10	28.46	**26**
27	23.98	25.19	26.44	27.77	29.15	**27**
28	24.59	25.81	27.10	28.46	29.89	**28**
29	25.19	26.44	27.77	29.15	30.62	**29**
30	25.81	27.10	28.46	29.89	31.38	**30**
31	26.44	27.77	29.15	30.62	32.15	**31**
32	27.10	28.46	29.89	31.38	32.94	**32**
33	27.77	29.15	30.62	32.15	33.75	**33**
34	28.46	29.89	31.38	32.94	34.60	**34**
35	29.15	30.62	32.15	33.75	35.44	**35**
36	29.89	31.38	32.94	34.60	36.32	**36**
37	30.62	32.15	33.75	35.44	37.21	**37**
38	31.38	32.94	34.60	36.32	38.14	**38**
39	32.15	33.75	35.44	37.21	39.06	**39**
40	32.94	34.60	36.32	38.14	40.04	**40**
41	33.75	35.44	37.21	39.06	41.02	**41**
42	34.60	36.32	38.14	40.04	42.04	**42**
43	35.44	37.21	39.06	41.02	43.06	**43**
44	36.32	38.14	40.04	42.04	44.15	**44**
45	37.21	39.06	41.02	43.06	45.22	**45**
46	38.14	40.04	42.04	44.15	46.35	**46**
47	39.06	41.02	43.06	45.22	47.48	**47**
48	40.04	42.04	44.15	46.35	48.66	**48**
49	41.02	43.06	45.22	47.48	49.84	**49**
50	42.04	44.15	46.35	48.66	51.10	**50**
51	43.06	45.22	47.48	49.84	52.34	**51**
52	44.15	46.35	48.66	51.10	53.65	**52**
53	45.22	47.48	49.84	52.34	54.96	**53**
54	46.35	48.66	51.10	53.65	56.34	**54**
55	47.48	49.84	52.34	54.96	57.71	**55**
56	48.66	51.10	53.65	56.34	59.16	**56**
57	49.84	52.34	54.96	57.71	60.60	**57**
58	51.10	53.65	56.34	59.16	62.12	**58**
59	52.34	54.96	57.71	60.60	63.62	**59**
60	53.65	56.34	59.16	62.12	65.21	**60**
61	54.96	57.71	60.60	63.62	66.80	**61**

Includes 4% increase effective 7.1.2021

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus, and Altus Schools Coachella Valley

CERTIFICATED AND CLASSIFIED ADMINISTRATOR

Effective July 1, 2025

POSITION / TITLE (alpha)	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Administrator Of Instructional Services I *	$ 134,966.96	$ 139,015.97	$ 143,186.41	$ 147,482.03	$ 151,906.44	$ 156,463.63
Administrator Of Instructional Services II *	$ 155,247.71	$ 159,905.24	$ 164,702.30	$ 169,643.39	$ 174,732.73	$ 179,974.70
Administrator Of Quality, Performance & Planning *	$ 134,966.96	$ 139,015.97	$ 143,186.41	$ 147,482.03	$ 151,906.44	$ 156,463.63
Administrator Of Special Education I *	$ 134,966.96	$ 139,015.97	$ 143,186.41	$ 147,482.03	$ 151,906.44	$ 156,463.63
Administrator Of Special Education II *	$ 155,247.71	$ 159,905.24	$ 164,702.30	$ 169,643.39	$ 174,732.73	$ 179,974.70
Administrator Of Special Instructional Services *	$ 134,966.96	$ 139,015.97	$ 143,186.41	$ 147,482.03	$ 151,906.44	$ 156,463.63
Ceritificated, Human Resources Administrator II *	$ 154,734.99	$ 159,377.04	$ 164,158.35	$ 169,083.10	$ 174,155.59	$ 179,380.26
Certificated, Human Resources Administrator I *	$ 134,966.96	$ 139,015.97	$ 143,186.41	$ 147,482.03	$ 151,906.44	$ 156,463.63
Chief Of Staff	$ 110,395.71	$ 113,707.65	$ 117,118.81	$ 120,632.43	$ 124,251.38	$ 127,978.91
Chief Of Staff and Compliance Coordinator	$ 134,966.96	$ 139,015.97	$ 143,186.41	$ 147,482.03	$ 151,906.44	$ 156,463.63
Chief of Staff/Compliance Officer	$ 134,966.96	$ 139,015.97	$ 143,186.41	$ 147,482.03	$ 151,906.44	$ 156,463.63
Communications Coordinaror II (with MA)	$ 129,954.74	$ 133,769.25	$ 137,735.89	$ 141,862.16	$ 145,233.50	$ 150,726.20
Communications Coordinator I	$ 93,465.46	$ 97,922.26	$ 102,951.58	$ 107,981.03	$ 113,159.59	$ 118,960.60
Data Services Coordinator	$ 100,997.52	$ 106,214.16	$ 111,589.92	$ 117,558.48	$ 123,548.88	$ 129,653.68
Dean of Academic Affairs and Altus Studies *	$ 155,247.71	$ 159,905.24	$ 164,702.30	$ 169,643.39	$ 174,732.73	$ 179,974.70
Director Of Operations & Technology	$ 176,497.40	$ 181,792.29	$ 187,246.18	$ 192,863.55	$ 198,649.40	$ 204,608.85
Director of Operations, Technology and Founding Dir.	$ 210,747.12	$ 217,069.53	$ 223,581.61	$ 230,289.06	$ 237,197.74	$ 244,313.67
Equity & Inclusion Administrator *	$ 134,966.96	$ 139,015.97	$ 143,186.41	$ 147,482.03	$ 151,906.44	$ 156,463.63
Equity & Inclusion Officer *	$ 155,247.71	$ 159,905.24	$ 164,702.30	$ 169,643.39	$ 174,732.73	$ 179,974.70
External Relations Officer	$ 129,954.74	$ 133,769.25	$ 137,735.89	$ 141,862.16	$ 145,233.50	$ 150,726.20
Finance Administrator	$ 154,734.99	$ 159,377.04	$ 164,158.35	$ 169,083.10	$ 174,155.59	$ 179,380.26
Human Resources Manager	$ 97,922.26	$ 102,951.58	$ 107,981.02	$ 113,159.59	$ 118,960.60	$ 124,811.28
Partnership Development Coordinator	$ 100,998.00	$ 106,214.00	$ 111,590.00	$ 117,558.00	$ 123,549.00	$ 129,654.00
School Coordinator for Altus Mirus *	$ 147,083.00	$ 151,497.00	$ 156,040.00	$ 160,719.00	$ 165,547.00	$ 170,513.41
School Coordinator I (with MA) *	$ 112,971.83	$ 116,108.05	$ 119,370.45	$ 122,759.02	$ 126,283.50	$ 129,954.74
School Coordinator I *	$ 100,998.00	$ 106,214.00	$ 111,590.00	$ 117,558.00	$ 123,549.00	$ 129,654.00
School Coordinator II (with MA) *	$ 129,954.74	$ 133,769.25	$ 137,735.89	$ 141,862.16	$ 145,233.50	$ 150,726.20
Special Education Coordinator *	$ 129,954.74	$ 133,769.25	$ 137,735.89	$ 141,862.16	$ 145,233.50	$ 150,726.20
Student Services Coordinator I (with MA) *	$ 112,971.83	$ 116,108.05	$ 119,370.45	$ 122,759.02	$ 126,283.50	$ 129,954.74
Student Services Coordinator II (with MA) *	$ 129,954.74	$ 133,769.25	$ 137,735.89	$ 141,862.16	$ 145,233.50	$ 150,726.20
Technology Integration Coordinator *	$ 100,998.00	$ 106,214.00	$ 111,590.00	$ 117,558.00	$ 123,549.00	$ 129,654.00

** Certificated positions*

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus, and Altus Schools Coachella Valley

HEALTHY YOUTH SCHOOL THERAPIST

Salary Schedule

Effective July 1, 2025

	Step 1	Step 2	Step 3	Step 4	Step 5
Annual	85,312.44	89,571.48	94,056.72	98,766.12	103,677.36
Monthly	7,109.37	7,464.29	7,838.06	8,230.51	8,639.78
Hourly	46.77	49.11	51.57	54.15	56.84

Includes 4% increase eff 7/1/2021.

TERMS and REQUIREMENTS:

1) Full-time position, not to exceed 40 hours per week.
2) 228 Contract Base Days
3) Must possess one of the following:
    - Licensed Marriage and Family Therapist (LMFT)
    - Marriage and Family Therapist (MFT)
    - Licensed Professional Clinicil Counselor (LPCC)
    - School Psychologist (PPS)
    - Licensed Education Psychologist
    - Licensed Clinical Psychologist
    - California PPS Credential in School Counseling
4) Must pass a workstyles/behavior survey
5) Must clear background check by Department of Justice and FBI
6) Must receive TB clearance
7) Must possess a valid California driver’s license and have reliable transportation

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus, and Altus Schools Coachella Valley

Administrative Support to Superintendent School Services, BOD, & Facilities

Effective July 1, 2025

	Step 1	Step 2	Step 3	Step 4	Step 5
Annual	88,615.49	93,052.38	97,678.96	102,565.63	107,711.01
Monthly	7,384.62	7,754.37	8,139.91	8,547.14	8,975.92
Hourly	42.60	44.74	46.96	49.31	51.78

Annual Longevity Pay

Years of Qualifying Service:	
10 - 13 years	580.65
14 - 18 years	1,161.25
19 - 21 years	1,741.87
22 or more years	3,003.00

TERMS and REQUIREMENTS:

1) Full-time position, not to exceed 40 hours per week.
2) Must pass a workstyles/behavior survey
3) Must clear background check by Department of Justice and FBI
4) Must receive TB clearance
5) Must possess a valid California driver's license and have reliable transportation

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus, and Altus Schools Coachella Valley

Data Support Analyst

Effective July 1, 2025

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Annual	96,035.68	100,727.12	105,556.88	110,969.04	116,425.92	122,246.80
Monthly	8,002.97	8,393.93	8,796.41	9,247.42	9,702.16	10,187.23
Hourly	46.17	48.43	50.75	53.35	55.97	58.77

TERMS and REQUIREMENTS:

1) Full-time position, not to exceed 40 hours per week.
2) Must pass a workstyles/behavior survey
3) Must clear background check by Department of Justice and FBI
4) Must receive TB clearance
5) Must possess a valid California driver's license and have reliable transportation

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Altus Schools Mirus and Altus Schools Coachella Valley

Compliance Specialist / Registrar

Effective July 1, 2025

ANNUAL SALARY RATES, 11-MONTH / 12-PAY

Step 1	Step 2	Step 3	Step 4	Step 5
$ 38,324.04	$ 41,012.40	$ 43,872.36	$ 47,018.40	$ 50,259.72

MONTHLY SALARY RATES, 11-MONTH / 12-PAY

Step 1	Step 2	Step 3	Step 4	Step 5
$ 3,193.67	$ 3,417.70	$ 3,656.03	$ 3,918.20	$ 4,188.31

HOURLY SALARY RATES

Step 1	Step 2	Step 3	Step 4	Step 5
$ 20.10	$ 21.51	$ 23.01	$ 24.66	$ 26.36

TERMS:

1) Full-time position, not to exceed 40 hours per week.
2) 11-month contract
3) Must possess a high school diploma or its equivalent
4) Must pass a workstyles/behavior survey
5) Must clear background check by Department of Justice and FBI
6) Must possess a valid California driver’s license and have reliable transportation

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County and Altus Schools South Bay

Resource Center Associate (RCA)

Effective July 1, 2025

Step 1	18.95
Step 2	19.43
Step 3	19.92
Step 4	20.42
Step 5	20.92
Step 6	21.44
Step 7	21.99

TERMS and REQUIREMENTS:

1) Part time hourly position, and not to exceed 25 hours per week, 228 days.
2) Must hold a high school diploma or its equivalent
3) Must pass a workstyles/behavior survey and math assessment
4) Completion of two years college coursework from an accredited college or univeristy (48 semester units) is required.
5) Must clear background check by Department of Justice and FBI
6) Must possess a valid California driver's license and have reliable transportation

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Altus Schools Mirus, and Altus Schools Coachella Valley

Resource Center Associate (RCA)

Effective July 1, 2025

Step 1	19.74
Step 2	21.13
Step 3	22.56
Step 4	24.13
Step 5	25.82

TERMS and REQUIREMENTS:

1) Part time hourly position, and not to exceed 25 hours per week, 208 days.
2) Must hold a high school diploma or its equivalent
3) Must pass a workstyles/behavior survey and math assessment
4) Completion of two years college coursework from an accredited college or univeristy (48 semester units) is required.
5) Must clear background check by Department of Justice and FBI
6) Must possess a valid California driver's license and have reliable transportation

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County and Altus Schools South Bay

Certificated Teacher Resource (CTR)

Effective July 1, 2025

Step 1	21.44
Step 2	21.98
Step 3	22.53
Step 4	23.09
Step 5	23.67
Step 6	24.26
Step 7	24.86
Step 8	25.49

TERMS and REQUIREMENTS:

1) Full- time hourly position, and not to exceed 40 hours per week, 228 Days.
2) Must hold a high school diploma or its equivalent
3) Must have a baccalaureate degree from a regionally accredited college or university
4) Must have a valid CA 30-Day Substitute Teaching Permit
5) Must pass a local assessment of knowledge and skills in assisting in instruction
6) Must clear background check by Department of Justice and FBI
7) Must possess a valid California driver's license and have reliable transportation

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Altus Schools Mirus, and Altus Schools Coachella Valley

Certificated Teacher Resource (CTR)

Effective July 1, 2025

Step 1	20.10
Step 2	21.51
Step 3	23.01
Step 4	24.66
Step 5	26.36

TERMS and REQUIREMENTS:

1) Full- time hourly position, and not to exceed 40 hours per week, 208 days.
2) Must hold a high school diploma or its equivalent
3) Must have a baccalaureate degree from a regionally accredited college or university
4) Must have a valid CA 30-Day Substitute Teaching Permit
5) Must pass a local assessment of knowledge and skills in assisting in instruction
6) Must clear background check by Department of Justice and FBI
7) Must possess a valid California driver's license and have reliable transportation

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus, and Altus Schools Coachella Valley

HOURLY LEARNING ASSOCIATE

Effective July 1, 2025

Step 1	$ 36.19
Step 2	$ 37.56
Step 3	$ 38.97
Step 4	$ 40.44
Step 5	$ 41.97

TERMS and REQUIREMENTS:

1) Part time hourly position, and not to exceed 25 hours per week.
2) Must hold a high school diploma or its equivalent
3) Must possess a current California Single-Subject or Multiple-Subject Teaching Credential
4) Must pass a workstyles/behavior survey and math assessment
5) Must clear background check by Department of Justice and FBI
6) Must possess a valid California driver's license and have reliable transportation

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus, and Altus Schools Coachella Valley

SUBSTITUTE TEACHER

Effective July 1, 2025

Daily Rate

Substitute Teacher (daily rate 8 hours)	**$250.00 / Day**
Substitute Teacher (half day rate 4 hours or less)	**$125.00 / Day**

TERMS and REQUIREMENTS:

1) Daily rate of $250 equivalent to 8 hours per day of work.
2) Daily rate of $125 equivalent to 4 hours of work or less.
3) Position is full-time, not to exceed 40 hours per week.
5) Must have a baccalaureate degree from a regionally accredited college or university
6) Must have a valid CA 30-Day Substitute Teaching Permit
7) Must pass a workstyles/behavior survey and math assessment

2025 *ALTUS SCHOOLS SOUTHERN CALIFORNIA* PARTNERS AND RESOURCES

PARTNER/RESOURCE	SERVICES	SCHOOLS SERVED
Social Advocates for Youth (SAY)	• Community Assessment Team (CAT) • Teen Pregnancy and Prevention • Wellness Center • Mental Health Services • Economic Empowerment Program • Fentanyl Awareness • Alcohol, Tobacco, and Other Drug Prevention Program	Altus School East County
San Diego Youth Services (SDYS)	• Community Assessment Team (CAT) • Child Sex Trafficking Awareness and Recovery • Foster Care • Homeless Housing and Support • Suicide Prevention and Intervention • Anti-Bullying Awareness and Support • Mental Health • Teen Pregnancy and Intervention • LGBTQ+ Services • Safe Family Services • Workforce Development	Altus School East County

McAlister Institute	• Substance Abuse Treatment and Education	Audeo Charter School II, Altus Schools North County, Altus School East County, Altus Schools South Bay
North County Lifeline	• Youth Development • Child Abuse and Domestic Violence Prevention & Intervention • Behavioral Health • Human Trafficking Prevention & Intervention	Audeo Charter School II, Altus Schools North County
South Bay Community Services (SBCS)	• Child Well-Being • Foster Youth • Teen Pregnancy Prevention • Homeless Outreach • Mental Health • LGBTQ Drop-In Center • Suicide Prevention & Intervention • Family Violence & Support Services • Domestic Violence Response Team • Food Assistance & Distribution	Altus Schools South Bay
San Diego Food Bank	• Food Assistance & Distribution Locations	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay
Feeding America	• Food Assistance & Distribution Locations	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay
A Bridge for Kids	• Mentorship Opportunities	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay
City of San Diego Work Readiness Program	• Job Readiness Training	Audeo Schools II, Altus Schools East County, Altus Schools South Bay

San Diego Workforce Partnership	• Job Readiness Training	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay
San Diego Metro Career Center	• Job Readiness Training	Audeo Schools II, Altus Schools East County, Altus Schools South Bay
San Diego Medical Society	• Health Education Presentations	Audeo Schools II, Altus Schools East County, Altus Schools South Bay
Vista Hill	• Bridges Early Intervention for Teens • Support for Adolescents & Families in Recovery (SAFIR) • Substance Abuse Services • Mental Health	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay
San Diego Nice Guys	• Scholarships – Test Fees, Transportation, Technology, and College Textbooks	Audeo Schools II, Altus Schools East County, Altus Schools South Bay
Oasis Clubhouse	• Mental Health Services • Life Skills Training • Job Skills & Development • Peer Mentoring	Audeo Schools II, Altus Schools East County, Altus Schools South Bay
147 Combat Communications Squadron	• Support California Cadet Corps Squadron • Career Exploration • Career Week Presentations	Audeo Schools II, Altus Schools East County, Altus Schools South Bay
San Diego Museum of Contemporary Art	• Art Exploration & Exhibitions	Audeo Schools II, Altus Schools East County, Altus Schools South Bay
Coastline Community College	• Dual Enrollment Program for Students	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus

Mira Costa	• Dual Enrollment Program for Students	Audeo Charter School II
Alliant University	• Staff tuition reduction • Intern Program for Practicum Students, Student Teachers, School Psych and Counseling	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
National University	• Staff tuition reduction • Intern Program for Practicum Students, Student Teachers, School Psych and Counseling	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Pt. Loma Nazarene (PLNU)	• Student Teaching/Clinical Practice for Staff	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay
Palomar College	• Dual Enrollment	Altus Schools North County
Grossmont Cuyamaca College	• College and Career Pathway	Altus Schools East County
Southwestern College	• College and Career Pathway	Altus Schools South Bay
Promises 2 Kids	• Foster Youth Services	Audeo Schools II, Altus Schools North County Altus Schools East County, Altus Schools South Bay
Schools First Credit Union	• Understanding Finances	Altus Schools Mirus, Altus Schools Coachella Valley
Family Assistance.Org	• Health and Human Services • Food Insecurity Support	Altus Schools Mirus, Altus Schools Coachella Valley
IEHP	• Low-Cost Insurance • Self-Improvement Courses • Financial Education • Career Day Speakers • Social emotional support services	Altus Schools Mirus, Altus Schools Coachella Valley
Victory Valley Transit	• Bus Passes	Altus Schools Mirus

FAM	• Student Drop-In Center	Altus Schools Mirus
Feeding Riverside	• Food Resources	Altus Schools Mirus, Altus Schools Coachella Valley
Riverside Community College District (Moreno Valley College)	• Dual Enrollment	Audeo Valley Charter School, Altus Schools Coachella Valley
FINANCE/OPERATIONS PARTNERS/VENDORS	**SERVICES**	**SCHOOLS SERVED**
SDCOE/Fringe Benefits Consortium	Health & Wellness Benefits	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Specialized Therapy Services	Special Ed Services	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Davis & Adams	Construction & Maintenance	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Datal Systems Incorporated	Technology Services	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Young, Minney & Corr	Legal	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Pacific Building Maintenance	Custodial	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
School Pathways	Student Information System	Audeo Schools II, Altus Schools North Count, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus

Ed Ladder	Tutoring	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Edgenuity/CANVAS/Imagine	On-Line Instruction Platform	Audeo Schools II, Altus Schools North County Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Ellevation	EL Program, Management Tools	Audeo Schools II, Altus Schools North County Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Global Search/Square 9	Data Warehouse	Audeo Schools II, Altus Schools North County Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Naviance	Post Highschool Pathways	Audeo Schools II, Altus Schools North County Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
NetSuite	Full Cycle Accounting and Reporting, Payroll processing, Human Resources	Audeo Schools II, Altus Schools North County Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
NWEA	Local Assessment Platform	Audeo Schools II, Altus Schools North County Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
ParentSquare	School to Home Communication	Audeo Schools II, Altus Schools North County Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Achieve 3000(McGraw Hill)	Designated EL Support	Audeo Schools II, Altus Schools North County Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Avaya	Cloud based phone system (voice, text, fax)	Audeo Schools II, Altus Schools North County Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus

Brivo/ADT	Security Cards/systems	Audeo Schools II, Altus Schools North County Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Konica Minolta Business Solutions USA Inc.	Digitalization and all Copy Machine Leases	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Brown Marketing Strategies	Marketing	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
The Business Cleaning Company	Custodial	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
T-Mobile	Student Hot Spots	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Everon	Lease	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Citrin Cooperman	Technology Services	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Sacramento Advocates, Inc.	Advocacy	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Docusign Inc	E-Signature Platform	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus

Cengage Learning, Inc.	Textbooks	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Vernier Software & Technology LLC	Science Technology	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
San Diego County Schools Risk Management JPA	Insurance	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Wilkinson, Hadley King & Co, LLP	Audit Services	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus l
Cox Business	Internet	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Oracle America, Inc.	NetSuite	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus School Mirus
TME	Inventory	Audeo Schools II, Altus Schools North County Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Zoom	Video Conferencing	Audeo Schools II, Altus Schools North County Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Amazon Capital Services	Miscellaneous	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Infinity	E-Rate Consultant	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus

Hyphn	Furniture and Fixtures	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Delawie	Interior Design and Architecture	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Diversified	AV Services	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Naviance	Educational	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
Zen Desk	Ticketing	Audeo Schools II, Altus Schools North County, Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
MPA	Architecture Support	Audeo Schools II, Altus Schools North County , Altus Schools East County, Altus Schools South Bay, Altus Schools Mirus
WEA Palm Desert LLC	Lease - Palm Desert	Altus Schools Mirus
The Business Cleaning Company	Custodial	Altus Schools Mirus
EG&T Commercial Real Estate LLC	Lease - Topaz	Altus Schools Mirus
16967 Main Hesperia, LLC	Lease - Main	Altus Schools Mirus
Bazi Investment LLC	Lease – Moreno Valley	Audeo Valley Charter School
Plaza Bonita LP	Lease – Plaza Bonita	Altus Schools South Bay
Pref Heritage LLC	Lease - Sweetwater	Altus Schools South Bay
CSDMT Family Ltd. Partnership	Lease – Paradise Valley	Altus Schools East County
Star West Pkwy Mall LP	Lease – El Cajon	Altus Schools East County
Plaza Paseo Real Estate Associates. LLC	Lease – So. Carlsbad II	Audeo Charter School II
VOC Realty Investment Inc.	Lease – No. Carlsbad II	Audeo Charter School II

North County Fair LLP	Lease - Escondido	Altus Schools North County
La Mesa Village Station Trust	Lease – La Mesa	Altus Schools East County

rev: 6/11/25 rev

Altus SCHOOLS AUDEO II

Participation Report: All Students
Month 7: 12/16/2024 - 01/10/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**320**	**258**	**74.2%**	**79.4%**	**93.4%**	**95.5%**
Totals December 2023/January 2024	**280**	**259**	**86.8%**	**84.3%**	**95.4%**	**97.2%**
Difference	**40**	**-1**	**-12.6%**	**-4.9%**	**-2.0%**	**-1.7%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students

Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	NC	NC1		40	30	74.2%	72.9%	100.0%	98.2%
SD	NC	NC2		40	33	65.8%	68.9%	84.0%	90.6%
SD	NC	NC3		40	27	62.5%	72.5%	92.6%	93.9%
SD	NC	NC4		40	41	98.9%	90.1%	96.5%	97.6%
SD	NC	NC5		40	31	68.9%	77.1%	88.9%	91.2%
SD	SC	SC1		40	36	84.4%	80.7%	97.1%	98.6%
SD	SC	SC2		40	30	70.3%	66.2%	93.7%	95.5%
SD	SC	SC3		40	30	68.9%	52.0%	93.6%	95.5%

Altus SCHOOLS AUDEO II

Participation Report: All Students
Month 8: 01/13/2025 - 02/07/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**320**	**268**	**76.9%**	**79.0%**	**95.3%**	**95.5%**
Totals January/February 2024	**280**	**259**	**85.9%**	**84.4%**	**95.3%**	**96.9%**
Difference	**40**	**9**	**-9.0%**	**-5.4%**	**-0.1%**	**-1.5%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	NC	NC1		40	42	100.7%	76.7%	96.2%	97.9%
SD	NC	NC2		40	41	91.2%	72.0%	89.0%	90.3%
SD	NC	NC3		40	31	68.0%	71.9%	93.7%	93.9%
SD	NC	NC4		40	42	103.2%	91.9%	99.1%	97.8%
SD	NC	NC5		40	34	66.3%	75.6%	89.5%	91.0%
SD	SC	SC1		40	44	108.0%	84.5%	100.0%	98.9%
SD	SC	SC2		40	34	77.8%	68.9%	97.4%	96.0%
SD	SC	SC3		40	0	N/A	N/A	N/A	N/A

Altus SCHOOLS AUDEO II

Participation Report: All Students
Month 9: 02/10/2025 - 03/07/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**320**	**269**	**78.3%**	**78.9%**	**95.1%**	**95.4%**
Totals February/March 2024	**300**	**273**	**83.4%**	**105.0%**	**95.4%**	**96.8%**
Difference	**20**	**-4**	**-5.1%**	**-26.0%**	**-0.3%**	**-1.4%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	NC	NC1		40	41	97.5%	79.0%	95.1%	97.5%
SD	NC	NC2		40	40	90.6%	74.0%	90.6%	90.3%
SD	NC	NC3		40	36	79.0%	72.7%	96.1%	94.1%
SD	NC	NC4		40	38	90.0%	91.7%	94.7%	97.5%
SD	NC	NC5		40	33	71.8%	75.2%	90.2%	90.9%
SD	SC	SC1		40	43	105.7%	86.8%	98.4%	98.8%
SD	SC	SC2		40	38	91.8%	72.9%	100.0%	96.8%
SD	SC	SC3		40	0	N/A	N/A	N/A	N/A

Altus SCHOOLS AUDEO II

Participation Report: All Students
Month 10: 03/10/2025 - 04/04/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**320**	**275**	**78.4%**	**78.9%**	**92.7%**	**95.2%**
Totals March 2024	**300**	**278**	**85.0%**	**102.8%**	**94.4%**	**96.5%**
Difference	**20**	**-3**	**-6.6%**	**-23.9%**	**-1.7%**	**-1.4%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	NC	NC1		40	40	94.0%	80.3%	94.0%	97.1%
SD	NC	NC2		40	39	84.2%	74.9%	86.3%	89.9%
SD	NC	NC3		40	40	90.5%	74.3%	95.6%	94.3%
SD	NC	NC4		40	40	88.2%	91.4%	90.6%	96.8%
SD	NC	NC5		40	35	76.2%	75.3%	89.8%	90.8%
SD	SC	SC1		40	43	104.2%	88.4%	96.9%	98.6%
SD	SC	SC2		40	38	90.0%	75.2%	94.7%	96.5%
SD	SC	SC3		40	0	N/A	N/A	N/A	N/A

Altus SCHOOLS AUDEO II

Participation Report: All Students
Month 11: 04/07/2025 - 05/02/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**320**	**274**	**76.5%**	**78.6%**	**93.9%**	**95.0%**
Totals April 2024	**310**	**292**	**87.0%**	**100.9%**	**94.9%**	**96.3%**
Difference	**10**	**-18**	**-10.5%**	**-22.3%**	**-1.0%**	**-1.4%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	NC	NC1		40	39	90.5%	81.4%	97.3%	97.1%
SD	NC	NC2		40	38	83.5%	75.8%	91.5%	90.1%
SD	NC	NC3		40	41	96.5%	76.6%	96.3%	94.5%
SD	NC	NC4		40	39	79.8%	90.1%	93.1%	96.5%
SD	NC	NC5		40	38	79.5%	75.7%	90.1%	90.7%
SD	SC	SC1		40	40	94.4%	89.0%	96.2%	98.3%
SD	SC	SC2		40	39	87.6%	77.0%	92.1%	95.7%
SD	SC	SC3		40	0	N/A	N/A	N/A	N/A

Altus SCHOOLS AUDEO VALLEY

Participation Report: All Students
Month 7: 12/16/2024 - 01/10/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**280**	**264**	**91.7%**	**92.4%**	**97.7%**	**96.3%**
Totals December 2023/January 2024	**240**	**255**	**103.0%**	**102.2%**	**97.8%**	**98.5%**
Variance:	**40**	**9**	**-11.3%**	**-9.8%**	**-0.1%**	**-2.2%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
RV	MR	MR1		40	40	97.5%	90.1%	97.8%	98.3%
RV	MR	MR2		40	37	90.3%	78.7%	100.0%	96.6%
RV	MR	MR3		40	38	90.0%	76.8%	94.7%	91.1%
RV	MR	MR4		40	38	92.8%	83.8%	97.7%	98.7%
RV	MR	MR5		40	35	84.2%	87.5%	96.2%	98.2%
RV	MR	MR6		40	36	90.0%	67.5%	100.0%	92.4%
RV	MR	MR7		40	40	97.5%	91.0%	97.5%	97.7%

Altus SCHOOLS AUDEO VALLEY

Participation Report: All Students
Month 8: 01/13/2025 - 02/07/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**320**	**283**	**83.0%**	**101.9%**	**96.3%**	**96.3%**
Totals January/February 2024	**240**	**256**	**102.2%**	**102.2%**	**97.4%**	**98.4%**
Variance:	**80**	**27**	**-19.1%**	**-0.3%**	**-1.1%**	**-2.0%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
RV	MR	MR1		40	40	96.3%	91.0%	100.0%	98.5%
RV	MR	MR2		40	39	94.7%	80.9%	97.6%	96.8%
RV	MR	MR3		40	40	93.3%	79.0%	93.7%	91.5%
RV	MR	MR4		40	39	94.9%	85.3%	100.0%	98.9%
RV	MR	MR5		40	36	85.5%	86.6%	95.0%	96.8%
RV	MR	MR6		40	38	85.8%	70.0%	91.7%	92.3%
RV	MR	MR7		40	42	101.1%	92.4%	97.6%	97.7%
RV	MR	MR8		40	9	12.8%	12.8%	87.4%	87.4%

Altus SCHOOLS AUDEO VALLEY

Participation Report: All Students
Month 9: 02/10/2025 - 03/07/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**300**	**287**	**90.4%**	**100.4%**	**95.1%**	**96.2%**
Totals February/March 2024	**280**	**269**	**92.0%**	**115.5%**	**97.6%**	**98.3%**
Variance:	**20**	**18**	**-1.6%**	**-15.1%**	**-2.5%**	**-2.1%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
RV	MR	MR1		40	40	97.6%	91.7%	99.6%	98.6%
RV	MR	MR2		40	39	93.5%	82.3%	95.9%	96.6%
RV	MR	MR3		40	40	89.0%	80.1%	89.0%	91.2%
RV	MR	MR4		40	39	96.3%	86.5%	98.8%	98.9%
RV	MR	MR5		40	36	87.1%	86.8%	96.7%	96.8%
RV	MR	MR6		40	35	78.2%	70.9%	89.4%	91.9%
RV	MR	MR7		40	41	98.8%	93.1%	98.2%	97.7%
RV	MR	MR8		20	17	74.1%	32.3%	90.3%	89.5%

Altus SCHOOLS AUDEO VALLEY

Participation Report: All Students
Month 10: 03/10/2025 - 04/04/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**320**	**290**	**86.7%**	**98.9%**	**96.0%**	**96.2%**
Totals March 2024	**280**	**264**	**90.2%**	**112.7%**	**96.1%**	**98.1%**
Variance:	**40**	**26**	**-3.5%**	**-13.7%**	**-0.1%**	**-1.9%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
RV	MR	MR1		40	40	99.5%	92.4%	99.5%	98.7%
RV	MR	MR2		40	39	97.5%	83.6%	100.0%	97.0%
RV	MR	MR3		40	40	94.2%	81.4%	94.2%	91.5%
RV	MR	MR4		40	39	97.0%	87.4%	99.5%	99.0%
RV	MR	MR5		40	37	82.5%	85.9%	89.2%	95.2%
RV	MR	MR6		40	35	82.7%	71.9%	94.5%	92.2%
RV	MR	MR7		40	38	92.5%	93.0%	97.4%	97.7%
RV	MR	MR8		40	22	47.8%	37.4%	90.8%	90.1%

Altus SCHOOLS AUDEO VALLEY

Participation Report: All Students
Month 11: 04/07/2025 - 05/02/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**320**	**301**	**87.0%**	**97.6%**	**95.5%**	**96.1%**
Totals April 2024	**280**	**277**	**93.1%**	**110.5%**	**97.1%**	**98.0%**
Variance:	**40**	**24**	**-6.1%**	**-12.8%**	**-1.6%**	**-1.9%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
RV	MR	MR1		40	40	95.9%	92.8%	100.0%	98.9%
RV	MR	MR2		40	40	96.5%	85.0%	98.3%	97.1%
RV	MR	MR3		40	41	91.8%	82.5%	91.9%	91.5%
RV	MR	MR4		40	40	91.8%	87.9%	99.2%	99.0%
RV	MR	MR5		40	36	80.8%	84.8%	89.7%	94.1%
RV	MR	MR6		40	33	69.9%	71.7%	88.7%	91.8%
RV	MR	MR7		40	40	99.3%	93.7%	100.0%	98.0%
RV	MR	MR8		40	31	70.4%	48.2%	94.1%	91.9%

Altus SCHOOLS EAST COUNTY

Participation Report: All Students
Month 7: 12/16/2024 - 01/10/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**320**	**292**	**81.4%**	**84.7%**	**90.7%**	**92.0%**
Totals December 2023/January 2024	**320**	**303**	**85.4%**	**81.9%**	**90.8%**	**91.8%**
Difference	**0**	**-11**	**-4.0%**	**2.8%**	**-0.1%**	**0.2%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	EC	EC1		40	25	54.2%	66.8%	86.7%	89.5%
SD	EC	EC2		40	38	85.0%	83.5%	92.2%	91.1%
SD	EC	EC3		40	32	68.1%	77.1%	87.8%	89.8%
SD	EC	EC4		40	38	83.9%	79.6%	92.6%	93.0%
SD	LM	LM1		40	40	85.0%	84.5%	85.7%	92.3%
SD	LM	LM2		40	38	85.3%	83.5%	90.8%	90.9%
SD	PV	PV1		40	42	95.0%	95.0%	90.5%	93.9%
SD	PV	PV2		40	39	95.0%	95.5%	97.4%	94.7%

Altus SCHOOLS EAST COUNTY

Participation Report: All Students
Month 8: 01/13/2025 - 02/07/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**320**	**308**	**85.3%**	**84.8%**	**91.2%**	**91.8%**
Totals January/February 2024	**320**	**323**	**90.2%**	**83.0%**	**91.0%**	**91.7%**
Difference	**0**	**-15**	**-4.9%**	**1.8%**	**0.2%**	**0.1%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	EC	EC1		40	29	62.2%	66.2%	89.1%	89.4%
SD	EC	EC2		40	37	88.2%	84.2%	96.0%	91.8%
SD	EC	EC3		40	38	81.3%	77.7%	89.6%	89.8%
SD	EC	EC4		40	39	85.8%	80.4%	92.4%	92.9%
SD	LM	LM1		40	41	89.2%	85.2%	88.3%	91.7%
SD	LM	LM2		40	39	82.1%	83.3%	86.1%	90.2%
SD	PV	PV1		40	43	95.8%	95.1%	91.8%	93.6%
SD	PV	PV2		40	42	97.9%	95.8%	95.6%	94.9%

Altus SCHOOLS EAST COUNTY

Participation Report: All Students
Month 9: 02/10/2025 - 03/07/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**340**	**314**	**83.3%**	**93.9%**	**91.5%**	**91.8%**
Totals February/March 2024	**320**	**326**	**91.7%**	**84.0%**	**92.0%**	**91.7%**
Difference	**20**	**-12**	**-8.4%**	**9.9%**	**-0.5%**	**0.1%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	EC	EC1		40	34	77.1%	67.4%	94.1%	90.0%
SD	EC	EC2		40	37	84.1%	84.2%	93.5%	91.9%
SD	EC	EC3		40	37	83.4%	78.3%	90.1%	89.8%
SD	EC	EC4		40	38	84.7%	80.9%	89.2%	92.5%
SD	LM	LM1		40	41	90.9%	85.8%	89.6%	91.4%
SD	LM	LM2		40	41	89.6%	84.0%	87.5%	89.9%
SD	PV	PV1		40	43	97.2%	95.4%	90.8%	93.2%
SD	PV	PV2		40	42	100.6%	96.3%	97.9%	95.2%
SD	PV	PV3		20	1	1.5%	1.5%	100.0%	100.0%

Altus SCHOOLS EAST COUNTY

Participation Report: All Students
Month 10: 03/10/2025 - 04/04/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**340**	**322**	**83.0%**	**92.8%**	**90.1%**	**91.6%**
Totals March 2024	**320**	**328**	**93.1%**	**84.8%**	**91.6%**	**91.7%**
Difference	**20**	**-6**	**-10.1%**	**8.0%**	**-1.5%**	**-0.1%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	EC	EC1		40	33	70.2%	67.6%	85.1%	89.5%
SD	EC	EC2		40	36	85.5%	84.3%	97.0%	92.4%
SD	EC	EC3		40	40	83.2%	78.8%	86.6%	89.5%
SD	EC	EC4		40	40	88.0%	81.5%	90.6%	92.3%
SD	LM	LM1		40	42	89.7%	86.1%	85.7%	90.9%
SD	LM	LM2		40	41	83.2%	83.9%	86.2%	89.5%
SD	PV	PV1		40	42	91.2%	95.0%	88.8%	92.8%
SD	PV	PV2		40	42	104.0%	97.0%	99.2%	95.6%
SD	PV	PV3		20	6	22.0%	11.1%	100.0%	100.0%

Altus SCHOOLS EAST COUNTY

Participation Report: All Students
Month 11: 04/07/2025 - 05/02/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**340**	**326**	**83.5%**	**91.8%**	**90.1%**	**91.5%**
Totals April 2024	**320**	**330**	**91.0%**	**85.5%**	**91.4%**	**91.7%**
Difference	**20**	**-4**	**-7.5%**	**6.3%**	**-1.3%**	**-0.2%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	EC	EC1		40	32	64.9%	67.3%	84.3%	88.9%
SD	EC	EC2		40	39	84.3%	84.3%	89.2%	92.0%
SD	EC	EC3		40	41	82.9%	79.2%	85.1%	89.0%
SD	EC	EC4		40	42	96.0%	83.1%	92.4%	92.3%
SD	LM	LM1		40	42	88.9%	86.4%	90.5%	90.8%
SD	LM	LM2		40	39	80.0%	83.5%	85.3%	89.1%
SD	PV	PV1		40	40	91.4%	94.5%	91.4%	92.6%
SD	PV	PV2		40	39	95.9%	96.9%	98.3%	95.8%
SD	PV	PV3		20	12	50.8%	26.3%	99.0%	99.3%

Altus SCHOOLS NORTH COUNTY

Participation Report: All Students
Month 7: 12/16/2024-01/10/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**200**	**175**	**77.9%**	**84.2%**	**90.3%**	**91.8%**
Totals December 2023/January 2024	**200**	**155**	**69.6%**	**76.2%**	**91.0%**	**94.4%**
Difference	**0**	**20**	**8.4%**	**8.0%**	**-0.7%**	**-2.6%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	ES	ES1		40	39	88.1%	87.4%	92.7%	93.5%
SD	ES	ES2		40	17	40.0%	62.5%	96.0%	92.9%
SD	ES	ES3		40	43	93.9%	88.4%	88.7%	88.7%
SD	ES	ES4		40	35	76.9%	58.9%	89.1%	90.9%
SD	ES	ES5		40	41	90.8%	81.6%	88.6%	94.0%

Altus SCHOOLS NORTH COUNTY

Participation Report: All Students
Month 8: 01/13/2025-02/07/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**200**	**173**	**77.0%**	**83.2%**	**91.0%**	**91.7%**
Totals January/February 2024	**200**	**170**	**72.4%**	**75.7%**	**91.7%**	**94.0%**
Difference	**0**	**3**	**4.6%**	**7.5%**	**-0.7%**	**-2.3%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	ES	ES1		40	38	89.2%	87.7%	94.0%	93.6%
SD	ES	ES2		40	21	41.6%	57.8%	92.4%	92.8%
SD	ES	ES3		40	41	89.3%	88.6%	87.2%	88.4%
SD	ES	ES4		40	33	72.4%	60.7%	89.3%	90.6%
SD	ES	ES5		40	40	92.6%	83.1%	92.6%	93.7%

Altus SCHOOLS NORTH COUNTY

Participation Report: All Students
Month 9: 02/10/2025-03/07/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**200**	**176**	**76.7%**	**82.4%**	**88.5%**	**91.3%**
Totals February/March 2024	**200**	**184**	**82.1%**	**76.6%**	**92.7%**	**93.8%**
Difference	**0**	**-8**	**-5.4%**	**5.8%**	**-4.2%**	**-2.5%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	ES	ES1		40	38	85.0%	87.4%	91.2%	93.3%
SD	ES	ES2		40	23	50.0%	56.5%	89.0%	92.2%
SD	ES	ES3		40	41	86.5%	88.3%	84.4%	88.0%
SD	ES	ES4		40	33	72.1%	62.0%	89.4%	90.5%
SD	ES	ES5		40	41	89.9%	83.9%	89.2%	93.2%

Altus SCHOOLS NORTH COUNTY

Participation Report: All Students
Month 10: 03/10/2025-04/04/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**200**	**182**	**83.8%**	**82.5%**	**93.0%**	**91.5%**
Totals March 2024	**200**	**185**	**83.9%**	**77.2%**	**92.0%**	**93.6%**
Difference	**0**	**-3**	**-0.1%**	**5.3%**	**1.1%**	**-2.1%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	ES	ES1		40	39	89.3%	87.5%	93.4%	93.3%
SD	ES	ES2		40	25	56.2%	56.5%	90.6%	92.0%
SD	ES	ES3		40	41	95.8%	89.0%	93.5%	88.5%
SD	ES	ES4		40	36	80.5%	63.6%	92.0%	90.7%
SD	ES	ES5		40	41	97.0%	85.0%	94.6%	93.3%

Altus SCHOOLS NORTH COUNTY

Participation Report: All Students
Month 11: 04/07/2025-05/02/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**200**	**181**	**77.7%**	**82.0%**	**90.3%**	**91.4%**
Totals April 2024	**200**	**187**	**80.2%**	**77.6%**	**90.1%**	**93.2%**
Difference	**0**	**-6**	**-2.6%**	**4.4%**	**0.2%**	**-1.8%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	ES	ES1		40	40	92.3%	88.0%	93.8%	93.4%
SD	ES	ES2		40	30	64.4%	57.6%	88.0%	91.3%
SD	ES	ES3		40	38	79.4%	88.0%	85.8%	88.2%
SD	ES	ES4		40	33	64.5%	63.7%	90.2%	90.6%
SD	ES	ES5		40	40	87.9%	85.3%	93.0%	93.3%

Altus SCHOOLS SOUTH BAY

Participation Report: All Students
Month 7: 12/16/2024 - 01/10/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**460**	**420**	**85.3%**	**86.8%**	**94.0%**	**94.6%**
Totals December 2023/January 2024	**360**	**393**	**98.8%**	**99.1%**	**90.7%**	**94.9%**
Difference	**100**	**27**	**-13.5%**	**-12.3%**	**3.3%**	**-0.3%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	BT	BT1		40	42	91.7%	89.0%	87.3%	90.2%
SD	CV	CV1		40	39	91.4%	90.3%	93.7%	93.5%
SD	CV	CV2		40	33	80.0%	83.8%	97.0%	97.1%
SD	CV	CV3		40	36	81.4%	84.5%	90.4%	93.1%
SD	CV	CV4		40	26	60.0%	49.5%	92.3%	91.8%
SD	OR	OR1		40	43	98.6%	91.6%	91.7%	92.4%
SD	OR	OR2		40	41	95.0%	83.9%	92.7%	92.0%
SD	OR	OR3		20	12	51.7%	29.9%	97.9%	98.8%
SD	PB	PLB1		40	37	90.0%	78.7%	97.3%	98.6%
SD	PB	PLB2		40	40	100.0%	84.2%	100.0%	100.0%
SD	PB	PLB3		40	37	82.2%	72.8%	91.6%	93.1%
SD	PB	PLB4		40	34	85.0%	73.2%	100.0%	99.0%

Altus SCHOOLS SOUTH BAY

Participation Report: All Students
Month 8: 01/13/2025 - 02/07/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**440**	**439**	**91.6%**	**87.5%**	**94.8%**	**94.6%**
Totals January/February 2024	**360**	**389**	**98.3%**	**108.3%**	**92.6%**	**94.6%**
Difference	**80**	**50**	**-6.7%**	**-20.8%**	**2.2%**	**0.0%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students

Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	BT	BT1		40	38	85.8%	88.5%	90.3%	90.2%
SD	BT	BT2		20	42	203.9%	95.6%	100.0%	100.0%
SD	CV	CV1		40	39	87.8%	90.0%	91.2%	93.2%
SD	CV	CV2		40	34	83.3%	83.7%	98.0%	97.2%
SD	CV	CV3		40	37	80.5%	83.9%	88.3%	92.5%
SD	CV	CV4		40	26	60.9%	52.3%	96.3%	92.9%
SD	OR	OR1		40	42	98.9%	92.6%	94.2%	92.7%
SD	OR	OR2		40	41	91.4%	84.9%	92.2%	92.0%
SD	OR	OR3		20	19	73.2%	43.1%	92.7%	95.5%
SD	PB	PLB1		40	39	87.4%	79.9%	96.5%	98.3%
SD	PB	PLB3		40	42	97.1%	76.1%	97.5%	93.9%
SD	PB	PLB4		40	40	96.3%	76.4%	100.0%	99.2%

Altus SCHOOLS SOUTH BAY

Participation Report: All Students
Month 9: 02/10/2025 - 03/07/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**500**	**444**	**82.2%**	**93.2%**	**93.8%**	**94.5%**
Totals February/March 2024	**360**	**388**	**100.6%**	**107.3%**	**94.1%**	**94.5%**
Difference	**140**	**56**	**-18.4%**	**-14.1%**	**-0.3%**	**0.0%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	BT	BT1		40	38	88.8%	88.6%	93.5%	90.6%
SD	BT	BT2		20	8	39.1%	90.6%	100.0%	100.0%
SD	CV	CV1		40	40	90.9%	90.1%	91.0%	92.9%
SD	CV	CV2		40	34	83.4%	83.7%	98.1%	97.3%
SD	CV	CV3		40	37	82.4%	83.8%	90.2%	92.2%
SD	CV	CV4		40	28	67.8%	54.7%	96.8%	93.6%
SD	OR	OR1		40	42	95.0%	92.9%	90.5%	92.4%
SD	OR	OR2		40	38	85.6%	85.0%	90.1%	91.8%
SD	OR	OR3		40	24	44.9%	44.3%	87.1%	92.3%
SD	PB	PLB1		40	39	96.2%	81.7%	100.0%	98.5%
SD	PB	PLB2		40	35	84.6%	84.6%	100.0%	100.0%
SD	PB	PLB3		40	41	94.0%	78.1%	91.7%	93.6%
SD	PB	PLB4		40	40	95.0%	78.4%	95.0%	98.6%

Altus SCHOOLS SOUTH BAY

Participation Report: All Students
Month 10: 03/10/2025 - 04/04/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**500**	**463**	**85.6%**	**92.4%**	**94.0%**	**94.5%**
Totals March 2024	**380**	**385**	**95.1%**	**106.1%**	**94.3%**	**94.5%**
Difference	**120**	**78**	**-9.5%**	**-13.7%**	**-0.3%**	**0.0%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students

Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	BT	BT1		40	38	88.3%	88.5%	93.0%	90.8%
SD	BT	BT2		20	18	71.3%	89.6%	100.0%	100.0%
SD	CV	CV1		40	40	91.3%	90.2%	92.9%	92.9%
SD	CV	CV2		40	33	81.7%	83.5%	99.0%	97.5%
SD	CV	CV3		40	37	79.8%	83.4%	86.3%	91.7%
SD	CV	CV4		40	31	74.2%	56.8%	97.8%	94.3%
SD	OR	OR1		40	42	95.3%	93.1%	90.8%	92.3%
SD	OR	OR2		40	39	84.2%	84.9%	86.3%	91.3%
SD	OR	OR3		40	28	59.5%	47.8%	90.8%	91.9%
SD	PB	PLB1		40	39	97.5%	83.1%	100.0%	98.6%
SD	PB	PLB2		40	38	92.8%	88.4%	100.0%	100.0%
SD	PB	PLB3		40	40	95.0%	79.6%	95.0%	93.7%
SD	PB	PLB4		40	40	94.5%	79.9%	95.0%	98.2%

Altus SCHOOLS SOUTH BAY

Participation Report: All Students
Month 11: 04/07/2025 - 05/02/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**500**	**466**	**83.8%**	**91.6%**	**93.8%**	**94.4%**
Totals April 2024	**400**	**386**	**88.0%**	**104.1%**	**93.5%**	**94.4%**
Difference	**100**	**80**	**-4.2%**	**-12.5%**	**0.3%**	**0.0%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students

Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	BT	BT1		40	38	86.0%	88.3%	90.5%	90.8%
SD	BT	BT2		20	21	99.0%	89.7%	99.5%	100.0%
SD	CV	CV1		40	36	78.5%	88.9%	91.0%	92.7%
SD	CV	CV2		40	31	75.5%	82.7%	98.9%	97.6%
SD	CV	CV3		40	38	78.5%	82.9%	95.6%	92.1%
SD	CV	CV4		40	34	80.1%	60.4%	95.2%	94.5%
SD	OR	OR1		40	42	91.9%	93.0%	87.5%	91.8%
SD	OR	OR2		40	39	85.0%	84.9%	87.2%	90.9%
SD	OR	OR3		40	28	61.4%	51.8%	90.6%	91.5%
SD	PB	PLB1		40	40	95.3%	84.3%	98.7%	98.6%
SD	PB	PLB2		40	38	83.8%	86.6%	98.5%	99.4%
SD	PB	PLB3		40	41	91.8%	80.9%	95.1%	93.9%
SD	PB	PLB4		40	40	90.6%	81.0%	94.8%	97.8%

Altus SCHOOLS MIRUS

Participation Report: All Students
Month 7: 12/16/2024 - 01/10/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**400**	**334**	**75.0%**	**74.5%**	**90.7%**	**93.2%**
Totals December 2023/January 2024	**360**	**316**	**76.4%**	**91.0%**	**89.6%**	**92.0%**
Difference	**40**	**18**	**-1.4%**	**-16.5%**	**1.1%**	**1.2%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SB	MS	MS1		40	26	55.8%	69.7%	88.2%	90.0%
SB	MS	MS2		40	25	60.3%	69.2%	98.6%	98.0%
SB	MS	MS3		40	22	54.7%	41.8%	100.0%	100.0%
RV	PD	PD1		40	38	83.6%	81.3%	89.1%	89.6%
RV	PD	PD2		40	37	83.3%	84.3%	90.1%	94.2%
RV	PD	PD3		40	37	78.6%	75.2%	87.3%	86.7%
RV	PD	PD4		40	40	83.6%	71.5%	84.8%	86.6%
SB	TZ	TZ1		40	35	83.3%	86.3%	95.2%	98.7%
SB	TZ	TZ2		40	40	84.2%	83.2%	84.2%	90.8%
SB	TZ	TZ4		40	34	82.5%	79.4%	97.1%	97.9%

Altus SCHOOLS MIRUS

Participation Report: All Students
Month 8: 01/13/2025 - 02/07/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**400**	**354**	**78.4%**	**75.0%**	**92.0%**	**93.0%**
Totals January/February 2024	**360**	**328**	**79.8%**	**89.7%**	**91.0%**	**91.9%**
Difference	**40**	**26**	**-1.4%**	**-14.7%**	**1.0%**	**1.1%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students

Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SB	MS	MS1		40	29	63.3%	68.9%	91.1%	90.2%
SB	MS	MS2		40	23	56.2%	67.6%	100.0%	98.2%
SB	MS	MS3		40	30	66.7%	44.7%	98.3%	99.7%
RV	PD	PD1		40	39	83.8%	81.6%	90.0%	89.6%
RV	PD	PD2		40	39	84.8%	84.4%	88.2%	93.5%
RV	PD	PD3		40	40	84.2%	76.3%	87.2%	86.8%
RV	PD	PD4		40	41	84.2%	73.0%	84.9%	86.4%
SB	TZ	TZ1		40	35	82.8%	85.9%	97.1%	98.5%
SB	TZ	TZ2		40	40	92.0%	84.2%	92.6%	91.1%
SB	TZ	TZ4		40	38	86.3%	80.2%	96.3%	97.7%

Altus SCHOOLS MIRUS

Participation Report: All Students
Month 9: 02/10/2025 - 03/07/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**400**	**367**	**81.7%**	**75.7%**	**92.2%**	**93.0%**
Totals February/March 2024	**360**	**343**	**83.6%**	**88.9%**	**91.3%**	**91.8%**
Difference	**40**	**24**	**-1.9%**	**-13.2%**	**0.9%**	**1.2%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SB	MS	MS1		40	30	68.5%	68.9%	91.3%	90.3%
SB	MS	MS2		40	27	61.2%	67.0%	100.0%	98.3%
SB	MS	MS3		40	30	70.0%	47.4%	93.3%	98.6%
RV	PD	PD1		40	41	85.3%	82.0%	90.6%	89.7%
RV	PD	PD2		40	42	90.8%	85.1%	91.6%	93.2%
RV	PD	PD3		40	43	94.2%	78.2%	90.8%	87.3%
RV	PD	PD4		40	41	84.8%	74.3%	84.3%	86.1%
SB	TZ	TZ1		40	36	89.3%	86.2%	99.6%	98.7%
SB	TZ	TZ2		40	40	88.7%	84.7%	90.5%	91.0%
SB	TZ	TZ4		40	37	83.7%	80.6%	94.4%	97.3%

Participation Report: All Students
Month 10: 03/10/2025 - 04/04/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**400**	**366**	**84.3%**	**76.3%**	**92.9%**	**93.0%**
Totals March 2024	**360**	**345**	**85.9%**	**88.6%**	**91.4%**	**91.8%**
Difference	**40**	**21**	**-1.6%**	**-12.3%**	**1.5%**	**1.2%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SB	MS	MS1		40	31	73.0%	69.1%	94.2%	90.5%
SB	MS	MS2		40	30	71.0%	67.2%	100.0%	98.4%
SB	MS	MS3		40	29	70.0%	48.9%	96.6%	98.4%
RV	PD	PD1		40	43	98.5%	83.1%	92.9%	90.0%
RV	PD	PD2		40	43	85.3%	85.1%	79.7%	92.2%
RV	PD	PD3		40	43	102.5%	79.8%	95.3%	87.9%
RV	PD	PD4		40	41	90.0%	75.3%	87.8%	86.3%
SB	TZ	TZ1		40	37	89.5%	86.4%	98.6%	98.7%
SB	TZ	TZ2		40	35	80.8%	84.4%	92.3%	91.1%
SB	TZ	TZ4		40	34	82.5%	80.7%	97.1%	97.3%

Altus SCHOOLS MIRUS

Participation Report: All Students
Month 11: 04/07/2025 - 05/02/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**400**	**383**	**86.4%**	**77.4%**	**92.9%**	**92.9%**
Totals April 2024	**360**	**353**	**88.6%**	**88.7%**	**93.0%**	**91.9%**
Difference	**40**	**30**	**-2.2%**	**-11.3%**	**-0.1%**	**1.0%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students

Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SB	MS	MS1		40	35	80.8%	70.5%	92.9%	90.9%
SB	MS	MS2		40	36	85.8%	69.4%	97.2%	98.3%
SB	MS	MS3		40	34	78.3%	52.4%	96.9%	98.2%
RV	PD	PD1		40	44	104.4%	85.6%	95.4%	90.7%
RV	PD	PD2		40	42	92.5%	86.0%	88.9%	91.8%
RV	PD	PD3		40	44	95.4%	81.6%	88.0%	87.9%
RV	PD	PD4		40	41	84.9%	76.4%	85.8%	86.2%
SB	TZ	TZ1		40	38	80.5%	85.7%	97.0%	98.5%
SB	TZ	TZ2		40	35	81.1%	84.0%	92.7%	91.3%
SB	TZ	TZ4		40	34	80.3%	80.6%	97.0%	97.3%

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA –AUDEO CHARTER SCHOOL II ▪ AUDEO VALLEY CHARTER
ALTUS SCHOOLS EAST COUNTY ▪ ALTUS SCHOOLS NORTH COUNTY ▪ ALTUS SCHOOLS SOUTH BAY ▪ MIRUS SECONDARY
California Non-Profit Public Benefit Corporation)
Wayland Myers – Chairman
Chris Gordon - Member, Jim Herr – Member, Cristina Stevens - Member

SPECIAL BOARD OF DIRECTORS MEETING MINUTES
Thursday, March 6, 2025, 1:00 p.m.
Via Teleconference at

9655 Granite Ridge Road, Suite 100, San Diego, 92123, 4179 Middlesex Drive, San Diego, CA 92116,
15548 Firerock Lane, Moreno Valley, CA 92555
and at
North Carlsbad RC 3821 Plaza Drive Suite 401, Oceanside ,CA 92056, South Carlsbad RC 6965 El Camino Real, Suite 202, Carlsbad, CA 92009, and Escondido RC 200 E. Via Rancho Parkway, Suite 143, Escondido, CA 92025, and Audeo Valley RC 27130 Eucalyptus Avenue, Suite A, Moreno Valley, CA 92555, and El Cajon RC 111 Fletcher Parkway, El Cajon, CA 92020, La Mesa RC 5975 Severin Drive, La Mesa, CA 91942, Paradise Valley RC 123 Worthington Street, Suite 104, Spring Valley, CA, 91977 and Main Street RC 16967 Main Street, Suite 108, Hesperia, CA 92345, Palm Desert RC 72840 Highway 111, Palm Desert, CA 92260, Topaz RC 14135 Main Street, Suite 203, Hesperia, CA 92345 and Bonita RC 3252 Bonita Road, Chula Vista, CA 91910, Chula Vista RC 1655 Broadway Street, Suite 13, Chula Vista, CA 91911, Otay Ranch RC 1392 E. Palomar Steet, Suite 202, Chula Vista, CA 91913, Plaza Bonita RC 3030 Plaza Bonita Road, Suite 1000, National City, CA 91950

Access to the live video conference was accessible prior to the start of the meeting at
Audeo II: https://www.altusaudeo2.com/about/board-of-directors
Audeo Valley: https://www.altusaudeovalley.com/about/board-of-directors
East County: https://www.altuseastcounty.com/about/board-of-directors
North County: https://www.altusnorthcounty.com/about/board-of-directors
South Bay: https://www.altussouthbay.com/about/board-of-directors
Mirus: https://www.altusmirus.com/about/board-of-directors

1.0 OPEN SESSION

1.1 Call to Order
Chairman Myers called the meeting to order at 1:04 p.m.

1.2 Roll Call
Board Members present at the meeting were Jim Herr, Wayland Myers, and Cristina Stevens.

Board Members Absent: Chris Gordon.

Also in attendance: Lynne Alipio, Wade Aschbrenner, Mary Bixby, Veneeta Chan, Sharnita Moore, Angela Neri, Elizabeth Orona, Cathryn Rambo, Veronica Radtke, Tim Tuter, and Tiffany Yandell.

1.3 Establishment of Quorum
The following directors, constituting a quorum of the Board, were present at the meeting: Jim Herr, Wayland Myers, and Cristina Stevens.
Board member Herr made the motion and was seconded by Board member Stevens to Approve the Establishment of Quorum.
Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

1.4 Pledge of Allegiance
Chairman Myers led all in the Pledge of Allegiance.

1.5 Approval of Agenda
Board Member Stevens made the motion and was seconded by Board Member Herr to Approve the Agenda.
Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

2.0 PUBLIC COMMENT

Public comment for items of interest to the public and within the scope of the Altus Schools Southern California Board (non-agenda) shall be no longer than two (2) minutes. Public comment for agenda items shall be no longer than three (3) minutes. Speakers may not yield their time. In meetings held over Zoom, any person who wishes to make a comment on either non-agenda or agenda items shall use the "Raise Hand" feature of Zoom to notify the Board. In accordance with the Brown Act, no discussion or action may occur at this time, but it is the Board's prerogative to respond or give direction to staff. All public comments will be heard at this point in the agenda as ordered below. Each agenda item being commented on will have a maximum of 20 minutes allotted and each non-agenda item will have a maximum of 10 minutes allotted. If necessary, the Board Chair may equivalently decrease the time for each speaker in order to stay within the allotted maximum.

2.1 Non-Agenda Public Comment
There were no comments from the public.

2.2 Agenda Public Comment
There were no comments from the public.

3.0 ACTION ITEMS

3.1 Actions Items for Audeo Charter School II

3.1.1 Approval of the Second Interim Report 2024-2025
Board Member Herr made the motion and was seconded by Board Member Stevens to Approve the Second Interim Report 2024-2025.
Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

3.1.2 Review the February Revised Operational Budget Assumptions FY 2024-2025 and Approval of the February Revised Operational Budget FY 2024-2025
The Board reviewed the February Revised Operational Budget Assumptions for FY 2024-2025.
Board Member Stevens made the motion and was seconded by Board Member Herr to Approve the February Revised Operational Budget FY 2024-2025.
Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

3.2 Actions Items for Audeo Valley Charter

3.2.1 Approval of the Second Interim Report 2024-2025
Board Member Herr made the motion and was seconded by Board Member Stevens to Approve the Second Interim Report 2024-2025.
Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

3.2.2 Review the February Revised Operational Budget Assumptions FY 2024-2025 and Approval of the February Revised Operational Budget FY 2024-2025
The Board reviewed the February Revised Operational Budget Assumptions for FY 2024-2025.
Board Member Herr made the motion and was seconded by Board Member Stevens to Approve the February Revised Operational Budget FY 2024-2025.
Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

3.3 Actions Items for Altus Schools East County

3.3.1 Approval of the Second Interim Report 2024-2025
Board Member Stevens made the motion and was seconded by Board Member Herr to Approve the Second Interim Report 2024-2025.
Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

3.3.2 Review the February Revised Operational Budget Assumptions FY 2024-2025 and Approval of the February Revised Operational Budget FY 2024-2025

The Board reviewed the February Revised Operational Budget Assumptions for FY 2024-2025. Board Member Herr made the motion and was seconded by Board Member Stevens to Approve the February Revised Operational Budget FY 2024-2025.
Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

3.4 Actions Items for Altus Schools North County

3.4.1 Approval of the Second Interim Report 2024-2025

Board Member Herr made the motion and was seconded by Board Member Stevens to Approve the Second Interim Report 2024-2025.
Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

3.4.2 Review the February Revised Operational Budget Assumptions FY 2024-2025 and Approval of the February Revised Operational Budget FY 2024-2025

The Board reviewed the February Revised Operational Budget Assumptions for FY 2024-2025. Board Member Stevens made the motion and was seconded by Board Member Herr to Approve the February Revised Operational Budget FY 2024-2025.
Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

3.5 Actions Items for Altus Schools South Bay

3.5.1 Approval of the Second Interim Report 2024-2025

Board Member Herr made the motion and was seconded by Board Member Stevens to Approve the Second Interim Report 2024-2025.
Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

3.5.2 Review the February Revised Operational Budget Assumptions FY 2024-2025 and Approval of the February Revised Operational Budget FY 2024-2025

The Board reviewed the February Revised Operational Budget Assumptions for FY 2024-2025. Board Member Stevens made the motion and was seconded by Board Member Herr to Approve the February Revised Operational Budget FY 2024-2025.
Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

3.6 Actions Items for Mirus Secondary

3.6.1 Approval of the Second Interim Report 2024-2025

Board Member Herr made the motion and was seconded by Board Member Stevens to Approve the Second Interim Report 2024-2025.
Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

3.6.2 Review the February Revised Operational Budget Assumptions FY 2024-2025 and Approval of the February Revised Operational Budget FY 2024-2025

The Board reviewed the February Revised Operational Budget Assumptions for FY 2024-2025. Board Member Stevens made the motion and was seconded by Board Member Herr to Approve the February Revised Operational Budget FY 2024-2025.
Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

4.0 BOARD ANNOUNCEMENTS AND COMMENTS

From time to time, the Board has topics of interest that they would like to share with the community. These are informational in nature and do not require action.

Bixby reported that the State Board of Education Board Approved the Charter Renewal Five-Year Term for Altus Schools South Bay.

5.0 ADJOURNMENT

Board Member Herr made the motion and was seconded by Board Member Stevens to adjourn the meeting at 1:42 p.m.

Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA –AUDEO CHARTER SCHOOL II ▪ AUDEO VALLEY CHARTER
ALTUS SCHOOLS EAST COUNTY ▪ ALTUS SCHOOLS NORTH COUNTY ▪ ALTUS SCHOOLS SOUTH BAY ▪ MIRUS SECONDARY

(A California Non-Profit Public Benefit Corporation)

Wayland Myers – Chairman
Chris Gordon - Member, Jim Herr – Member, Cristina Stevens - Member

REGULAR BOARD OF DIRECTORS MEETING MINUTES

Thursday, February 27, 2025, 1:00 p.m.

Via Teleconference at

512 Via De La Valle, Suite 208, Solana Beach, CA 92075, 9655 Granite Ridge Road, Suite 100, San Diego, 92123, 4179 Middlesex Drive, San Diego, CA 92116, 2901 Gibson Street, Bakersfield, CA 93308
and at
North Carlsbad RC 3821 Plaza Drive Suite 401, Oceanside ,CA 92056, South Carlsbad RC 6965 El Camino Real, Suite 202, Carlsbad, CA 92009, and Escondido RC 200 E. Via Rancho Parkway, Suite 143, Escondido, CA 92025, and Audeo Valley RC 27130 Eucalyptus Avenue, Suite A, Moreno Valley, CA 92555, and El Cajon RC 111 Fletcher Parkway, El Cajon, CA 92020, La Mesa RC 5975 Severin Drive, La Mesa, CA 91942, Paradise Valley RC 123 Worthington Street, Suite 104, Spring Valley, CA, 91977 and Main Street RC 16967 Main Street, Suite 108, Hesperia, CA 92345, Palm Desert RC 72840 Highway 111, Palm Desert, CA 92260, Topaz RC 14135 Main Street, Suite 203, Hesperia, CA 92345 and Bonita RC 3252 Bonita Road, Chula Vista, CA 91910, Chula Vista RC 1655 Broadway Street, Suite 13, Chula Vista, CA 91911, Otay Ranch RC 1392 E. Palomar Steet, Suite 202, Chula Vista, CA 91913, Plaza Bonita RC 3030 Plaza Bonita Road, Suite 1000, National City, CA 91950

Access to the live video conference was accessible prior to the start of the meeting at
Audeo II: https://audeo2.com/board-and-governance/
Audeo Valley: https://audeovalley.com/board-and-governance/
East County: https://grossmontsecondarycharter.com/board-and-governance/
North County: https://audeo3.com/board-and-governance/
South Bay: https://sweetwatersecondarycharter.com/board-and-governance/
Mirus: https://miruscharter.com/board-of-directors/

1.0 OPEN SESSION

1.1 Call to Order
Chairman Myers called the meeting to order at 1:03 p.m.

1.2 Roll Call
Board Members present at the meeting were Chris Gordon, Jim Herr, and Wayland Myers.

Board Members Absent: Cristina Stevens.

Also in attendance: Lynne Alipio, Wade Aschbrenner, Mary Bixby, Veneeta Chan, Allison Fleck, Debbie Giaquinta, Sharnita Moore, Angela Neri, Elizabeth Orona, Cathryn Rambo, Tim Tuter, and Tiffany Yandell.

1.3 Establishment of Quorum
The following directors, constituting a quorum of the Board, were present at the meeting: Chris Gordon, Jim Herr, and Wayland Myers.
Board member Herr made the motion and was seconded by Board member Gordon to Approve the Establishment of Quorum.
Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

1.4 Pledge of Allegiance
Chairman Myers led all in the Pledge of Allegiance.

1.5 Approval of Agenda
Board Member Gordon made the motion and was seconded by Board Member Herr to Approve the Agenda.
Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

2.0 PUBLIC COMMENT

Public comment for items of interest to the public and within the scope of the Altus Schools Southern California Board (non-agenda) shall be no longer than two (2) minutes. Public comment for agenda items shall be no longer than three (3) minutes. Speakers may not yield their time. In meetings held over Zoom, any person who wishes to make a comment on either non-agenda or agenda items shall use the "Raise Hand" feature of Zoom to notify the Board. In accordance with the Brown Act, no discussion or action may occur at this time, but it is the Board's prerogative to respond or give direction to staff. All public comments will be heard at this point in the agenda as ordered below. Each agenda item being commented on will have a maximum of 20 minutes allotted and each non-agenda item will have a maximum of 10 minutes allotted. If necessary, the Board Chair may equivalently decrease the time for each speaker in order to stay within the allotted maximum.

2.1 Non-Agenda Public Comment

There were no comments from the public.

2.2 Agenda Public Comment

There were no comments from the public.

3.0 PUBLIC HEARING - *Time Certain 1:05 p.m., or soon thereafter*

The Governing Board of Directors encourages participation by parents, teachers, and members of the community interested in the affairs of Altus Schools North County.

3.1 Altus Schools North County

3.1.1 Public Hearing for the Palomar Community College District College and Career Access Pathways A Dual Enrollment Partnership Agreement 2025-2028 with Altus Schools North County

The Public Hearing opened at 1:10 p.m.

Tim Tuter presented on the Palomar Community College District College and Career Access Pathways A Dual Enrollment Partnership Agreement 2025-2028 with Altus Schools North County.

There were no comments from the public. The Public Hearing closed at 1:12 p.m.

4.0 CLOSED SESSION

4.1 Board Chairman Announcement Regarding Closed Session Items

4.1.1 Conference With Legal Counsel – Anticipated Litigation Significant Exposure to Litigation Pursuant to Paragraph (2) or (3) of Subdivision (d) of section 54956.9 (one case)

4.1.2 Conference with Labor Negotiators
Agency Designated Representative: Board Chair
Unrepresented Employee: Superintendent School Services and Founder

4.1.3 Conference with Labor Negotiators
Agency Designated Representative: Board Chair
Unrepresented Employee: Chief Business Officer, Chief Financial Officer/Treasurer and Founding Director

4.1.4 Conference with Labor Negotiators
Agency Designated Representative: Board Chair
Unrepresented Employee: Deputy Superintendent School Services and Founding Director

4.2 Public Comment on Closed Session Items

There were no public comments on Closed Session Items.

MOVE TO CLOSED SESSION

Closed Session convened at 1:14 p.m.

5.0 RETURN TO OPEN SESSION

Open Session resumed at 2:07 p.m.

5.1 Report out of action taken in closed session, if any.
No action was taken at Closed Session.

6.0 ADMINISTRATIVE ITEMS

6.1 Review and Approval of Board Resolution No. 2025022701, Establishing a 401(a) Defined Contribution Plan and a 415(m) Excess Benefit Plan
It was moved by Board member Herr and seconded by Board Gordon to Approve the Board Resolution No. 2025022701, Establishing a 401(a) Defined Contribution Plan and a 415(m) Excess Benefit Plan.
Ayes – 3, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

6.2 Review and Approval of the Amendment to the Employment Agreement of Superintendent School Services and Founder
Chairman Myers noted that the Amendment to the Employment Agreement of Superintendent School Services and Founder is limited to updating the employment agreement to provide for the Superintendent School Services and Founder to be eligible for the alternative retirement plans as outlined in the Board Resolution approved by the Board. In addition, the amendment includes a modification to the assigned primary work location for this position. All other terms in the Superintendent School Services and Founder's employment agreement remain unchanged.
It was moved by Board member Gordon and seconded by Board member Herr to Approve the Amendment to the Employment Agreement of Superintendent School Services and Founder.
Ayes – 3, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

6.3 Review and Approval of the Amendment to the Employment Agreement of Chief Business Officer, Chief Financial Officer/Treasurer and Founding Director
Chairman Myers noted that the Amendment to the Employment Agreement of Chief Business Officer, Chief Financial Officer/Treasurer and Founding Director is solely limited to updating the employment agreement to provide the Chief Business Officer, Chief Financial Officer/Treasurer and Founding Director to be eligible for the retirement plan as outlined in the Resolutions approved by the Board. All other terms and conditions of this position's employment agreement would remain the same.
It was moved by Board member Herr and seconded by Board member Gordon to Approve the Amendment to the Employment Agreement of Chief Business Officer, Chief Financial Officer/Treasurer and Founding Director.
Ayes – 3, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

6.4 Review and Approval of Compensation Comparability Study for Deputy Superintendent School Services and Founding Director
Chairman Myers stated that California Nonprofit Integrity Act of 2004 mandates that the ASSC Board review comparable executive compensation packages for educational executives upon any of the following events: (1) initially upon hiring the educational executive; or (2) whenever the executive's term of employment is renewed or extended; or (3) whenever the executive's compensation is modified, unless the modification extends to substantially all employees in the organization. The Board adopted the compensation comparability studies with comparative data to similar positions by comparable schools in our region.
It was moved by Board member Gordon and seconded by Board member Herr to Approve the Compensation Comparability Study for Deputy Superintendent School Services and Founding Director.
Ayes – 3, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

6.5 Required Oral Report Regarding Deputy Superintendent School Services and Founding Director Employment Agreement
Chairman Myers reported that the Deputy Superintendent Schools Services and Founding Director would receive in his new employment agreement. The compensation increase is wholly in keeping with the compensation study the Board has received and approved.

6.6 Review and Approval of Employment Agreement for Deputy Superintendent School Services and Founding Director

It was moved by Board member Herr and seconded by Board member Gordon to Approve the Employment Agreement for Deputy Superintendent School Services and Founding Director.
Ayes – 3, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

6.7 Governance Parental Representative Posting 2025-2026 on Respective School Webpages and Resource Centers on January 10, 2025. Deadline to Submit Application: April 9, 2025

- 6.7.1 Audeo Charter School II
- 6.7.2 Audeo Valley Charter School
- 6.7.3 Altus Schools East County
- 6.7.4 Altus Schools North County
- 6.7.5 Altus Schools South Bay
- 6.7.6 Mirus Secondary School

Chairman Myers noted that this is the annual publication for vacant Parent Board Representative that started on January 10, 2025, and the deadline to submit an application is on April 9, 2025. This was publicized by posting at each Resource Center/Office, and on the websites for Agenda Items 6.7.1 – 6.7.6, respectively.

6.8 California Fair Political Practices Commission Statement of Economic Interest – Form 700 Annual Filing

Every elected official and public employee who makes or influences governmental decisions is required to submit a Statement of Economic Interest, also known as the Form 700. The Form 700 provides transparency and ensures accountability in two ways: 1. It provides necessary information to the public about an official's personal financial interests to ensure that officials are making decisions in the best interest of the public and not enhancing their personal finances. 2. It serves as a reminder to the public official of potential conflicts of interest so the official can abstain from making or participating in governmental decisions that are deemed conflicts of interest. The Board Members are reminded that Form 700 must be filed by April 1, 2025.

6.9 Superintendent School Services and Founder's Report

6.9.1 Approval of the Live Well San Diego Partnership with Audeo Charter Schools II, Altus Schools East County, Altus Schools North County, Altus Schools South Bay Board Resolution 2025022702

It was moved by Board member Herr and seconded by Board member Gordon to Approve the Live Well San Diego Partnership with Audeo Charter Schools II, Altus Schools East County, Altus Schools North County, Altus Schools South Bay Board Resolution 2025022702
Ayes – 3, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

6.9.2 Approval of the Palomar Community College District College and Career Access Pathways A Dual Enrollment Partnership Agreement 2025-2028 with Altus Schools North County

It was moved by Board member Gordon and seconded by Board member Herr to Approve the Palomar Community College District College and Career Access Pathways A Dual Enrollment Partnership Agreement 2025-2028 with Altus Schools North County.
Ayes – 3, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

6.9.3 Mid-Year Update to the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula Budget Overview for Parents Presentation by Tim Tuter

- 6.9.3.1 Audeo Charter School II
- 6.9.3.2 Audeo Valley Charter School
- 6.9.3.3 Altus Schools East County
- 6.9.3.4 Altus Schools North County

6.9.3.5 Altus Schools South Bay
6.9.3.6 Mirus Secondary School

Tim Tuter presented the Mid-Year Update to the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula Budget Overview for Parents.

6.10 Strategic Plan Update
6.10.1 School Productivity Indicators
6.10.1.1 Audeo Charter School II
6.10.1.1.1 School Participation Report for the Period of 2024- 2025 Months 4-6: 09/23/2024 – 12/13/2024
6.10.1.2 Audeo Valley Charter
6.10.1.2.1 School Participation Report for the Period of 2024- 2025 Months 4-6: 09/23/2024 – 12/13/2024
6.10.1.3 Altus Schools East County
6.10.1.3.1 School Participation Report for the Period of 2024- 2025 Months 4-6: 09/23/2024 – 12/13/2024
6.10.1.4 Alus Schools North County
6.10.1.4.1 School Participation Report for the Period of 2024- 2025 Months 4-6: 09/23/2024 – 12/13/2024
6.10.1.5 Altus Schools South Bay
6.10.1.5.1 School Participation Report for the Period of 2024- 2025 Months 4-6: 09/23/2024 – 12/13/2024
6.10.1.6 Mirus Secondary
6.10.1.6.1 School Participation Report for the Period of 2024- 2025 Months 4-6: 09/23/2024 – 12/13/2024

Tim Tuter reviewed the School Productivity Indicators with the Board.

7.0 CONSENT AGENDA

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The Superintendent School Services and Founder recommends approval of all consent agenda items.

7.1 Consent Action Items for Audeo Charter School II, Audeo Valley Charter, Altus Schools East County, Altus Schools North County, Altus Schools South Bay, and Mirus Secondary for Each School

7.1.1 Approval of Board Meeting Minutes for December 5, 2024, and January 27, 2025
7.1.2 Approval of Amendments to Suspension and Expulsion Policy 3110 and Procedures

It was moved by Board member Herr and seconded by Board member Gordon to Approve Consent Agenda Items 7.1.1- 7.1.2.
Ayes – 3, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

8.0 ACTION ITEMS

8.1 Actions Items for Audeo Valley Charter

8.1.1 Approval of Certification of Signatures of Persons Authorized to Sign Contracts, Financial Statements/Reports, Checks and Orders Drawn on the Funds of the School

It was moved by Board member Gordon and seconded by Board member Herr to Approve the Certification of Signatures of Persons Authorized to Sign Contracts, Financial Statements/Reports, Checks and Orders Drawn on the Funds of the School.
Ayes – 3, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

9.0 BOARD ANNOUNCEMENTS AND COMMENTS

From time to time, the Board has topics of interest that they would like to share with the community. These are informational in nature and do not require action.

There were no comments from the Board.

10.0 ADJOURNMENT

It was moved by Board member Herr and seconded by Board member Gordon to adjourn the meeting at 2:51 p.m. Ayes – 3, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

PUPIL CALENDAR FOR ALTUS SCHOOLS SOUTHERN CALIFORNIA
AUDEO CHARTER SCHOOL II
MULTI-TRACK CALENDAR

2025-2026

TRACK A

Adopted By the Board _____

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July	1		1	2	3	**4**	18	0	1		Jul 4: Holiday
		7	8	9	10	11					
		14	15	16	17	18					
		21	22	23	24	25				*19*	
July / August	2	28	29	30	31	1	20	0	0		
		4	5	6	7	8					
		11	12	13	14	15					
		18	19	20	21	22				*20*	
August / September	3	25	26	27	28	29	19	0	1		
		1	2	3	4	5					Sep 1: Holiday
		8	9	10	11	12					
		15	16	17	18	19				*20*	
September / October	4	22	23	24	25	26	19	0	1		**Oct 1: CBEDS Information Day**
		29	30	**1**	2	3					Oct. 13 - Teacher NWD
		6	7	8	9	10					
		13	14	15	16	17				*20*	
P1 October / November	**5**	20	21	22	23	24	18	0	2		Nov 11: Holiday
		27	28	29	30	31					Nov 10: Teacher NWD
		3	4	5	6	7					
		10	11	12	13	14				*20*	**Total P1 Days** **94**
November / December	6	17	18	19	20	21	15	0	5		Nov 24-26: Teacher NWD
		24	**25**	**26**	**27**	**28**					Nov 27-28: Holidays
		1	2	3	4	5					
		8	9	10	11	12				*20*	
December / January	7	15	16	17	18	19	0	10	10		Dec 22-23 and 26-30 : Teacher NWD
		22	**23**	**24**	**25**	**26**					Dec 24 & 25: Holiday
		29	**30**	**31**	**1**	**2**					Dec 31 & Jan 1: Holiday
		5	6	7	8	9				*20*	Jan 2: Teacher NWD
January / February	8	12	13	14	15	16	0	19	1		Jan 19: Holiday
		19	20	21	22	23					
		26	27	28	29	30					
		2	3	4	5	6				*20*	
February / March	9	9	10	11	12	**13**	8	10	2		Feb 13 & 16: Holiday
		16	17	18	19	20					
		23	24	25	26	27					
		2	3	4	5	6				*20*	
P2 March / April	**10**	**9**	10	11	12	13	0	14	6		Mar 30 - Apr 3: Spring Break
		16	17	18	19	20					Mar 9 - Teacher NWD
		23	24	25	26	27					
		30	**31**	**1**	**2**	**3**				*20*	**Total P2 Days** **117**
April / May	11	6	7	8	9	10	20	0	0		
		13	14	15	16	17					Available CAASPP Window
		20	21	22	23	24					April 6 - June 26
		27	28	29	30	1				*20*	
May	12	4	5	6	7	8	19	0	1		
		11	12	13	14	15					Available CAASPP Window
		18	19	20	21	22					April 6 - June 26
		25	26	27	28	29				*20*	May 25: Holiday
June	13	1	2	3	4	5	19	0	1		Available CAASPP Window
		8	9	10	11	12					April 6 - June 26
		15	16	17	18	**19**					June 19: Holiday
		22	23	24	25	26				*20*	
June	NA	**29**	**30**				0	0	2		June 30: Teacher NWD
						Total Instructional Days:	**175**	**53**	**33**	***259***	

PUPIL CALENDAR FOR ALTUS SCHOOLS SOUTHERN CALIFORNIA
AUDEO CHARTER SCHOOL II
MULTI-TRACK CALENDAR

2025-2026

TRACK B

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July / August	2	28	29	30	31	1	0	20	0		
		4	5	6	7	8					
		11	12	13	14	15					
		18	19	20	21	22				*20*	
August / September	3	25	26	27	28	29	4	15	1		
		1	2	3	4	5					
		8	9	10	11	12					Sep 1: Holiday
		15	16	17	18	19				*20*	
September / October	4	22	23	24	25	26	19	0	1		**Oct 1: CBEDS Information Day**
		29	30	**1**	2	3					Oct. 13 - Teacher NWD
		6	7	8	9	10					
		13	14	15	16	17				*20*	
P1 October / November	**5**	20	21	22	23	24	18	0	2		Nov 11: Holiday
		27	28	29	30	31					Nov 10: Teacher NWD
		3	4	5	6	7					
		10	**11**	12	13	14				*20*	**Total P1 Days** **41**
November / December	6	17	18	19	20	21	15	0	5		Nov 24-26: Teacher NWD
		24	**25**	**26**	**27**	**28**					Nov 27-28: Holidays
		1	2	3	4	5					
		8	9	10	11	12				*20*	
December / January	7	15	16	17	18	19	10	0	10		Dec 22-23 and 26-30 : Teacher NWD
		22	**23**	**24**	**25**	**26**					Dec 24 & 25: Holiday
		29	**30**	**31**	**1**	**2**					Dec 31 & Jan 1: Holiday
		5	6	7	8	9				*20*	Jan 2: Teacher NWD
January / February	8	12	13	14	15	16	19	0	1		Jan 19: Holiday
		19	20	21	22	23					
		26	27	28	29	30					
		2	3	4	5	6				*20*	
February / March	9	9	10	11	12	**13**	18	0	2		Feb 13 & 16: Holiday
		16	17	18	19	20					
		23	24	25	26	27					
		2	3	4	5	6				*20*	
P2 March / April	**10**	**9**	10	11	12	13	14	0	6		Mar 30 - Apr 3: Spring Break
		16	17	18	19	20					Mar 9 - Teacher NWD
		23	24	25	26	27					
		30	**31**	**1**	**2**	**3**				*20*	**Total P2 Days** **117**
April / May	11	6	7	8	9	10	20	0	0		
		13	14	15	16	17					Available CAASPP Window
		20	21	22	23	24					April 6 - June 26
		27	28	29	30	1				*20*	
May	12	4	5	6	7	8	19	0	1		
		11	12	13	14	15					Available CAASPP Window
		18	19	20	21	22					April 6 - June 26
		25	26	27	28	29				*20*	May 25: Holiday
June	13	1	2	3	4	5	19	0	1		Available CAASPP Window
		8	9	10	11	12					April 6 - June 26
		15	16	17	18	**19**					June 19: Holiday
		22	23	24	25	26				*20*	
June	NA	**29**	**30**				0	0	2		June 30: Teacher NWD
						Total Instructional Days:	**175**	**35**	**32**	***240***	

PUPIL CALENDAR FOR ALTUS SCHOOLS SOUTHERN CALIFORNIA
AUDEO VALLEY CHARTER SCHOOL
MULTI-TRACK CALENDAR

2025-2026

TRACK A

Adopted By the Board _____

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July	1		1	2	3	**4**	18	0	1		Jul 4: Holiday
		7	8	9	10	11					
		14	15	16	17	18					
		21	22	23	24	25				*19*	
July / August	2	28	29	30	31	1	20	0	0		
		4	5	6	7	8					
		11	12	13	14	15					
		18	19	20	21	22				*20*	
August / September	3	25	26	27	28	29	19	0	1		
		1	2	3	4	5					Sep 1: Holiday
		8	9	10	11	12					
		15	16	17	18	19				*20*	
September / October	4	22	23	24	25	26	19	0	1		**Oct 1: CBEDS Information Day**
		29	30	**1**	2	3					Oct. 13 - Teacher NWD
		6	7	8	9	10					
		13	14	15	16	17				*20*	
P1 October / November	**5**	20	21	22	23	24	13	5	2		Nov 11: Holiday
		27	28	29	30	31					Nov 10: Teacher NWD
		3	4	5	6	7					
		10	11	12	13	14				*20*	**Total P1 Days** **89**
November / December	6	17	18	19	20	21	10	5	5		Nov 24-26: Teacher NWD
		24	**25**	**26**	**27**	**28**					Nov 27-28: Holidays
		1	2	3	4	5					
		8	9	10	11	12				*20*	
December / January	7	15	16	17	18	19	10	0	10		Dec 22-23 and 26-30 : Teacher NWD
		22	**23**	**24**	**25**	**26**					Dec 24 & 25: Holiday
		29	**30**	**31**	**1**	**2**					Dec 31 & Jan 1: Holiday
		5	6	7	8	9				*20*	Jan 2: Teacher NWD
January / February	8	12	13	14	15	16	8	11	1		Jan 19: Holiday
		19	20	21	22	23					
		26	27	28	29	30					
		2	3	4	5	6				*20*	
February / March	9	9	10	11	12	**13**	0	18	2		Feb 13 & 16: Holiday
		16	17	18	19	20					
		23	24	25	26	27					
		2	3	4	5	6				*20*	
P2 March / April	**10**	**9**	10	11	12	13	0	14	6		Mar 30 - Apr 3: Spring Break
		16	17	18	19	20					Mar 9 - Teacher NWD
		23	24	25	26	27					
		30	**31**	**1**	**2**	**3**				*20*	**Total P2 Days** **117**
April / May	11	6	7	8	9	10	20	0	0		
		13	14	15	16	17					Available CAASPP Window
		20	21	22	23	24					April 6 - June 26
		27	28	29	30	1				*20*	
May	12	4	5	6	7	8	19	0	1		
		11	12	13	14	15					Available CAASPP Window
		18	19	20	21	22					April 6 - June 26
		25	26	27	28	29				*20*	May 25: Holiday
June	13	1	2	3	4	5	19	0	1		Available CAASPP Window
		8	9	10	11	12					April 6 - June 26
		15	16	17	18	**19**					June 19: Holiday
		22	23	24	25	26				*20*	
June	NA	**29**	**30**				0	0	2		June 30: Teacher NWD
						Total Instructional Days:	**175**	**53**	**33**	***259***	

PUPIL CALENDAR FOR ALTUS SCHOOLS SOUTHERN CALIFORNIA
AUDEO VALLEY CHARTER SCHOOL
MULTI-TRACK CALENDAR

2025-2026

TRACK B

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July / August	2	28	29	30	31	1	0	20	0		
		4	5	6	7	8					
		11	12	13	14	15					
		18	19	20	21	22				*20*	
August / September	3	25	26	27	28	29	4	15	1		
		1	2	3	4	5					
		8	9	10	11	12					Sep 1: Holiday
		15	16	17	18	19				*20*	
September / October	4	22	23	24	25	26	19	0	1		**Oct 1: CBEDS Information Day**
		29	30	**1**	2	3					Oct. 13 - Teacher NWD
		6	7	8	9	10					
		13	14	15	16	17				*20*	
P1 October / November	**5**	20	21	22	23	24	18	0	2		Nov 11: Holiday
		27	28	29	30	31					Nov 10: Teacher NWD
		3	4	5	6	7					
		10	**11**	12	13	14				*20*	**Total P1 Days** **41**
November / December	6	17	18	19	20	21	15	0	5		Nov 24-26: Teacher NWD
		24	**25**	**26**	**27**	**28**					Nov 27-28: Holidays
		1	2	3	4	5					
		8	9	10	11	12				*20*	
December / January	7	15	16	17	18	19	10	0	10		Dec 22-23 and 26-30 : Teacher NWD
		22	**23**	**24**	**25**	**26**					Dec 24 & 25: Holiday
		29	**30**	**31**	**1**	**2**					Dec 31 & Jan 1: Holiday
		5	6	7	8	9				*20*	Jan 2: Teacher NWD
January / February	8	12	13	14	15	16	19	0	1		Jan 19: Holiday
		19	20	21	22	23					
		26	27	28	29	30					
		2	3	4	5	6				*20*	
February / March	9	9	10	11	12	**13**	18	0	2		Feb 13 & 16: Holiday
		16	17	18	19	20					
		23	24	25	26	27					
		2	3	4	5	6				*20*	
P2 March / April	**10**	**9**	10	11	12	13	14	0	6		Mar 30 - Apr 3: Spring Break
		16	17	18	19	20					Mar 9 - Teacher NWD
		23	24	25	26	27					
		30	**31**	**1**	**2**	**3**				*20*	**Total P2 Days** **117**
April / May	11	6	7	8	9	10	20	0	0		
		13	14	15	16	17					Available CAASPP Window
		20	21	22	23	24					April 6 - June 26
		27	28	29	30	1				*20*	
May	12	4	5	6	7	8	19	0	1		
		11	12	13	14	15					Available CAASPP Window
		18	19	20	21	22					April 6 - June 26
		25	26	27	28	29				*20*	May 25: Holiday
June	13	1	2	3	4	5	19	0	1		Available CAASPP Window
		8	9	10	11	12					April 6 - June 26
		15	16	17	18	**19**					June 19: Holiday
		22	23	24	25	26				*20*	
June	NA	**29**	**30**				0	0	2		June 30: Teacher NWD
						Total Instructional Days:	**175**	**35**	**32**	***240***	

PUPIL CALENDAR FOR ALTUS SCHOOLS SOUTHERN CALIFORNIA
ALTUS SCHOOLS COACHELLA VALLEY
MULTI-TRACK CALENDAR

Adopted By the Board _____

TRACK A

2025-2026

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July	1		1	2	3	**4**	18	0	1		Jul 4: Holiday
		7	8	9	10	11					
		14	15	16	17	18					
		21	22	23	24	25				*19*	
July / August	2	28	29	30	31	1	18	0	2		Aug 15, 22: Teacher NWD
		4	5	6	7	8					
		11	12	13	14	**15**					
		18	19	20	21	**22**				*20*	
August / September	3	25	26	27	28	**29**	18	0	2		
		1	2	3	4	5					Aug 29: Teacher NWD
		8	9	10	11	12					Sep 1: Holiday
		15	16	17	18	19				*20*	
September / October	4	22	23	24	25	26	19	0	1		**Oct 1: CBEDS Information Day**
		29	30	**1**	2	3					Oct 13: Teacher NWD
		6	7	8	9	10					
		13	14	15	16	17				*20*	
P1 October / November	**5**	20	21	22	23	24	13	3	4		Nov 11: Holiday
		27	28	29	30	**31**					Oct 31: Teacher NWD
		3	4	5	6	**7**					Nov 7 and 10: Teacher NWD
		10	**11**	12	13	14				*20*	**Total P1 Days** **86**
November / December	6	17	18	19	20	**21**	8	4	8		Nov 21, 24-26: Teacher NWD
		24	**25**	**26**	**27**	**28**					Nov 27-28: Holidays
		1	2	3	4	**5**					Dec 5, 12: Teacher NWD
		8	9	10	11	**12**				*20*	
December / January	7	15	16	17	18	19	0	9	11		Dec 22-23, 26-30: Teacher NWD
		22	**23**	**24**	**25**	**26**					Dec 24 & 25: Holiday
		29	**30**	**31**	**1**	**2**					Dec 31 & Jan 1: Holiday
		5	6	7	8	**9**				*20*	Jan 2 & 9: Teacher NWD
January / February	8	12	13	14	15	**16**	7	8	5		Jan 16, 23 & 30: Teacher NWD
		19	20	21	22	**23**					Jan 19: Holiday
		26	27	28	29	**30**					Feb 6: Teacher NWD
		2	3	4	5	**6**				*20*	
February / March	9	9	10	11	**12**	**13**	16	0	4		Feb 13 & 16: Holiday
		16	17	18	19	20					Feb 12 and 27: Teacher NWD
		23	24	25	26	**27**					
		2	3	4	5	6				*20*	
P2 March / April	**10**	**9**	10	11	12	13	0	9	11		Mar 9, 23-27: Teacher NWD
		16	17	18	19	20					Mar 30 - Apr 3: Spring Break
		23	**24**	**25**	**26**	**27**					
		30	**31**	**1**	**2**	**3**				*20*	**Total P2 Days** **117**
April / May	11	6	7	8	9	10	20	0	0		
		13	14	15	16	17					Available CAASPP Window
		20	21	22	23	24					April 6 - June 25
		27	28	29	30	1				*20*	
May	12	4	5	6	7	8	19	0	1		
		11	12	13	14	15					Available CAASPP Window
		18	19	20	21	22					April 6 - June 25
		25	26	27	**28**	29				*20*	May 25: Holiday
June	13	1	2	3	4	5	19	0	1		Available CAASPP Window
		8	9	10	11	12					April 6 - June 25
		15	16	17	18	**19**					June 19: Holiday
		22	23	24	25	26				*20*	
June	NA	**29**	**30**					0	2		June 29 & 30: Teacher NWD
						Total Instructional Days:	**175**	**33**	**53**	***259***	

PUPIL CALENDAR FOR ALTUS SCHOOLS SOUTHERN CALIFORNIA
ALTUS SCHOOLS COACHELLA VALLEY
MULTI-TRACK CALENDAR

TRACK B

2025-2026

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July / August	2	28	29	30	31	1	3	15	2	20	Aug 15, 22: Teacher NWD
		4	5	6	7	8					
		11	12	13	14	**15**					
		18	19	20	21	**22**					
August / September	3	25	26	27	28	**29**	18	0	2	20	Aug 29: Teacher NWD
		1	2	3	4	5					Sep 1: Holiday
		8	9	10	11	12					
		15	16	17	18	19					
September / October	4	22	23	24	25	26	19	0	1	20	Oct 1: CBEDS Information Day
		29	30	**1**	2	3					**Oct 13: Teacher NWD**
		6	7	8	9	10					
		13	14	15	16	17					
P1 October / November	**5**	20	21	22	23	24	16	0	4	20	Nov 11: Holiday
		27	28	29	30	**31**					Oct 31: Teacher NWD
		3	4	5	6	**7**					Nov 7 and 10: Teacher NWD
		10	**11**	12	13	14					**Total P1 Days** **56**
November / December	6	17	18	19	20	**21**	12	0	8	20	Nov 21, 24-26: Teacher NWD
		24	**25**	**26**	**27**	**28**					Nov 27-28: Holidays
		1	2	3	4	**5**					Dec 5, 12: Teacher NWD
		8	9	10	11	**12**					
December / January	7	15	16	17	18	19	9	0	11	20	Dec 22-23, 26-30: Teacher NWD
		22	**23**	**24**	**25**	**26**					Dec 24 & 25: Holiday
		29	**30**	**31**	**1**	**2**					Dec 31 & Jan 1: Holiday
		5	6	7	8	**9**					Jan 2 & 9: Teacher NWD
January / February	8	12	13	14	15	**16**	15	0	5	20	Jan 16, 23 & 30: Teacher NWD
		19	20	21	22	**23**					Jan 19: Holiday
		26	27	28	29	**30**					Feb 6: Teacher NWD
		2	3	4	5	**6**					
February / March	9	9	10	11	**12**	**13**	16	0	4	20	Feb 13 & 16: Holiday
		16	17	18	19	20					Feb 12 and 27: Teacher NWD
		23	24	25	26	**27**					
		2	3	4	5	6					
P2 March / April	**10**	**9**	10	11	12	13	9	0	11	20	Mar 9, 23-27: Teacher NWD
		16	17	18	19	20					Mar 30 - Apr 3: Spring Break
		23	**24**	**25**	**26**	**27**					
		30	**31**	**1**	**2**	**3**					**Total P2 Days** **117**
April / May	11	6	7	8	9	10	20	0	0	20	
		13	14	15	16	17					Available CAASPP Window
		20	21	22	23	24					April 6 - June 25
		27	28	29	30	1					
May	12	4	5	6	7	8	19	0	1	20	
		11	12	13	14	15					Available CAASPP Window
		18	19	20	21	22					April 6 - June 25
		25	26	27	**28**	29					May 25: Holiday
June	13	1	2	3	4	5	19	0	1	20	Available CAASPP Window
		8	9	10	11	12					April 6 - June 25
		15	16	17	18	**19**					June 19: Holiday
		22	23	24	25	26					
June	NA	**29**	**30**					0	2	*0*	June 29 & 30: Teacher NWD
					Total Instructional Days:		**175**	**15**	**52**	***240***	

PUPIL CALENDAR FOR ALTUS SCHOOLS SOUTHERN CALIFORNIA
ALTUS SCHOOLS EAST COUNTY
MULTI-TRACK CALENDAR

TRACK A

Adopted By the Board _____

2025-2026

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July	1		1	2	3	**4**	18	0	1		Jul 4: Holiday
		7	8	9	10	11					
		14	15	16	17	18					
		21	22	23	24	25				*19*	
July / August	2	28	29	30	31	1	20	0	0		
		4	5	6	7	8					
		11	12	13	14	15					
		18	19	20	21	22				*20*	
August / September	3	25	26	27	28	29	19	0	1		
		1	2	3	4	5					Sep 1: Holiday
		8	9	10	11	12					
		15	16	17	18	19				*20*	
September / October	4	22	23	24	25	26	19	0	1		**Oct 1: CBEDS Information Day**
		29	30	**1**	2	3					Oct. 13 - Teacher NWD
		6	7	8	9	10					
		13	14	15	16	17				*20*	
P1 October / November	**5**	20	21	22	23	24	16	2	2		Nov 11: Holiday
		27	28	29	30	31					Nov 10: Teacher NWD
		3	4	5	6	7					
		10	11	12	13	14				*20*	**Total P1 Days** **92**
November / December	6	17	18	19	20	21	15	0	5		Nov 24-26: Teacher NWD
		24	**25**	**26**	**27**	**28**					Nov 27-28: Holidays
		1	2	3	4	5					
		8	9	10	11	12				*20*	
December / January	7	15	16	17	18	19	10	0	10		Dec 22-23 and 26-30 : Teacher NWD
		22	**23**	**24**	**25**	**26**					Dec 24 & 25: Holiday
		29	**30**	**31**	**1**	**2**					Dec 31 & Jan 1: Holiday
		5	6	7	8	9				*20*	Jan 2: Teacher NWD
January / February	8	12	13	14	15	16	0	19	1		Jan 19: Holiday
		19	20	21	22	23					
		26	27	28	29	30					
		2	3	4	5	6				*20*	
February / March	9	9	10	11	12	**13**	0	18	2		Feb 13 & 16: Holiday
		16	17	18	19	20					
		23	24	25	26	27					
		2	3	4	5	6				*20*	
P2 March / April	**10**	**9**	10	11	12	13	0	14	6		Mar 30 - Apr 3: Spring Break
		16	17	18	19	20					Mar 9 - Teacher NWD
		23	24	25	26	27					
		30	**31**	**1**	**2**	**3**				*20*	**Total P2 Days** **117**
April / May	11	6	7	8	9	10	20	0	0		
		13	14	15	16	17					Available CAASPP Window
		20	21	22	23	24					April 6 - June 26
		27	28	29	30	1				*20*	
May	12	4	5	6	7	8	19	0	1		
		11	12	13	14	15					Available CAASPP Window
		18	19	20	21	22					April 6 - June 26
		25	26	27	28	29				*20*	May 25: Holiday
June	13	1	2	3	4	5	19	0	1		Available CAASPP Window
		8	9	10	11	12					April 6 - June 26
		15	16	17	18	**19**					June 19: Holiday
		22	23	24	25	26				*20*	
June	NA	**29**	**30**				0	0	2		June 30: Teacher NWD
						Total Instructional Days:	**175**	**53**	**33**	***259***	

PUPIL CALENDAR FOR ALTUS SCHOOLS SOUTHERN CALIFORNIA
ALTUS SCHOOLS EAST COUNTY
MULTI-TRACK CALENDAR

TRACK B

2025-2026

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July / August	2	28 4 11 18	29 5 12 19	30 6 13 20	31 7 14 21	1 8 15 22	0	20	0	*20*	
August / September	3	25 **1** 8 15	26 2 9 16	27 3 10 17	28 4 11 18	29 5 12 19	4	15	1	*20*	Sep 1: Holiday
September / October	4	22 29 6 **13**	23 30 7 14	24 **1** 8 15	25 2 9 16	26 3 10 17	19	0	1	*20*	**Oct 1: CBEDS Information Day** Oct. 13 - Teacher NWD
P1 October / November	**5**	20 27 3 **10**	21 28 4 **11**	22 29 5 12	23 30 6 13	24 31 7 14	18	0	2	*20*	Nov 11: Holiday Nov 10: Teacher NWD **Total P1 Days** **41**
November / December	6	17 **24** 1 8	18 **25** 2 9	19 **26** 3 10	20 **27** 4 11	21 **28** 5 12	15	0	5	*20*	Nov 24-26: Teacher NWD Nov 27-28: Holidays
December / January	7	15 **22** **29** 5	16 **23** **30** 6	17 **24** **31** 7	18 **25** **1** 8	19 **26** **2** 9	10	0	10	*20*	Dec 22-23 and 26-30 : Teacher NWD Dec 24 & 25: Holiday Dec 31 & Jan 1: Holiday Jan 2: Teacher NWD
January / February	8	12 **19** 26 2	13 20 27 3	14 21 28 4	15 22 29 5	16 23 30 6	19	0	1	*20*	Jan 19: Holiday
February / March	9	9 **16** 23 2	10 17 24 3	11 18 25 4	12 19 26 5	**13** 20 27 6	18	0	2	*20*	Feb 13 & 16: Holiday
P2 March / April	**10**	**9** 16 23 **30**	10 17 24 **31**	11 18 25 **1**	12 19 26 **2**	13 20 27 **3**	14	0	6	*20*	Mar 30 - Apr 3: Spring Break Mar 9 - Teacher NWD **Total P2 Days** **117**
April / May	11	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 1	20	0	0	*20*	Available CAASPP Window April 6 - June 26
May	12	4 11 18 **25**	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	19	0	1	*20*	Available CAASPP Window April 6 - June 26 May 25: Holiday
June	13	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	5 12 **19** 26	19	0	1	*20*	Available CAASPP Window April 6 - June 26 June 19: Holiday
June	NA	**29**	**30**				0	0	2		June 30: Teacher NWD
					Total Instructional Days:		**175**	**35**	**32**	***240***	

PUPIL CALENDAR FOR ALTUS SCHOOLS SOUTHERN CALIFORNIA
ALTUS SCHOOLS NORTH COUNTY
MULTI-TRACK CALENDAR

2025-2026

TRACK A

Adopted By the Board _____

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July	1		1	2	3	**4**	18	0	1		Jul 4: Holiday
		7	8	9	10	11					
		14	15	16	17	18					
		21	22	23	24	25				*19*	
July / August	2	28	29	30	31	1	20	0	0		
		4	5	6	7	8					
		11	12	13	14	15					
		18	19	20	21	22				*20*	
August / September	3	25	26	27	28	29	19	0	1		
		1	2	3	4	5					Sep 1: Holiday
		8	9	10	11	12					
		15	16	17	18	19				*20*	
September / October	4	22	23	24	25	26	19	0	1		**Oct 1: CBEDS Information Day**
		29	30	**1**	2	3					Oct. 13 - Teacher NWD
		6	7	8	9	10					
		13	14	15	16	17				*20*	
P1 October / November	**5**	20	21	22	23	24	18	0	2		Nov 11: Holiday
		27	28	29	30	31					Nov 10: Teacher NWD
		3	4	5	6	7					
		10	11	12	13	14				*20*	**Total P1 Days** **94**
November / December	6	17	18	19	20	21	15	0	5		Nov 24-26: Teacher NWD
		24	**25**	**26**	**27**	**28**					Nov 27-28: Holidays
		1	2	3	4	5					
		8	9	10	11	12				*20*	
December / January	7	15	16	17	18	19	8	2	10		Dec 22-23 and 26-30 : Teacher NWD
		22	**23**	**24**	**25**	**26**					Dec 24 & 25: Holiday
		29	**30**	**31**	**1**	**2**					Dec 31 & Jan 1: Holiday
		5	6	7	8	9				*20*	Jan 2: Teacher NWD
January / February	8	12	13	14	15	16	0	19	1		Jan 19: Holiday
		19	20	21	22	23					
		26	27	28	29	30					
		2	3	4	5	6				*20*	
February / March	9	9	10	11	12	**13**	0	18	2		Feb 13 & 16: Holiday
		16	17	18	19	20					
		23	24	25	26	27					
		2	3	4	5	6				*20*	
P2 March / April	**10**	**9**	10	11	12	13	0	14	6		Mar 30 - Apr 3: Spring Break
		16	17	18	19	20					Mar 9 - Teacher NWD
		23	24	25	26	27					
		30	**31**	**1**	**2**	**3**				*20*	**Total P2 Days** **117**
April / May	11	6	7	8	9	10	20	0	0		
		13	14	15	16	17					Available CAASPP Window
		20	21	22	23	24					April 6 - June 26
		27	28	29	30	1				*20*	
May	12	4	5	6	7	8	19	0	1		
		11	12	13	14	15					Available CAASPP Window
		18	19	20	21	22					April 6 - June 26
		25	26	27	28	29				*20*	May 25: Holiday
June	13	1	2	3	4	5	19	0	1		Available CAASPP Window
		8	9	10	11	12					April 6 - June 26
		15	16	17	18	**19**					June 19: Holiday
		22	23	24	25	26				*20*	
June	NA	**29**	**30**				0	0	2		June 30: Teacher NWD
						Total Instructional Days:	**175**	**53**	**33**	***259***	

PUPIL CALENDAR FOR ALTUS SCHOOLS SOUTHERN CALIFORNIA
ALTUS SCHOOLS NORTH COUNTY
MULTI-TRACK CALENDAR

2025-2026

TRACK B

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July / August	2	28	29	30	31	1	0	20	0		
		4	5	6	7	8					
		11	12	13	14	15					
		18	19	20	21	22				*20*	
August / September	3	25	26	27	28	29	4	15	1		
		1	2	3	4	5					
		8	9	10	11	12					Sep 1: Holiday
		15	16	17	18	19				*20*	
September / October	4	22	23	24	25	26	19	0	1		**Oct 1: CBEDS Information Day**
		29	30	**1**	2	3					Oct. 13 - Teacher NWD
		6	7	8	9	10					
		13	14	15	16	17				*20*	
P1 October / November	**5**	20	21	22	23	24	18	0	2		Nov 11: Holiday
		27	28	29	30	31					Nov 10: Teacher NWD
		3	4	5	6	7					
		10	**11**	12	13	14				*20*	**Total P1 Days** **41**
November / December	6	17	18	19	20	21	15	0	5		Nov 24-26: Teacher NWD
		24	**25**	**26**	**27**	**28**					Nov 27-28: Holidays
		1	2	3	4	5					
		8	9	10	11	12				*20*	
December / January	7	15	16	17	18	19	10	0	10		Dec 22-23 and 26-30 : Teacher NWD
		22	**23**	**24**	**25**	**26**					Dec 24 & 25: Holiday
		29	**30**	**31**	**1**	**2**					Dec 31 & Jan 1: Holiday
		5	6	7	8	9				*20*	Jan 2: Teacher NWD
January / February	8	12	13	14	15	16	19	0	1		Jan 19: Holiday
		19	20	21	22	23					
		26	27	28	29	30					
		2	3	4	5	6				*20*	
February / March	9	9	10	11	12	**13**	18	0	2		Feb 13 & 16: Holiday
		16	17	18	19	20					
		23	24	25	26	27					
		2	3	4	5	6				*20*	
P2 March / April	**10**	**9**	10	11	12	13	14	0	6		Mar 30 - Apr 3: Spring Break
		16	17	18	19	20					Mar 9 - Teacher NWD
		23	24	25	26	27					
		30	**31**	**1**	**2**	**3**				*20*	**Total P2 Days** **117**
April / May	11	6	7	8	9	10	20	0	0		
		13	14	15	16	17					Available CAASPP Window
		20	21	22	23	24					April 6 - June 26
		27	28	29	30	1				*20*	
May	12	4	5	6	7	8	19	0	1		
		11	12	13	14	15					Available CAASPP Window
		18	19	20	21	22					April 6 - June 26
		25	26	27	28	29				*20*	May 25: Holiday
June	13	1	2	3	4	5	19	0	1		Available CAASPP Window
		8	9	10	11	12					April 6 - June 26
		15	16	17	18	**19**					June 19: Holiday
		22	23	24	25	26				*20*	
June	NA	**29**	**30**				0	0	2		June 30: Teacher NWD
						Total Instructional Days:	**175**	**35**	**32**	***240***	

PUPIL CALENDAR FOR ALTUS SCHOOLS SOUTHERN CALIFORNIA
ALTUS SCHOOLS SOUTH BAY
MULTI-TRACK CALENDAR

TRACK A

Adopted By the Board _____

2025-2026

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July	1		1	2	3	**4**	18	0	1		Jul 4: Holiday
		7	8	9	10	11					
		14	15	16	17	18					
		21	22	23	24	25				*19*	
July / August	2	28	29	30	31	1	20	0	0		
		4	5	6	7	8					
		11	12	13	14	15					
		18	19	20	21	22				*20*	
August / September	3	25	26	27	28	29	19	0	1		
		1	2	3	4	5					Sep 1: Holiday
		8	9	10	11	12					
		15	16	17	18	19				*20*	
September / October	4	22	23	24	25	26	19	0	1		**Oct 1: CBEDS Information Day**
		29	30	**1**	2	3					Oct. 13 - Teacher NWD
		6	7	8	9	10					
		13	14	15	16	17				*20*	
P1 October / November	**5**	20	21	22	23	24	18	0	2		Nov 11: Holiday
		27	28	29	30	31					Nov 10: Teacher NWD
		3	4	5	6	7					
		10	**11**	12	13	14				*20*	**Total P1 Days** **94**
November / December	6	17	18	19	20	21	15	0	5		Nov 24-26: Teacher NWD
		24	**25**	**26**	**27**	**28**					Nov 27-28: Holidays
		1	2	3	4	5					
		8	9	10	11	12				*20*	
December / January	7	15	16	17	18	19	8	2	10		Dec 22-23 and 26-30 : Teacher NWD
		22	**23**	**24**	**25**	**26**					Dec 24 & 25: Holiday
		29	**30**	**31**	**1**	**2**					Dec 31 & Jan 1: Holiday
		5	6	7	8	9				*20*	Jan 2: Teacher NWD
January / February	8	12	13	14	15	16	0	19	1		Jan 19: Holiday
		19	20	21	22	23					
		26	27	28	29	30					
		2	3	4	5	6				*20*	
February / March	9	9	10	11	12	**13**	0	18	2		Feb 13 & 16: Holiday
		16	17	18	19	20					
		23	24	25	26	27					
		2	3	4	5	6				*20*	
P2 March / April	**10**	**9**	10	11	12	13	0	14	6		Mar 30 - Apr 3: Spring Break
		16	17	18	19	20					Mar 9 - Teacher NWD
		23	24	25	26	27					
		30	**31**	**1**	**2**	**3**				*20*	**Total P2 Days** **117**
April / May	11	6	7	8	9	10	20	0	0		
		13	14	15	16	17					Available CAASPP Window
		20	21	22	23	24					April 6 - June 25
		27	28	29	30	1				*20*	
May	12	4	5	6	7	8	19	0	1		
		11	12	13	14	15					Available CAASPP Window
		18	19	20	21	22					April 6 - June 25
		25	26	27	28	29				*20*	May 25: Holiday
June	13	1	2	3	4	5	19	0	1		Available CAASPP Window
		8	9	10	11	12					April 6 - June 25
		15	16	17	18	**19**					June 19: Holiday
		22	23	24	25	26				*20*	
June	NA	**29**	**30**				0	0	2		June 30: Teacher NWD
							175	**53**	**33**	***259***	

Total Instructional Days:

PUPIL CALENDAR FOR ALTUS SCHOOLS SOUTHERN CALIFORNIA
ALTUS SCHOOLS SOUTH BAY
MULTI-TRACK CALENDAR

TRACK B

2025-2026

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July / August	2	28 4 11 18	29 5 12 19	30 6 13 20	31 7 14 21	1 8 15 22	0	20	0	*20*	
August / September	3	25 **1** 8 15	26 2 9 16	27 3 10 17	28 4 11 18	29 5 12 19	4	15	1	*20*	Sep 1: Holiday
September / October	4	22 29 6 **13**	23 30 7 14	24 **1** 8 15	25 2 9 16	26 3 10 17	19	0	1	*20*	**Oct 1: CBEDS Information Day** Oct. 13 - Teacher NWD
P1 October / November	**5**	20 27 3 **10**	21 28 4 **11**	22 29 5 12	23 30 6 13	24 31 7 14	18	0	2	*20*	Nov 11: Holiday Nov 10: Teacher NWD **Total P1 Days** **41**
November / December	6	17 **24** 1 8	18 **25** 2 9	19 **26** 3 10	20 **27** 4 11	21 **28** 5 12	15	0	5	*20*	Nov 24-26: Teacher NWD Nov 27-28: Holidays
December / January	7	15 **22** **29** 5	16 **23** **30** 6	17 **24** **31** 7	18 **25** **1** 8	19 **26** **2** 9	10	0	10	*20*	Dec 22-23 and 26-30 : Teacher NWD Dec 24 & 25: Holiday Dec 31 & Jan 1: Holiday Jan 2: Teacher NWD
January / February	8	12 **19** 26 2	13 20 27 3	14 21 28 4	15 22 29 5	16 23 30 6	19	0	1	*20*	Jan 19: Holiday
February / March	9	9 **16** 23 2	10 17 24 3	11 18 25 4	12 19 26 5	**13** 20 27 6	18	0	2	*20*	Feb 13 & 16: Holiday
P2 March / April	**10**	**9** 16 23 **30**	10 17 24 **31**	11 18 25 **1**	12 19 26 **2**	13 20 27 **3**	14	0	6	*20*	Mar 30 - Apr 3: Spring Break Mar 9 - Teacher NWD **Total P2 Days** **117**
April / May	11	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 1	20	0	0	*20*	Available CAASPP Window April 6 - June 25
May	12	4 11 18 **25**	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	19	0	1	*20*	Available CAASPP Window April 6 - June 25 May 25: Holiday
June	13	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	5 12 **19** 26	19	0	1	*20*	Available CAASPP Window April 6 - June 25 June 19: Holiday
June	NA	**29**	**30**				0	0	2		June 30: Teacher NWD
					Total Instructional Days:		**175**	**35**	**32**	***240***	

PUPIL CALENDAR FOR ALTUS SCHOOLS SOUTHERN CALIFORNIA
ALTUS SCHOOLS MIRUS
MULTI-TRACK CALENDAR

Adopted By the Board _____

TRACK A

2025-2026

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July	1		1	2	3	**4**	18	0	1		Jul 4: Holiday
		7	8	9	10	11					
		14	15	16	17	18					
		21	22	23	24	25				*19*	
July / August	2	28	29	30	31	1	18	0	2		Aug 15, 22: Teacher NWD
		4	5	6	7	8					
		11	12	13	14	**15**					
		18	19	20	21	**22**				*20*	
August / September	3	25	26	27	28	**29**	18	0	2		
		1	2	3	4	5					Aug 29: Teacher NWD
		8	9	10	11	12					Sep 1: Holiday
		15	16	17	18	19				*20*	
September / October	4	22	23	24	25	26	19	0	1		**Oct 1: CBEDS Information Day**
		29	30	**1**	2	3					Oct 13: Teacher NWD
		6	7	8	9	10					
		13	14	15	16	17				*20*	
P1 October / November	**5**	20	21	22	23	24	16	0	4		Nov 11: Holiday
		27	28	29	30	**31**					Oct 31: Teacher NWD
		3	4	5	6	**7**					Nov 7 and 10: Teacher NWD
		10	**11**	12	13	14				*20*	**Total P1 Days** **89**
November / December	6	17	18	19	20	**21**	12	0	8		Nov 21, 24-26: Teacher NWD
		24	**25**	**26**	**27**	**28**					Nov 27-28: Holidays
		1	2	3	4	**5**					Dec 5, 12: Teacher NWD
		8	9	10	11	**12**				*20*	
December / January	7	15	16	17	18	19	0	9	11		Dec 22-23, 26-30: Teacher NWD
		22	**23**	**24**	**25**	**26**					Dec 24 & 25: Holiday
		29	**30**	**31**	**1**	**2**					Dec 31 & Jan 1: Holiday
		5	6	7	8	**9**				*20*	Jan 2 & 9: Teacher NWD
January / February	8	12	13	14	15	**16**	0	15	5		Jan 16, 23 & 30: Teacher NWD
		19	20	21	22	**23**					Jan 19: Holiday
		26	27	28	29	**30**					Feb 6: Teacher NWD
		2	3	4	5	**6**				*20*	
February / March	9	9	10	11	**12**	**13**	16	0	4		Feb 13 & 16: Holiday
		16	17	18	19	20					Feb 12 and 27: Teacher NWD
		23	24	25	26	**27**					
		2	3	4	5	6				*20*	
P2 March / April	**10**	**9**	10	11	12	13	0	9	11		Mar 9, 23-27: Teacher NWD
		16	17	18	19	20					Mar 30 - Apr 3: Spring Break
		23	**24**	**25**	**26**	**27**					
		30	**31**	**1**	**2**	**3**				*20*	**Total P2 Days** **117**
April / May	11	6	7	8	9	10	20	0	0		
		13	14	15	16	17					Available CAASPP Window
		20	21	22	23	24					April 6 - June 25
		27	28	29	30	1				*20*	
May	12	4	5	6	7	8	19	0	1		
		11	12	13	14	15					Available CAASPP Window
		18	19	20	21	22					April 6 - June 25
		25	26	27	28	29				*20*	May 25: Holiday
June	13	1	2	3	4	5	19	0	1		Available CAASPP Window
		8	9	10	11	12					April 6 - June 25
		15	16	17	18	**19**					June 19: Holiday
		22	23	24	25	26				*20*	
June	NA	**29**	**30**					0	2		June 29 & 30: Teacher NWD
						Total Instructional Days:	**175**	**33**	**53**	***259***	

PUPIL CALENDAR FOR ALTUS SCHOOLS SOUTHERN CALIFORNIA
ALTUS SCHOOLS MIRUS
MULTI-TRACK CALENDAR

TRACK B

2025-2026

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July / August	2	28	29	30	31	1	3	15	2		Aug 15, 22: Teacher NWD
		4	5	6	7	8					
		11	12	13	14	**15**					
		18	19	20	21	**22**				*20*	
August / September	3	25	26	27	28	**29**	18	0	2		
		1	2	3	4	5					Aug 29: Teacher NWD
		8	9	10	11	12					Sep 1: Holiday
		15	16	17	18	19				*20*	
September / October	4	22	23	24	25	26	19	0	1		Oct 1: CBEDS Information Day
		29	30	**1**	2	3					**Oct 13: Teacher NWD**
		6	7	8	9	10					
		13	14	15	16	17				*20*	
P1 October / November	**5**	20	21	22	23	24	16	0	4		Nov 11: Holiday
		27	28	29	30	**31**					Oct 31: Teacher NWD
		3	4	5	6	**7**					Nov 7 and 10: Teacher NWD
		10	**11**	12	13	14				*20*	**Total P1 Days** **56**
November / December	6	17	18	19	20	**21**	12	0	8		Nov 21, 24-26: Teacher NWD
		24	**25**	**26**	**27**	**28**					Nov 27-28: Holidays
		1	2	3	4	**5**					Dec 5, 12: Teacher NWD
		8	9	10	11	**12**				*20*	
December / January	7	15	16	17	18	19	9	0	11		Dec 22-23, 26-30: Teacher NWD
		22	**23**	**24**	**25**	**26**					Dec 24 & 25: Holiday
		29	**30**	**31**	**1**	**2**					Dec 31 & Jan 1: Holiday
		5	6	7	8	**9**				*20*	Jan 2 & 9: Teacher NWD
January / February	8	12	13	14	15	**16**	15	0	5		Jan 16, 23 & 30: Teacher NWD
		19	20	21	22	**23**					Jan 19: Holiday
		26	27	28	29	**30**					Feb 6: Teacher NWD
		2	3	4	5	**6**				*20*	
February / March	9	9	10	11	**12**	**13**	16	0	4		Feb 13 & 16: Holiday
		16	17	18	19	20					Feb 12 and 27: Teacher NWD
		23	24	25	26	**27**					
		2	3	4	5	6				*20*	
P2 March / April	**10**	**9**	10	11	12	13	9	0	11		Mar 9, 23-27: Teacher NWD
		16	17	18	19	20					Mar 30 - Apr 3: Spring Break
		23	**24**	**25**	**26**	**27**					
		30	**31**	**1**	**2**	**3**				*20*	**Total P2 Days** **117**
April / May	11	6	7	8	9	10	20	0	0		
		13	14	15	16	17					Available CAASPP Window
		20	21	22	23	24					April 6 - June 25
		27	28	29	30	1				*20*	
May	12	4	5	6	7	8	19	0	1		
		11	12	13	14	15					Available CAASPP Window
		18	19	20	21	22					April 6 - June 25
		25	26	27	28	29				*20*	May 25: Holiday
June	13	1	2	3	4	5	19	0	1		Available CAASPP Window
		8	9	10	11	12					April 6 - June 25
		15	16	17	18	**19**					June 19: Holiday
		22	23	24	25	26				*20*	
June	NA	**29**	**30**						2	*0*	June 29 & 30: Teacher NWD
					Total Instructional Days:		**175**	**15**	**52**	***240***	

Audeo Charter II (37 10371 0134577)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 9:38 AM

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Signature	
Authorized Representative's Title	Deputy Superintendent School Services and Founding Director
Authorized Representative's Signature Date	06/24/2025

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Audeo Charter II (37 10371 0134577)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 9:39 AM

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Deputy Superintendent School Services and Founding Director
Authorized Representative's Signature Date	06/24/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Audeo Charter II (37 10371 0134577)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 9:39 AM

2025–26 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/24/2025
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Deputy Superintendent School Services and Founding Director

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Audeo Charter II (37 10371 0134577)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 9:39 AM

2025–26 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Audeo Valley Charter (33 10330 0140780)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 10:01 AM

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Signature	
Authorized Representative's Title	Deputy Superintendent School Services and Founding Director
Authorized Representative's Signature Date	06/24/2025

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Audeo Valley Charter (33 10330 0140780)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 10:18 AM

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Deputy Superintendent School Services and Founding Director
Authorized Representative's Signature Date	06/24/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Audeo Valley Charter (33 10330 0140780)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 10:18 AM

2025–26 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/24/2025
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Deputy Superintendent School Services and Founding Director

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Audeo Valley Charter (33 10330 0140780)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 10:18 AM

2025–26 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Altus Schools East County (37 77099 0136077)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 8:51 AM

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Signature	
Authorized Representative's Title	Deputy Superintendent School Services and Founding Director
Authorized Representative's Signature Date	06/24/2025

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Altus Schools East County (37 77099 0136077)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 8:50 AM

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Deputy Superintendent School Services and Founding Director
Authorized Representative's Signature Date	06/24/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Altus Schools East County (37 77099 0136077)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 8:50 AM

2025–26 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/24/2025
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Deputy Superintendent School Services and Founding Director

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Altus Schools East County (37 77099 0136077)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 8:50 AM

2025–26 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Altus Schools North County (37 68106 0137034)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 9:05 AM

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Signature	
Authorized Representative's Title	Deputy Superintendent School Services and Founding Director
Authorized Representative's Signature Date	06/24/2025

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Altus Schools North County (37 68106 0137034)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 9:06 AM

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Deputy Superintendent School Services and Founding Director
Authorized Representative's Signature Date	06/24/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Altus Schools North County (37 68106 0137034)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 9:06 AM

2025–26 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/24/2025
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Deputy Superintendent School Services and Founding Director

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Altus Schools North County (37 68106 0137034)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 9:06 AM

2025–26 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Altus Schools South Bay (37 77107 0136473)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 9:11 AM

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Signature	
Authorized Representative's Title	Deputy Superintendent School Services and Founding Director
Authorized Representative's Signature Date	06/24/2025

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Altus Schools South Bay (37 77107 0136473)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 9:13 AM

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Deputy Superintendent School Services and Founding Director
Authorized Representative's Signature Date	06/24/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Altus Schools South Bay (37 77107 0136473)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 9:13 AM

2025–26 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/24/2025
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Deputy Superintendent School Services and Founding Director

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Altus Schools South Bay (37 77107 0136473)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 9:13 AM

2025–26 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Altus Schools Mirus (36 75044 0114389)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 8:58 AM

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Signature	
Authorized Representative's Title	Deputy Superintendent School Services and Founding Director
Authorized Representative's Signature Date	06/24/2025

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Altus Schools Mirus (36 75044 0114389)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 9:01 AM

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Deputy Superintendent School Services and Founding Director
Authorized Representative's Signature Date	06/24/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Altus Schools Mirus (36 75044 0114389)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 9:01 AM

2025–26 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/24/2025
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Deputy Superintendent School Services and Founding Director

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Altus Schools Mirus (36 75044 0114389)

Status: Certified
Saved by: Norma Guerrero
Date: 6/11/2025 9:01 AM

2025–26 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Altus Schools Southern California Board Policies

For ASSC Board Adoption
June 24, 2025

1000 ADMINISTRATION

1100 Modifications to Original Charter
1200 Media Policy
1211 Pupil Record Retention Policy
1212 Educational Records and Student Information Policy
1220 Superintendent School Services and Founder Authorization of District, State and Federal Agency Documents; Specified Real Estate Transactions; Human Resources Actions
1225 Emergency School Closure Policy
1300 Altus Code of Ethics
1400 Staff/Student Interaction Policy
1410 Focus on Teaching and Learning Policy
1490 Collaboration and Coordination of Successor Superintendent School Services Policy
1500 Uniform Complaint Policy and Procedures
1550 Student Fees Policy
1710 Student Wellness Policy
1720 Field Trips and Excursion Policy
1725 Email Policy
1730 Email Retention Policy
1740 Access to Public Records Policy
1750 Education for Homeless Children and Youth Policy
1752 Education for Foster and Mobile Youth Policy
1754 Educational Equity and Immigration Status Policy
1756 Immunizations and Control of Communicable Disease Policy
1810 Support for Research Policy
1820 Research and Development and Sharing Policy

2000 BOARD OF DIRECTORS

2100 Platform
2200 Organization
2210 Governance Structure
2220 Policy Responsibilities
2230 Conflict of Interest
2300 Duties of Members
2310 Duties of Chair Person
2320 Duties of Secretary
2400 Qualifications
2500 Meetings
2510 Schedule, Agenda, Minutes
2520 Members of the Public
2600 Suggestions, Concerns and Complaints
2700 Fiscal Accountability

3000 INSTRUCTIONAL

3100 Students
3110 Suspension, Expulsions and Dropouts
3120 Independent Study
3130 Student Use of Technology
3150 Core Courses
3155 Grade Level Determination Policy
3160 Graduation Requirements
3161 Grade Suppression and Grade Validation Policy
3162 Physical Education and Exemption Policy
3171 Tobacco Free Environment Policy
3172 Human Trafficking Prevention Policy
3175 Freedom of Speech and Expression Policy
3177 Harassment, Intimidation, Discrimination and Bullying Policy
3179 Title IX Prohibiting Discrimination On The Basis Of Sex
3180 Student Non-Discrimination
3190 Unlawful Harassment, Discrimination, and Retaliation Policy
3191 Suicide Prevention Policy
3192 Resource Supervision Policy
3197 Mathematics Placement Policy
3320 Cell Phones, Smart Phones, Pagers and Other Electrotonic Signaling Devices Policy
3325 Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation, and Education
3330 Limitations on Restraint and Seclusion of Students Disabilities

4000 FISCAL

4100 Budget
4110 Fiscal Control Policy
4130 Carryover
4140 Hospitality, Incentives, Recognition, Gifts
4150 Reserve Funds
4160 Travel and Expense Reimbursement Policy
4200 Property Selection
4210 Property Selection Guidelines
4220 Policy Regarding Accommodations to Parents with Disabilities
4300 Assets
4310 Capitalization of Assets
4400 Internal Fiscal Control Policies

5000 PERSONNEL

5100 Staff
5110 Public School Employer
5120 Equal Employment Opportunity Policy
5130 Teacher Job Responsibility

5140 Solicitation and Distribution Policy
5150 Drug & Alcohol-Free Workplace Policy
5160 Administration of Medication Policy
5170 Confidentiality Policy
5180 Salary Apportionment Policy
5190 Telework Policy
5200 Equipment Use by Staff
5210 Technology/Internet Use
- *Ref: AP5210 Employee Network Computing Use Agreement*

5220 Equipment Assigned to School Site Employees
- *Ref: AP5220 Equipment Use Agreement*

6000 COMMUNITY

6010 Title I Parent ~~Involvement~~ and Family Engagement Policy
6020 Resource Center and School Volunteer, Visitation and Removal Policy

1200 Media Policy

Formatted: Board Title, Left

Amended: February 28, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay, hereafter collectively referred to as "Charter School" or "School", hereby adopts this policy ~~It is the policy of Altus Schools Southern California~~ to be open and responsive to formal inquiries about the school from representatives of the news media, civic action groups, or public officials.

Accuracy is of immense importance to the integrity of the School. Therefore, all inquiries from news reporters, civic action groups or public officials should be referred to the Deputy Superintendent School Services and Founding Director's ~~Deputy Superintendent School Services'~~ Office for coordination.

Those affiliated with the school should exercise sound judgment and tact when discussing the School's programs and practices. Wherever applicable, confidentiality protections under the Family Educational Rights and Privacy Act ("FERPA") should be strictly observed and complied with. Students, parents and staff have a right to privacy under the law.

Teachers should only allow students to be individually photographed, quoted or identified after they have personally obtained a signed release from the student, if over 18, or from a parent or guardian, if the student is under 18.

The School is proud of its story and, by this policy, wants to ensure that our public communications do justice to the excellent work of our students, faculty, staff, and volunteers.

1211 Pupil Record Retention Policy

Approved: October 19, 2017
Amended: February 28, 2024; June 24, 2025

Formatted: Board Title

Formatted: Font: Times New Roman, Not Bold

~~The Board of Directors of Altus Schools Southern California hereby adopts this Student Record Retention Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School, Altus Schools East County, and Altus Schools South Bay, , all hereafter collectively referred to as "Charter School." Charter School adopts~~The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay hereafter collectively referred to as "Charter School" or "School", hereby adopts this policy to ensure it has appropriate procedures in place to assure the security of records, including the retention and maintenance of pupil records. This policy may be updated from time to time as required to be in compliance with state law, regulation, or administrative directive.

Definitions

- *Custodian of Records:* The Charter School employee charged with the schoolwide responsibility for implementing this and any other Board policies related to pupil records. The Charter School has designated the School Coordinator as the Charter School Custodian of Records.

- *Pupil Record:* Any item of information directly related to an identifiable pupil that is maintained by the Charter School or required to be maintained by an employee in the performance of his/her duties whether recorded by handwriting, print, tapes, film, microfilm, or other means. All anecdotal information and assessment reports maintained as a pupil record shall be dated and signed by the individual who originated the data.
  Education records do not include informal notes related to a pupil compiled by a Charter School official or employee that remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute.

- *Mandatory Permanent Pupil Records*: Records that are required to be maintained in perpetuity and those records which the Charter School is directed to compile by state law, regulation, or administrative directive. Mandatory permanent records include the following:
  1. The legal name of the pupil;
  2. Date of birth;
  3. Method of verification of birth date;
  4. Sex of the pupil;
  5. Place of birth;
  6. Name and address of the parent(s) of a minor pupil;
     a. Address of the minor pupil if different than the parent;
     b. Annual verification of the name and address of the parent and residence of the pupil.
  7. Entering/leaving date of each school year;
  8. Subjects taken;

9. Grades and credits towards graduation;
10. Verification of or exemption from required immunizations; and
11. Date of high school graduation or equivalent.

- *Mandatory Interim Pupil Records*: Records that the Charter School is directed to compile and maintain for stipulated periods of time and are then destroyed as per state law, regulation, or administrative directive. Mandatory interim records include the following:

1. Access log;
2. Health information;
3. Participation in special education programs, including:
    a. Required tests;
    b. Case studies and authorizations; and
    c. Actions necessary to establish eligibility for admission/discharge.
4. Language training records;
5. Progress slips and/or notices;
6. Parental restrictions on access to directory information or related stipulations;
7. Rejoinders to challenged records and to disciplinary action;
8. Parental authorization/prohibitions of pupil participation on specific programs;
9. Results of standardized tests administered within the preceding three (3) years;
10. Written findings resulting from an evaluation conducted after a specified number of missing assignments to determine whether it is in a pupil's best interest to remain in independent study.
11. Expulsion orders

- *Permitted Pupil Records*: Records having clear importance only to the current educational process of the pupil. Permitted pupil records include:

1. Objective counselor and/or teacher ratings;
2. Standardized test results older than three (3) years;
3. Routine discipline data;
4. All disciplinary notices, other than expulsion orders;
5. Miscellaneous attendance records.

Retention of Pupil Records

In accordance with state law, the Charter School shall maintain pupil records as follows:

The Charter School shall maintain permanently at the School site the originals or exact copies of mandatory permanent records. The Charter School shall forward mandatory permanent records to other California public schools, private schools, and out-of-state public schools, no later than 10 school days upon request of the pupil or the receiving school.

The Charter School shall maintain at the School site mandatory interim pupil records for three (3) years after the pupil leaves the Charter School, or until the record's usefulness ceases.

The Charter School shall forward mandatory interim records to other California public schools upon the request of the pupil or the receiving school. The Charter School may forward mandatory interim pupil records to out-of-state public or private schools at the discretion of the Charter School custodian of records.

The Charter School shall maintain permitted pupil records for six (6) months after the pupil's completion of or withdrawal from the Charter School. The Charter School may forward permitted pupil records to a receiving school at the discretion of the Charter School custodian of records.

Pursuant to and in accordance with the Charter School's Educational Records and Student Information Policy, a pupil record may be removed and destroyed when ordered by the Deputy Superintendent School Services and Founding Director ("Deputy Superintendent") after a challenge by a parent/guardian or former pupil. If the Deputy Superintendent denies a parent/guardian or former pupil challenge to a record, and the parent/guardian or former pupil appeals the Deputy Superintendent's decision to the Board of Directors, the Board of Directors may order the pupil record removed and destroyed.

E-Mail

As a usual matter of course, the Charter School does not print out and save emails regarding a pupil in a pupil's permanent mandatory, permanent interim, or permitted record files. Accordingly, the Charter School does not maintain emails even if they contain information directly related to or regarding a pupil or exist solely in the Charter School's electronic database. Consistent with case law, therefore, the Charter School does not consider emails to be pupil records.

Transfer of Pupil Records

Charter School shall request a pupil's records when that pupil transfers to Charter School from any other school in the state. If a pupil transfers from one public school to another or to a private school, or transfers from a private school to a public school within the state, Charter School shall transfer the pupil's permanent record or a copy of it no later than 10 schooldays following the date the request is received from the public school or private school where the pupil intends to enroll.

Upon a pupil's transfer from one school to another school or school district , the school/school district into which the pupil is transferring shall request that the school in which the pupil was last enrolled provide any records that the school/school district maintains/school district in its ordinary course of business or receives from a law enforcement agency regarding acts committed by the transferring pupil that resulted in the pupil's suspension or expulsion from the school/school district. Upon receipt of this information, the receiving school/school district shall inform any teacher of the pupil that the pupil was suspended from school or expelled from the school district and shall inform the teacher of the act that resulted in that action. A school/school district, or school/school district officer or employee, is not civilly or criminally liable for providing information under this subdivision unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false or the information was provided with a reckless disregard for its truth or falsity.

Any information received by a teacher pursuant to this subdivision shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

1212 Educational Records and Student Information Policy

Approved: October 19, 2017
Amended: June 21,2018; February 16, 2022; June 22, 2023; February 28, 2024; June 26, 2024; June 24, 2025

Formatted: Board Title

Formatted: Font: Times New Roman, Not Bold

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay~~Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School~~, hereafter collectively referred to as ~~(~~"Charter School"~~)~~ hereby adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by Charter School.

Definitions

- *"Education Record":* An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that directly relates to a student and is maintained by Charter School or by a party acting for Charter School . Such information includes, but is not limited to:
    1. Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;
    2. Grades, test scores, courses taken, academic specializations and school activities;
    3. Special education records;
    4. Disciplinary records;
    5. Medical and health records;
    6. Attendance records and records of past schools attended; and/or
    7. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

    An education record does not include any of the following:

    1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
    2. Records maintained by a law enforcement unit of Charter School that were created by that law enforcement unit for the purpose of law enforcement;
    3. In the case of a person who is employed by Charter School but not in attendance at Charter School, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee and are not available for any other purpose;
    4. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional

capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Charter School;

5. Records that only contain information about an individual after the individual is no longer a student at Charter School; or
6. Grades on peer-graded papers before they are collected and recorded by a teacher.

- "*Personally Identifiable Information"*: Personally identifiable information ("PII") is information about a student that is contained in their education records that cannot be disclosed without compliance with the requirements of Family Educational Rights and Privacy Act of 2001 ("FERPA"). PII includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who Charter School reasonably believes knows the identity of the student to whom the education record relates.

- "*Directory Information*": Directory information is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Charter School may disclose the PII that it has designated as directory information, consistent with the terms of the annual notice provided by Charter School pursuant to the FERPA (20 U.S.C. § 1232g). Charter School has designated the following information as directory information:

    1. Student's name
    2. Student's address
    3. Parent/guardian's address
    4. Telephone listing
    5. Student's electronic mail address
    6. Parent/guardian's electronic mail address
    7. Photograph/video
    8. Date and place of birth
    9. Dates of attendance
    10. Grade level
    11. Participation in officially recognized activities and sports
    12. Weight and height of members of athletic teams
    13. Degrees, honors, and awards received
    14. The most recent educational agency or institution attended
    15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

- "*Parent"*: Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

- "*Eligible Student"*: Eligible student means a student who has reached eighteen (18) years of age.

- "*School Official"*: A school official is a person employed by Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of Charter School . A school official also may include a volunteer for Charter School or an independent contractor of Charter School or other party who performs an institutional service or function for which Charter School would otherwise use its own employees and who is under the direct control of Charter School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist, contracted provider of digital educational platforms and/or services, a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing their tasks.

- *"Legitimate Educational Interest*": A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Disclosure Of Directory Information

At the beginning of each school year, Charter School shall provide parents and eligible students with a notice containing the following information: 1) The type of PII it designates as directory information; 2) The parent's or eligible student's right to require that Charter School not release "directory information" without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify Charter School in writing of the categories of "directory information" that it may not disclose without the parent's or eligible student's prior written consent. Charter School will continue to honor a valid request to opt out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt out request.

Annual Notification To Parents And Eligible Students

At the beginning of each school year, in addition to the notice required for directory information, Charter School shall provide eligible students currently in attendance and parents of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of PII contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by Charter School to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and

4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

Parental And Eligible Student Rights Relating to Education Records

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Deputy Superintendent School Services and Founding Director. Within five (5) business days, Charter School shall comply with the request.

I. Copies of Education Records

Charter School will provide copies of requested documents within five (5) business days of a written request for copies. Charter School may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

II. Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Deputy Superintendent School Services and Founding Director to correct or remove any information in the student's education record that is any of the following:

a. Inaccurate.
b. Misleading.
c. In violation of the privacy rights of the student.

Charter School will respond within thirty (30) days of the receipt of the request to amend. Charter School 's response will be in writing and if the request for amendment is denied, Charter School will set forth the reason for the denial and inform the parent or eligible student of their right to a hearing challenging the content of the education record.

If the Deputy Superintendent School Services and Founding Director sustains any or all of the allegations, the Deputy Superintendent School Services and Founding Director must order the correction or the removal and destruction of the information. The Deputy Superintendent School Services and Founding Director or designee must then inform the parent or eligible student of the amendment in writing.

If the Deputy Superintendent School Services and Founding Director sustains the parent or eligible student's request to change the student's name and/or gender, Charter School shall add a new document to the student's record that includes all of the following information:

a. The date of the request.
b. The date the requested records were corrected.
c. A list of the records requested to be corrected.
d. The type of documentation, if any, provided to demonstrate a legal change to the student's name and/or gender. The parent or guardian of the student is not required to provide documentation of a legal change to the student's name and/or gender.
e. The name of the employee that completed the request.

f. The student's corrected and former names and/or genders.

Charter School shall immediately update a former student's records to include the student's updated legal name or gender if the Charter School receives government-issued documentation demonstrating that the former student's legal name or gender has been changed. Acceptable government issued identification includes but is not limited to:

a. State-issued driver's license.
b. Birth certificate.
c. Passport.
d. Social security card.
e. Court order indicating a name change or a gender change, or both.

If requested by the former student, the Charter School shall reissue any documents conferred upon the former student with the former student's updated legal name or gender. Documents that may be reissued by Charter School include, but are not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents conferred upon the former student.

If a former student requests that their name or gender be changed and the requested records are reissued, the Charter School shall add a new document to the former student's file that includes all of the following:

a. The date of the request.
b. The date the requested records were reissued to the former student.
c. A list of the records that were requested by, and reissued to, the former student.
d. The type of documentation provided by the former student in order to demonstrate the legal name or gender change.
e. The name of the school district, charter school, or county office of education staff person that completed the request.
f. The current and former name or gender of the former student.

III. Hearing to Challenge Education Record

If Charter School denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that the parent or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

Notice of the date, time and place of the hearing will be sent by Charter School to the parent or eligible student no later than twenty (20) days before the hearing.

Parent/Guardian or Eligible Student Rights at the Hearing

- To present information and evidence concerning a clerical or recording error in the education record which needs to be corrected. The hearing is not an opportunity to review substantive decisions by Altus Schools concerning evaluation of academic work or outcomes of disciplinary proceedings.
- To have the hearing adjudicated by a hearing entity that does not have a direct interest in the outcome of the hearing;

- To be advised by one or more individuals, including counsel at their own expense;
- To have a full and fair opportunity to present evidence concerning requested corrections to the education record;
- To receive, within a reasonable period of time after the hearing, but not more than thirty (30) business days, a written decision based solely on the evidence provided at the hearing. The decision will include a summary of evidence and reasons for the decision; and
- To submit a statement into the student's education record commenting on the contested portion of the record which will be provided to any person who later views that portion of their education record, if the amendment is denied.

Charter School Rights and Responsibilities When a Hearing is Requested

- Charter School shall appoint a neutral hearing entity that does not have a direct interest in the hearing outcome to preside over the hearing in accordance with FERPA requirements. The hearing shall in all respects be under the control of the hearing entity and shall not be subject to formal rules of evidence or procedure. The hearing entity may be either 1) a neutral hearing officer who is appointed by the Board Chair, and a Charter School employee, or 2) the Charter School Board of Directors.
- Charter School shall deny a request for a hearing when the proposed amendment to the education record includes anything more than correcting clerical errors.
- Charter School shall schedule a hearing within a reasonable time, but not more than thirty (30) business days, after receiving the hearing request.
- Charter School shall provide evidence to the hearing entity to support the previous determination not to amend the student's education record.

Role of the Hearing Entity

- To allow the parent/guardian or an eligible student the opportunity to present evidence relevant to the issues raised. The hearing entity has the right to determine whether particular evidence presented is relevant to the record and issue(s) in question.
- To make their decision solely on the evidence presented at the hearing.
- To provide the parent/guardian or eligible student with a written decision, including a summary of the evidence and reason for the decision within a reasonable period of time after the hearing.

Outcome

If the hearing entity finds that the record is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, Charter School will amend the record accordingly. The parent/guardian or eligible student will be notified in writing of the correction. If the hearing entity finds that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, Charter School will notify the student of the right to place a statement in the record commenting on the contested portion of the record, or stating why the student disagrees with the decision not to amend, or both. Charter School will maintain this statement with the contested portion of the student's education record for as long as the record is maintained. The statement will be disclosed whenever the Charter School is required to disclose the portion of the record to which the statement relates.

Disclosure Of Education Records And Directory Information

Charter School must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and Charter School shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

Charter School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

1. Charter School will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

2. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99;

3. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at their last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;

4. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;

5. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;

6. Organizations conducting certain studies for Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);

7. Accrediting organizations in order to carry out their accrediting functions;

8. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;

9. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;

10. Persons who need to know in cases of health and safety emergencies;

11. State and local authorities, within a juvenile justice system, pursuant to specific State law;

12. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School ; and/or

13. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School may disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System (CalPADS[1]) pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI"[2]) and will:

1) Be used to provide pupils and families with direct access to online tools and resources.
2) Enable a pupil to transmit information shared with the CCGI to both of the following:
   a. Postsecondary educational institutions for purposes of admissions and academic placement.
   b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Solicitation and Disclosure of Student Information for Immigration Purposes

Charter School shall observe the following:

1. Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of students or their family members.

[1] CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.
[2] CCGI an authorized provider of an institutional service to all California local educational agencies and as part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education (CDE).

2. If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.

3. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

4. Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

5. During the enrollment process:

    a. Where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

    b. Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

    c. Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment.

6. Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the Charter School prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

7. The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

8. Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:
    1. Notify a designated Charter School official about the information request.

2. Provide students and families with appropriate notice and a description of the immigration officer's request.
3. Document any verbal or written request for information by immigration authorities.
4. Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Contract for Digital Storage, Management, and Retrieval of Student Records

The Charter School may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code section 49073.1 and other applicable state and federal laws**.**

Record Keeping Requirements

Charter School will maintain a record of each request for access to and each disclosure of PII from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of PII to institutions that make disclosures of the information on behalf of Charter School in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of Charter School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible students, Charter School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of PII may be inspected by parents and eligible students, Charter School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of Charter School.

Student cumulative records may not be removed from the premises of Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the Deputy Superintendent School Services and Founding Director, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.).

Complaints

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202-8520

Record Retention

Charter School complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations ("CCR") sections 431 through 438, per the following:

- "*Mandatory Permanent Student Records*": must be maintained indefinitely or an exact copy thereof for every student who was enrolled in the charter school. These records are defined as:
    1. Legal name of student
    2. Date of birth
    3. Method of verification of birth date
    4. Sex of student
    5. Place of birth
    6. Name and address of parent of minor student
    7. Address of minor student if different than above
    8. An annual verification of the name and address of the parent and the residence of the student
    9. Entering and leaving date of each school year and for any learning periods or courses taken during each year, half year, summer or quarter
    10. If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
    11. Verification of or exemption from required immunizations
    12. Date of high school graduation or equivalent

  The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student has enrolled or intends to enroll. If the Charter School forwards the original mandatory permanent student record, a copy must be maintained by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

- *"Mandatory Interim Student Records"*: Must be maintained until judged to be disposable defined as "when the student leaves the charter school or when their usefulness ceases." These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e. 2019-2020 records may be destroyed after July 1, 2023). These records are defined as:
    1. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible student, or a dependent adult student, or an adult student, or the custodian of records.
    2. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
    3. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
    4. Language training records
    5. Progress slips and/or notices
    6. Parental restrictions regarding access to directory information or related stipulations.
    7. Parental or adult student rejoinders to challenged records and to disciplinary action

8. Parental authorizations or prohibitions of student participation in specific programs
9. Results of standardized tests administered within the preceding three years

The mandatory interim student record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the student has enrolled or intends to enroll. If the transfer is to an out of state or to a private school, the mandatory interim student record may be forwarded. If the Charter School forwards the original mandatory interim student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

- *"Permitted Student Records":* may be maintained and may be destroyed when their usefulness ceases or after six (6) months following the student's completion or withdrawal from school. These records are defined as:
    1. Objective counselor and/or teacher ratings
    2. Standardized test results older than three years
    3. Routine discipline data
    4. Verified reports of relevant behavioral patterns
    5. All disciplinary notices
    6. Attendance records not covered in the 5 CCR § 400

Permitted student records may be forwarded upon a request by a public or private school in which a student is enrolling. If the Charter School forwards the original permitted student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

1220 Superintendent School Services and Founder Authorization of District, State and Federal Agency Documents; Specified Real Estate Transactions; Human Resources Actions

Approved: September 2, 2008,
Amended: September 24, 2015, June 24, 2022, February 28, 2024; June 24 2025

Pursuant to Section 4.1 of the By-Laws, the Board may delegate the management of the corporation's activities to any person(s), to a management company, or to committees, however composed, provided that the corporation's activities and affairs shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

~~The Altus Schools Southern California ("ASSC") nonprofit public benefit corporation Board of Directors adopts~~The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay hereafter collectively referred to as "Charter School" or "School", hereby hereby authorizes the Superintendent School Services and Founder to act on -its behalf and to be the general manager of ASSC . The Superintendent School Services and Founder is authorized to take any actions necessary to effectuate ASSC's charitable purpose, unless otherwise limited by ASSC's policies or law. This includes supervising, directing, and controlling ASSC's activities and affairs and officers.

Human Resources Actions

The Superintendent School Services and Founder is authorized to perform all human resource functions related to personnel on the Board's behalf, including but not limited to, the recruitment, hiring, salary placement, benefit offerings, supervision, evaluation, and termination of personnel. All such human resources actions of the Superintendent School Services and Founder will be consistent with applicable law, and Board policy. As applicable, the Superintendent School Services and Founder will update the Board as to personnel actions at each regularly scheduled meeting of the Board.

Fiscal Affairs

The Superintendent School Services and Founder is authorized to manage and supervise ASSC's fiscal affairs on the Board's behalf. The Superintendent School Services and Founder is authorized to review and/or approve the following: financial interim reports, budget reports, consolidated applications, unaudited actuals, audits, and other financial reports. Superintendent School Services and Founder is hereby authorized to submit these documents or agreements to the appropriate district, state, or federal agencies, or to execute such agreements, as required.

The Superintendent School Services and Founder will either:

1) Present copies of these documents or agreements to the Board for ratification at the next regularly scheduled Board meeting;

2) Schedule a special Board meeting to review and/or approve the aforementioned prior to submission of the documents to the respective agencies.

Contract Approval

The Superintendent School Services and Founder is authorized to enter into contracts on ASSC's behalf.

Formatted: Board Title
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt

For renewal of real estate leases, the Superintendent School Services and Founder is authorized to approve the renewal and then have the renewal ratified during the next regularly-scheduled Board meeting.

Formatted: Font: 12 pt

Before finalizing a new real estate transaction (to purchase and/or lease), Board approval is required. Before entering into consulting contracts for support of organizations out of the Altus Schools, Board approval is required.

1225 Emergency School Closure Policy
Approved: June 24, 2020
Amended:~~,~~ February 28, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay hereafter collectively referred to as "Charter School" or "School", hereby adopts this Emergency School Closure Policy. ~~The Board of Directors of Altus Schools Southern California hereby adopts the Emergency School Closure Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School, Altus Schools East County and Altus Schools South Bay all hereafter collectively referred to as "Charter School."~~

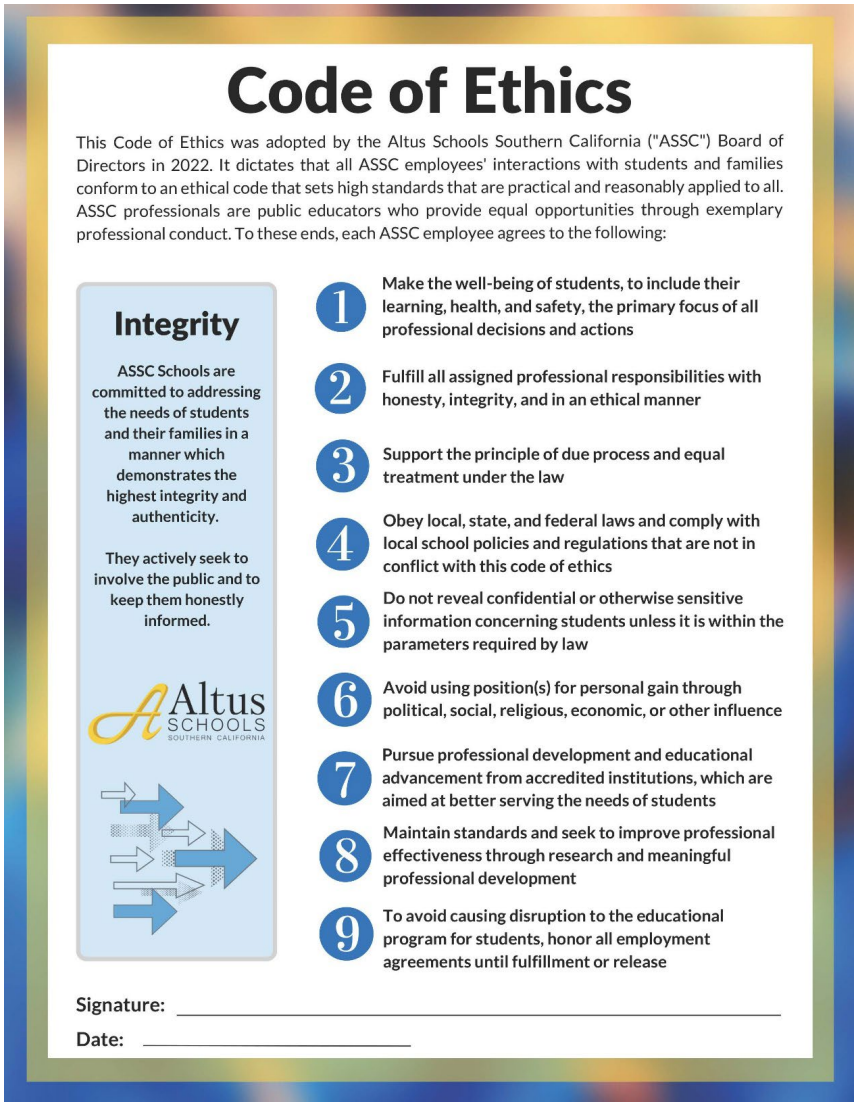
In the event of the occurrence of catastrophic event, pandemic or natural disaster (including, but not limited to earthquake, fire, flood, tornado, civil unrest and epidemic diseases), the Superintendent School Services and Founder or designee shall have the right to close one or more school facilities in order to protect the life or safety of students and employees of the Charter School. The Superintendent School Services and Founder may designate essential workers who are required to continue to provide services during the emergency. Furthermore, the Superintendent School Services and Founder shall make reasonable efforts to continue providing educational services to students to the extent feasible under the circumstances.

Formatted: Board Title Char, Font: 12 pt, Not Bold
Formatted: Font: Not Bold
Formatted: Font: Not Bold
Formatted: Left
Formatted: Normal

1300 Code of Ethics Policy

Amended: June 24, 2022; February 28, 2024; June 24, 2025

Formatted: Board Title



Code of Ethics

This Code of Ethics was adopted by the Altus Schools Southern California ("ASSC") Board of Directors in 2022. It dictates that all ASSC employees' interactions with students and families conform to an ethical code that sets high standards that are practical and reasonably applied to all. ASSC professionals are public educators who provide equal opportunities through exemplary professional conduct. To these ends, each ASSC employee agrees to the following:

Integrity

ASSC Schools are committed to addressing the needs of students and their families in a manner which demonstrates the highest integrity and authenticity.

They actively seek to involve the public and to keep them honestly informed.

Altus SCHOOLS SOUTHERN CALIFORNIA

1. Make the well-being of students, to include their learning, health, and safety, the primary focus of all professional decisions and actions
2. Fulfill all assigned professional responsibilities with honesty, integrity, and in an ethical manner
3. Support the principle of due process and equal treatment under the law
4. Obey local, state, and federal laws and comply with local school policies and regulations that are not in conflict with this code of ethics
5. Do not reveal confidential or otherwise sensitive information concerning students unless it is within the parameters required by law
6. Avoid using position(s) for personal gain through political, social, religious, economic, or other influence
7. Pursue professional development and educational advancement from accredited institutions, which are aimed at better serving the needs of students
8. Maintain standards and seek to improve professional effectiveness through research and meaningful professional development
9. To avoid causing disruption to the educational program for students, honor all employment agreements until fulfillment or release

Signature: _____

Date: _____

1400 Staff/Student Interaction Policy

Approved: May 5, 2009
Amended: March 18; 2022, February 28, 2024; June 26, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay hereafter collectively referred to as "Charter School" or "School", hereby adopts this Staff/Student Interaction Policy. ~~The Board of Directors of Altus Schools Southern California, Inc. hereby adopts this Staff/Student Interaction Policy to apply to Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School, hereafter collectively referred to as "Charter School."~~

The Charter School recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

I. PURPOSE AND SCOPE

It is the purpose of this policy to provide additional specificity to the standards of conduct embodied in the Charter School code of ethics-related rules and regulations so that staff members clearly understand the prohibitions and behavior boundaries which must govern their conduct towards students. (For purposes of this Policy, staff includes all school employees—certificated or classified; coaches or advisors; full-time or part-time, and independent contractors and volunteers). The rules of conduct set forth in this Policy are not intended to serve as an exhaustive delineation of requirements, limitations, or prohibitions on staff conduct and activities established by this school. Rather, the components of this Policy serve to

(1) Alert staff about some of the more sensitive and often problematic matters involved in faculty/staff student relationships.
(2) Specify boundaries related to potentially sexual situations and conduct—the crossing of which is contrary to accepted norms of behavior and in conflict with the duties and responsibilities of staff.
(3) Provide staff members with clear guidance in conducting themselves in a manner that reflects high standards of professionalism. (It is important for the Charter School to maintain a school-wide culture in which students and staff understand their responsibilities to report sexual misconduct without fearing that school leaders will betray them if they do. In order to prevent sexual abuse and exploitation, students and staff must know that the administration will investigate reports about possible misconduct.)
(4) Clarify that improper action will have significant consequences.
(5) Provide an environment that empowers students to identify actions that appear to have crossed boundaries.
(6) Define the process that Charter School will use for addressing potential improper conduct.
(7) Preserve student and staff privacy rights during any pending investigation.

II. BACKGROUND AND GENERAL POLICY PROVISIONS

Actions by staff members that are inconsistent or in conflict with the values established by Charter School can harm students, staff members, and the school's operation; therefore, such actions are unacceptable. It is the policy of this school that all school staff conduct themselves at all times in a manner that reflects the ethical standards consistent with the rules contained in this Policy and

Formatted: Board Title, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

otherwise proclaimed by this school.

The provisions herein are intended to guide all Charter School staff members toward conduct that reflects the high standards of behavior and professionalism required of school staff while defining interaction boundaries between students and staff members.

Misconduct by a staff member disrupt the education of other students, sidetrack the instructional focus of the school, and harm the school's legitimacy—all of which threaten the school's future ability to recruit skilled professionals and maintain a credible operation in the eyes of the community. Itis critical that staff members study this Policy thoroughly and behave in ways to avoid even the appearance of misconduct.

While all boundaries and/or situations cannot be addressed in a single policy, the issues delineated herein are among those that can be most problematic for staff members and among those that can have the greatest potential for a negative impact on this school and its community. Staff members should seek guidance in their daily conduct from established policies, procedures, and directives as well as through the guidance and recommendations of school leadership. Although this Policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

III. BOUNDARIES

A. Boundaries Defined

For the purposes of this Policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of trust.

B. Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parent point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students but to prevent relationships that could lead to, or may be perceived as, inappropriate.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this Policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all staff study this Policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of implementing "personalized, education programs to facilitate student achievement," student/staff interaction has boundaries regarding the activities, locations, and intentions.

Unacceptable Staff/Student Behaviors (Violations of this Policy)
This list, and any subsequent lists, are not meant to be all-inclusive, but, rather illustrative of the types of behavior addressed by this Policy.

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of ANY kind.

3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making, or participating in, sexually inappropriate comments.
6. Sexual jokes, or jokes/comments with sexual double-entendre.
7. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

1. Giving students a ride to/from school or school activities without parent permission (only in "emergency" situations).
2. Being alone in a room with a student.
3. Allowing students in your home.

Cautionary Staff/Student Behaviors

1. Remarks about the physical attributes or physiological development of anyone.
2. Excessive attention toward a particular student.
3. Sending e-mails, text messages, social media responses, or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

1. Getting parents' written consent for any after-school activity on or off campus (exclusive of tutorials).
2. Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
3. E-mails, text-messages, phone conversations, and other communications to and with students must be professional and pertain to school activities or classes. (Communication should be initiated via school-based technology and equipment.)
4. Keeping reasonable space between you and your students.
5. Stopping and correcting students if they cross your own personal boundaries.
6. Keeping parents informed when a significant issue develops about a student.
7. Keeping all discussions with students professional.
8. Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to boundaries.
9. Involving your supervisor if conflict arises with a student.
10. Informing your supervisor and/or Support Team (coordinators and directors) about situations that have the potential to become more severe.
11. Making detailed notes about an incident that could evolve into a more serious situation later.
12. Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
13. Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).
14. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student.

Formatted: Normal, Indent: Left: 0", Right: 0", Tab stops: Not at 0.19"

Formatted: Font: Bold

15. Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-five's, and handshakes are appropriate.
16. Keeping your professional conduct a high priority during all moments of student contact.
17. Asking yourself if any of your actions which go contrary to these provisions are worth sacrificing your job and career.

IV. CORPORAL PUNISHMENT

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of Charter School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

V. Reporting

Formatted: Font: Bold

Formatted: Normal, Right: 0", Tab stops: Not at 0.19"

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this Policy, they should report the occurrence or suspected occurrence to a supervisor and/or Support Team member promptly. All reports shall be confidential. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Staff must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. Please note that employees of the Charter School are mandated reporters under California state law, and are thus legally bound to report suspected abuse or neglect of a student.

VI. Investigating

Formatted: Font: Bold

Formatted: Normal, Right: 0", Tab stops: Not at 0.19"

A supervisor and/or Support Team member will promptly investigate and document the investigation of any allegation of inappropriate conduct per this Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s), including any potential witnesses, to the extent practical and appropriate under the law The investigating supervisor shall promptly notify the Supervising Administrator that an investigation is in progress; the Supervising Administrator, in turn, shall notify the Deputy Superintendent School Services and Founding Director of the existence and status of any investigations. Upon completion of any such investigations, the Supervising Administrator shall direct the investigating administrator to report to the Deputy Superintendent School Services and Founding Director any conclusions reached. The investigating administrator may consult with Charter School legal counsel, as appropriate, prior to, during, and after conducting any investigation.

VII. Consequences

Formatted: Font: Bold

Formatted: Normal, Right: 0", Tab stops: Not at 0.19"

Staff members who have violated this Policy will be subject to appropriate disciplinary action, and, where appropriate, will be reported to the authorities for potential legal action.

VIII. Training

Formatted: Font: Bold

Formatted: Normal, Right: 0", Tab stops: Not at 0.19"

This document shall be discussed with and acknowledged by all Charter School employees as part of their initial employment and again, on an annual basis, as part of on-going training for all Charter School employees. A copy of this acknowledgement will be placed into each Charter School employee's personnel folder. In addition, appropriate portions of this Policy and related information will be incorporated into on-going Charter School communications thrust to underscore the continuing importance that Charter School places on student/staff interaction.

1410 Focus on Academics and Learning Policy

Approved: June 22, 2023

Amended: February 28, 2024; June 24, 2025

Formatted: Board Title, Right: 0"

Formatted: Font: Times New Roman, Not Bold

Formatted: Font: Times New Roman, Not Bold

Formatted: Font: 12 pt

Formatted: Font: 12 pt

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay hereafter collectively referred to as "Charter School" or "School", hereby adopts this Focus on Academics and Learning Policy. The focus of the Charter School is ~~Audeo Charter School II ("Audeo II"), Audeo Charter School III ("Audeo III"), Audeo Valley Charter School ("Audeo Valley"), Altus Schools East County Mirus Secondary School ("Mirus"), and Altus Schools South Bay which are operated by Altus Schools Southern California ("ASSC") are~~ solely academic in nature. The School consists of re-directive programs designed for all students seeking a learning approach better suited to their learning style. The development, growth, and expansion of the schools primarily involve the creation of instructional environments. These instructional environments support an individualized and personalized educational template that motivates and engages students. Extracurricular activities, such as sports, proms or other school sponsored dances, yearbooks, class rings, or anything unrelated to academics are not a part of the schools' operational design.

The schools' sole focus on academics and devotion to nurturing the intrinsic value and confidence gained by students successfully meeting academic goals that they once thought were beyond their reach, has resulted in notable academic achievements. Such achievements include but are not limited to: exceeding the one-year DASS graduation rates of San Diego County Dashboard Alternative School Status ("DASS")[3] schools and California DASS schools, outperforming comparable DASS schools in California assessments, maintaining a low one-year dropout rate (below 5%), and increasing student confidence within 90 days of enrollment. The confidence gained by working directly with the schools' instructional staff, coupled with the support of family and community, leaves students better equipped to make good life decisions as they pursue self-sufficiency, productivity, and positive social relationships, and it is for these reasons that it is the prerogative of the Board to retain the sole focus on academics. Partners of the ASSC schools support this vision and help collaborate to prepare students to better deal with and overcome the personal and social constraints that influence their lives. This model has been sufficiently proven effective and may be replicated.

[1] *DASS schools have at least 70% of the school's total enrollment comprised of unduplicated high-risk groups such as: those who have been expelled, credit deficient, highly transient, homeless, pregnant and/or parenting, have gaps in enrollment, recovered dropouts, and/or those who are habitually truant.*

1490 Collaboration and Coordination for Selecting Successor Superintendent School Services Policy

Formatted: Board Title, Right: 0"

Approved: June 22, 2023
Amended: February 28, 2024; June 24, 2025

Altus Schools San Diego ("ASSD") and Altus Schools Southern California ("ASSC") (herein collectively referred to as the "Organizations") share a common specific purpose "to support and benefit and carry out the purposes of ... public charter schools ... to provide public education based on the educational and teaching concepts, methods, models, techniques" common to both schools, called the "Altus Model." ASSD and ASSC collaborate and coordinate at a high level to gain economies of scale that best serve their students, further their respective educational goals, provide educational services, and otherwise serve their collective stakeholders. The Organizations share, among other things, personnel, facilities and intellectual property to achieve their common goals. This collaboration and coordination between the Organizations, which is at the core of their success, is facilitated by their shared Superintendent School Services ("Superintendent").

The shared Superintendent is vital to the synergy of the Organizations, and thus upon the approval of this policy by both ASSD and ASSC, it is the position of the ASSD and ASSC Boards that ASSD and ASSC shall be required to collaborate and coordinate on the hiring of any successor Superintendent, which should include the interviewing and selecting of a potential candidate. A successor Superintendent must be approved by *both* Organizations. Such collaboration and coordination align with how the Organizations have previously operated and shall be the way the Organizations continue to operate at a high level.

Any successor Superintendent will oversee and manage the affairs of both ASSD and ASSC and take any action necessary to effectuate the Organizations' charitable purposes, policies, and educational philosophies, including the Altus Model. The Altus Model shapes the philosophies, systems, practices, procedures, and cultures that comprise these Organizations by supporting an innovative approach to personalized education, the professional development of employees, and data-informed change. Such an approach creates sustainable schools and organizations. The Organizations must continue to share the same Superintendent to properly maintain this unique Model.

1500 Uniform Complaint Policy and Procedures

Formatted: Board Title, Right: 0"

Approved: May 5, 2009
Amended: June 29, 2015**,** March 10, 2016, August 26, 2020, March 1, 2023, February 28, 2024, June 26~~,~~ 2024~~; ; ;~~ June 24, 2025

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating ~~which operates~~ Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Altus Schools Audeo Valley, ~~and Mirus Secondary~~Altus Schools Mirus ~~School~~, and Altus Schools Coachella Valley hereafter collectively referred to as ~~(~~"Charter School" or "~~Charter~~School", hereby adopts this~~)~~ policy is to comply with applicable federal and state laws and regulations. ~~Altus Schools Southern California, which operates Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School, ("Charter School" or "Charter") policy is to comply with applicable federal and state laws and regulations.~~ The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

(1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).

(2) Complaints alleging a violation of state or federal law or regulation governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Child Care and Development Programs;
- Consolidated Categorical Aid;

- Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public schools, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs, and
- School Safety Plans.

(3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47605.5 or 47607.3, as referenced in Education Code Section 52075, regarding local control and accountability plans.

d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected

Formatted: Indent: Left: 0"

students, parents/guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected students, parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or, Charter School, and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable.

(5) If the Charter School adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations ("C.F.R sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the ~~Deputy Superintendent~~Chief of Staff & Compliance Officer or designee on a case-by-case basis. Charter School shall ensure that complainants are protected from retaliation. Charter School shall ensure that complainants are protected from retaliation.

Compliance Officers

The Board of Directors designates the- Chief of Staff & Compliance Officer ("COSCO") ~~Deputy Superintendent of Schools Services ("Deputy Superintendent"~~ to be the Compliance Officer to receive and investigate complaints and to ensure the Charter School's compliance with law:

Elizabeth Orona
Chief of Staff & Compliance Officer

10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

~~Tim Tuter~~
~~Deputy Superintendent of School Services~~
~~10170 Huennekens Street~~
~~San Diego, CA 92121~~
~~(858) 678-2042~~

The COSCO ~~Deputy Superintendent~~ or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the COSCO ~~Deputy Superintendent~~ or designee.

Should a complaint be filed against the COSCO~~Deputy Superintendent~~, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

Notifications

The COSCO ~~Deputy Superintendent~~ or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be available on the Charter School's website. The Charter School shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.

2. A statement clearly identifying any California State preschool programs that School is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that School is operating pursuant to Title 22 licensing requirements.

3. A statement that School is primarily responsible for compliance with federal and state laws and regulations.

4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30) calendar days of the Charter School's decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals Charter School's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if Charter finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code §section 262.3.
11. A statement that copies of Charter's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints, which allege that the Charter School has violated federal or state laws or regulations enumerated in the section "Scope", above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance of unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy. A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that individual has personally

suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the COSCO ~~Deputy Superintendent~~ or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the COSCO ~~Deputy Superintendent~~ or designee shall be made in writing. The period for filing may be extended by the COSCO~~Deputy Superintendent~~ or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The COSCO ~~Deputy Superintendent~~ shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Final Written Decision

The Charter School shall issue an investigation report (the "Decision) based on the evidence. The Charter School's decision shall be in writing and sent to the complainant within sixty (60) calendar days of the Charter School's receipt unless the timeframe is extended with the written agreement of the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether the Charter School is in compliance with the relevant law.
3. Corrective actions, if the Charter School finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal the Charter School's decision within thirty (30) calendar days to the CDE, except when the Charter School has used its UCP to address complaints that are not subject to the UCP requirements
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the California Department of Education

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with the Charter School and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Charter School failed to follow its complaint procedures.

2. Relative to all allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE, that the complainant has appealed the Decision, the COSCO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the Charter School's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the Charter School for resolution as a new complaint. If the CDE notifies the Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusion of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decisions remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Charter School has not taken action within sixty (60) calendar days of the date of the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

~~[INSERT CHARTER SCHOOL LETTERHEAD]~~

Formatted: Centered

Uniform Complaint Procedure Form

Formatted: Centered

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____Grade: _____ Date of Birth:_____

Street Address/Apt. #: _____

City: _____State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Marital Status
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

Have you discussed your complaint or brought your complaint to any ~~Altus Schools Southern California~~ Audeo Charter School II personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents: ☐ Yes ☐ No

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Chief of Staff & Compliance Officer:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

~~Tim Tuter~~
~~Deputy Superintendent of School Services~~

~~10170 Huennekens Street~~
~~San Diego, CA 92121~~
~~(858) 678-2042~~

Altus SCHOOLS AUDEO VALLEY ~~[INSERT CHARTER SCHOOL LETTERHEAD]~~

Formatted: Centered

Uniform Complaint Procedure Form

Formatted: Centered

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____Grade: _____ Date of Birth:_____

Street Address/Apt. #: _____

City: _____State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

Formatted Table

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Marital Status
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

Have you discussed your complaint or brought your complaint to any ~~Altus Schools Southern California~~Audeo Valley Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents: ☐ Yes ☐ ~~Yes~~No ☐ ~~No~~

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Chief of Staff & Compliance Officer:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

~~Tim Tuter~~
~~Deputy Superintendent of School Services~~
~~10170 Huennekens Street~~
~~San Diego, CA 92121~~
~~(858) 678-2042~~

Altus SCHOOLS COACHELLA VALLEY ~~[INSERT CHARTER SCHOOL LETTERHEAD]~~

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____Grade: _____ Date of Birth:_____

Formatted: Space After: 0 pt
Formatted: Space After: 0 pt
Formatted Table
Formatted: Centered

Street Address/Apt. #: _____

City: _____State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Marital Status
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

☐ Gender / Gender Expression / Gender Identity

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

Have you discussed your complaint or brought your complaint to any Altus Schools ~~Southern California~~Coachella Valley personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents: ☐ Yes ☐ No

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Chief of Staff & Compliance Officer:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

~~Tim Tuter~~
~~Deputy Superintendent of School Services~~

Formatted: Space After: 0 pt

Formatted: Space After: 0 pt

~~10170 Huennekens Street~~
~~San Diego, CA 92121~~
~~(858) 678-2042~~

Altus SCHOOLS EAST COUNTY

~~[INSERT CHARTER SCHOOL LETTERHEAD]~~

Formatted: Centered

Uniform Complaint Procedure Form

Formatted: Centered

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____Grade: _____ Date of Birth:_____

Street Address/Apt. #: _____

City: _____State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Marital Status
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

Have you discussed your complaint or brought your complaint to any Altus Schools ~~Southern California~~East County personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents: ☐ Yes ☐ No

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Chief of Staff & Compliance Officer:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

~~Tim Tuter~~
~~Deputy Superintendent of School Services~~
~~10170 Huennekens Street~~
~~San Diego, CA 92121~~
~~(858) 678-2042~~



~~[INSERT CHARTER SCHOOL LETTERHEAD]~~

Formatted: Centered

Uniform Complaint Procedure Form

Formatted: Centered

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____Grade: _____ Date of Birth:_____

Street Address/Apt. #: _____

City: _____State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Marital Status
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

Formatted: Space After: 0 pt

Have you discussed your complaint or brought your complaint to any Altus Schools ~~Southern California~~ Mirus personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

Please provide copies of any written documents that may be relevant or supportive of your complaint.
I have attached supporting documents: ☐ Yes ☐ No

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Chief of Staff & Compliance Officer:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

~~Tim Tuter~~
~~Deputy Superintendent of School Services~~
~~10170 Huennekens Street~~
~~San Diego, CA 92121~~
~~(858) 678-2042~~

Altus SCHOOLS NORTH COUNTY

~~*[INSERT CHARTER SCHOOL LETTERHEAD]*~~

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____Grade: _____ Date of Birth:_____

Formatted: Space After: 0 pt

Formatted: Space After: 0 pt

Formatted Table

Formatted: Indent: Left: 0", Right: -0.06", Space Before: 6 pt, After: 6 pt, No widow/orphan control, Tab stops: -1", Left + -0.5", Left + 0", Left + 0.5", Left + 1", Left + 1.5", Left + 2", Left + 2.5", Left + 3", Left + 3.5", Left + 4", Left + 4.5", Left + 5", Left + 5.5", Left + 6", Left

Formatted: Font: (Default) +Body (Calibri), Not Highlight

Formatted: Centered

Formatted: Centered

Street Address/Apt. #: _____

City: _____State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Marital Status
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

☐ Gender / Gender Expression / Gender Identity

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

Have you discussed your complaint or brought your complaint to any Altus Schools ~~Southern California~~North County personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

Please provide copies of any written documents that may be relevant or supportive of your complaint. ☐ ~~Yes~~ ☐ ~~No~~
I have attached supporting documents:

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Chief of Staff & Compliance Officer:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

~~Tim Tuter~~
~~Deputy Superintendent of School Services~~

Formatted: Space After: 0 pt

Formatted: Space After: 0 pt

Formatted Table

~~10170 Huennekens Street~~
~~San Diego, CA 92121~~
~~(858) 678-2042~~

Altus SCHOOLS SOUTH BAY

~~[INSERT CHARTER SCHOOL LETTERHEAD]~~

Formatted: Centered

Uniform Complaint Procedure Form

Formatted: Centered

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____Grade: _____ Date of Birth:_____

Street Address/Apt. #: _____

City: _____State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Marital Status
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

Formatted: Space After: 0 pt

Have you discussed your complaint or brought your complaint to any Altus Schools ~~Southern California~~South Bay personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

Formatted: Space After: 0 pt

~~P~~Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents: ☐ Yes ☐ No

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Chief of Staff & Compliance Officer:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

~~Tim Tuter~~
~~Deputy Superintendent of School Services~~
~~10170 Huennekens Street~~
~~San Diego, CA 92121~~
~~(858) 678-2042~~

1550 Student Fees Policy
Approved: September 11, 2014
Amended: February 16, 2022; June 22, 2023; February 28, 2024; June 26, 2024; June 24, 2025

~~This student fees policy has been adopted by the Board of Directors of Altus Schools Southern CA, Inc. in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 ("AB 1575") (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school~~The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay hereafter collectively referred to as "Charter School" or "School", hereby adopts this Student Fees Policy in compliance with the provisions of Article IC, section 5 of the California Constitution, and Assembly Bill 1575 ("AB 1575") (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity as a public school.

General Statement of Policy

No student enrolled in Charter School shall be required to pay a student fee for participation in Charter School 's educational activity unless specifically authorized by law.

I. Definitions

- "*Educational activity*" means any activity offered by the Charter School that constitutes an integral fundamental part of a student's education, including, but not limited to, curricular and extracurricular activities.
- "*Pupil fee*" means a fee, deposit, or other charge imposed on students, or a student's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Pursuant to Education Code section 49010, prohibited student fees include, but are not limited to, the following:
  (1) fees charged as a condition for registering for school or classes, or as a condition for participation in a class or any extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit;
  (2) a security deposit, or other payment, that a student is required to make to obtain a book, class apparatus, laptop, I-Pad, e-reader or other materials or equipment;
  (3) purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

II. Policy Against Unlawful Pupil Fees

1. All supplies, materials, and equipment needed for students to participate in the Charter School's educational activities shall be provided to students by the school free of charge.
2. Charter School does not use a fee waiver policy to make any student fee permissible.

3. Charter School does not have a "two-tier" educational system. Students who purchase additional supplies not provided free-of-charge by Charter School, or students who make voluntary donations to the Charter School's programs and activities, are not provided a higher educational standard than students who do not.
4. Charter School does not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a student, and Charter School does not remove course credit or privileges related to educational activities, or otherwise discriminate against any student who does not or will not provide money or donations of goods or services to the school.
5. No fees shall be charged for inter district transfers, tuition or diplomas, mandatory caps and gowns, or admissions charges, whether for instruction or extracurricular, if part of the educational program. A cap and gown will be provided free of charge by the Charter School to graduating students and must be returned to the Charter School after the Graduation ceremony. Charter School may solicit voluntary donations of funds from students and parents of students to help cover the cost of cap and gown, but all students are provided access to a cap and gown, regardless of student or parent donation. Alternatively, students have the option to purchase their own cap and gown, which does not need to be returned to Charter School after the graduation ceremony.

III. Lawful Fees

These prohibitions shall not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law. (Education Code § 49011(e).) These include the following:

1. Charter School Reasonable fees [up to an amount not to exceed $10,000] for the replacement of lost, damaged or unreturned school supplies, such as school ID cards, library books, laptops, iPads, e-readers, or library late return fees.
2. Fees for field trips and excursions in connection with courses of instruction or school related social, educational, cultural, as long as no student is prevented from making the field trip or excursion because of lack of sufficient funds. Charter School may solicit voluntary donations of funds or services from students and parents of students to help fund the field trips that are part of the curriculum, but all students may participate regardless of student or parent donation.
3. Fees for optional attendance as a spectator at a school sponsored activity
4. Charges for food served to students, subject to free and reduced price meal program eligibility and other restrictions specified in law.
5. Charges for medical or hospital insurance for field trips that is made available by the Charter School.
6. Fees for outdoor science school camp programs or cadet corps program, so long as no student is denied the opportunity to participate because of nonpayment of the fee.
7. Reimbursement for the direct cost of materials provided to a student for property the student has fabricated from such materials for his/her own possession and use, such as wood shop, art, or CTE projects kept by the student.
8. Reimbursement for the actual cost of duplicating public records, student records, or a prospectus of the school curriculum. (Government Code § 6253; Education Code § 49091.14). There are two exceptions: First, no charge shall be made for furnishing up to two

transcripts of former pupils' records or up to two verifications of various records of former pupils. (Education Code § 49065.) Second, if the cost would effectively prevent the parent of a special education pupil from exercising the right to receive copies of pupil records, the copies shall be reproduced at no cost.

9. Fees for transportation to and from school, and transportation between school and regional occupational centers, programs or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student and provided there is a waiver provision based on financial need.
10. Fees for transportation of pupils to places of summer employment.
11. Tuition fees charged to pupils whose parents are actual and legal residents of an adjacent foreign country or an adjacent state.
12. Tuition fees collected from foreign students attending Charter School pursuant to an F-1 visa, equal to the full unsubsidized per capita cost of providing education during the period of attendance.
13. Fees for an optional fingerprinting program for kindergarten or other newly enrolled students, if the fee does not exceed the actual costs associated with the program.
14. Fees for community classes in civic, vocational, literacy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the community classes.
15. Charges for eye safety devices for a student to keep, at a price not to exceed the school's actual costs, so long as the school provides them free for use in specified courses or activities in which students are engaged in, or are observing, an activity or the use of hazardous substances likely to cause injury to the eyes.
16. Fees for Advanced Placement and International Baccalaureate Diploma examinations for college credit, so long as (1) taking the exam is not a course requirement and (2) the exam results have no impact on a pupil's grade or credit in a course. An LEA may fund all or part of the cost of the AP test fee for an economically disadvantaged high school pupil or the IB test fee for a low- or middle-income pupil.
17. Fees for After School Education and Safety Programs, so long as no eligible student is denied the ability to participate because of an inability to pay the fee.

Fees for childcare and development services, except that no fees shall be assessed to students enrolled in the program for severely disabled children as stated in Education Code § 8250(d) or families receiving CalWORKS cash aid. Fees for state preschool, except that no family fees shall be assessed to students placed in state preschool by an IEP or families receiving CalWORKS cash aid. (Education Code §§ 8239, 8259(d)(3), 8263(g), (h), 8265, 8447(g), 5600.) Fees for supervision of children before and after school, except that no child who desires to participate shall be denied the opportunity to participate because of inability to pay the fee. (Education Code §§ 8487 and 8488.)

Voluntary Contributions

Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or Charter School and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Pupils, parents, and guardians are still encouraged (though not required) to make voluntary contributions or donations of time, money, or property and to participate in fund raising activities.

Pupils may be encouraged to participate in fundraising activities through prizes or other recognition for voluntary participation.

IV. Notice

Students and parents of students will be provided a copy of this policy at the start of each school year as part of Charter School 's Student and Parent Handbook.

V. Complaint and Remedy Procedures

Students, parents or guardians who believe they are being charged an impermissible pupil fee should contact the Deputy Superintendent School Services and Founding Director or designee, or file a complaint pursuant to pursuant to Charter School 's Uniform Complaint Procedures Policy ("UCP") set forth in Student and Parent Handbook. As outlined in the UCP, complaints related to school fees may be made anonymously. Pupil fee complaints shall be filed not later than one year from the date the alleged violation occurred.

In the event Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by Charter School to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board. Under 5 CCR § 4600(u), "reasonable efforts" means a public school's good faith attempts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint, as follows:

1) Reasonable efforts to identify pupils who paid a pupil fee include but are not limited to researching existing school records, contacting pupils who were enrolled in or participating in the educational activity during the time the pupil fee was charged, and considering submissions of proof of payment of the pupil fee.
2) Reasonable efforts to fully reimburse all pupils, parents and guardians who paid a pupil fee include but are not limited to crediting the pupil's school financial account and sending reimbursement by first class mail to the pupil's last known primary address as contained in school or local educational agency records. If the school has knowledge that a pupil's last known address as contained in school or local educational agency records is no longer valid, the school may attempt to obtain a more recent address from any notices returned to the school or local educational agency by the United States Postal Service.

1710 Student Wellness Policy

Formatted: Board Title

Approved: February 22, 2018
Amended: February 16, 2022; June 22, 2023; February 28, 2024; June 26, 2024; June 24 2025

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay hereafter collectively referred to as "Charter School" or "School", hereby ~~The Altus Schools Southern California Board of Directors hereby adopts this Wellness Policy to apply to Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School, hereafter collectively referred to as "Charter School." Charter School~~ adopts this Student Wellness Policy to ensure its commitment to the optimal development of every student. Charter School believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. This policy may be updated from time to time as required to be in compliance with state law, regulation, or administrative directive.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This Policy outlines Charter School's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this Policy establishes goals and procedures to ensure that:

- Students in the Charter School have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the Charter School resource centers —in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.

I. Triennial Progress Assessments

At least once every three years, the Charter School will evaluate compliance with the wellness policy to assess the implementation of the Policy and include:

- The extent to which the Charter School in compliance with this Policy;
- The extent to which the Charter School's Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the Charter School's Policy.

The position/person responsible for managing the triennial assessment and contact information is:

~~Special Education Coordinator~~Administrator of Special Education
619-393-2270

The Deputy Superintendent School Services and Founding Director will monitor the Charter School's compliance with this Policy.

The Charter School will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy
The Charter School will update or modify this Policy as appropriate based on the results of the annual Charter School Health Index and triennial assessments and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

Community Involvement, Outreach and Communications
The Charter School is committed to being responsive to community input, which begins with awareness of the Policy. Charter School will actively communicate ways in which representatives of the Charter School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. The Charter School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

The Charter School will use electronic mechanisms, such as email or displaying notices on the Charter School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. The Charter School will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that other local schools are communicating important school information with parents.

The Charter School will actively notify the public about the content of, the implementation of, and any updates to the Policy annually, at a minimum. The Charter School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

II. Nutrition

Charter School Meals
The Charter School is committed to promoting heathy food choices. It currently provides adequate and nutritious school meals consistent with the requirements of State law. To the extent any foods are made available to students at Resource Centers; Charter School will ensure such foods:

- Are accessible to all students.
- Are appealing and attractive to children.

- Are served in clean and pleasant settings.
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations

Water
To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the operational hours of the Resource Centers. Charter School will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages
The Charter School is committed to ensuring that all foods and beverages available to students at the school Resource Centers during the school day to support healthy eating. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

The Charter School does not generally sell food at the Resource Centers and school administration offices. However, in the event that Charter School decides to sell food in the future, and to support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students at the Resource Centers during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

As long as a student has been provided the maximum of one nutritionally adequate free breakfast meal and one nutritionally adequate free lunch meal free of charge regardless of the student's eligible for federally funded free or reduced price meals, the charter School is not prohibited from selling to the student, the entrée from an additional nutritiously adequate meal that qualifies for federal reimbursement, from the same meal service.

Celebrations and Rewards
All foods offered on the Charter School Resource Centers will meet or exceed the USDA Smart Snacks in Charter School nutrition standards, including through:

1. Celebrations and parties. The Charter School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Resource Center snacks brought by parents. The Charter School will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The Charter School will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising
The Charter School does not generally host fundraisers at Resource Centers. However, in the event such a fundraiser occurs, foods and beverages that meet or exceed the USDA Smart Snacks in Charter Schools nutrition standards may be sold through fundraisers at the Charter School

Resource Centers during the school day. The Charter School will make available to parents and teachers a list of healthy fundraising ideas.

Nutrition Promotion

The Charter School will promote healthy food and beverage choices for all students throughout the school Resource Centers, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Charter School nutrition standards.

Food and Beverage Marketing in Schools

The Charter School does not generally allow food and beverage marketing at Resource Centers. However, in the event such activity occurs, any foods and beverages marketed or promoted to students on the school Resource Centers during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the Deputy Superintendent School Services and Founding Director reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

III. Physical Activity

The Centers for Disease Control ("CDC") recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. The Charter School has the following specific goals to promote student wellness, consistent with this Policy:

- All students will have access to Physical Education coursework
- All students will be offered Health education coursework
- All teachers will be given annual professional development focused on student health

In developing these goals, the Charter School reviewed and considered evidence-based strategies and techniques and parent input. The Charter School will work toward achievement of these goals by:

- Updating the Safety Plan annually to remain current on school safety protocol
- Providing a clean and safe place for students to eat while at the Resource Center if needed
- Annually surveying students and parents on areas of strength and areas for improvement
- Annually conducting Open House and Senior Exit Orientations to gather feedback from students and parents on Resource Center operations

IV. Other Activities that Promote Student Wellness

The Charter School will integrate wellness activities across the entire Charter School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The Charter School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of the parents and the community.

All Charter School-sponsored events will adhere to this Policy's wellness guidelines. All Charter School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The Charter School will continue *to* develop and enhance its *current efforts* in relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

Professional Learning

When feasible, the Charter School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help the Charter School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

1720 Field Trips and Excursion Policy
Approved: February 22, 2018
Amended: ~~,~~February 28, 2024; June 24, 2025

Formatted: Font: Times New Roman, Not Bold

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay hereafter collectively referred to as "Charter School" or "School", hereby adopts Field Trips and Excursion Policy.~~The Board of Directors of Altus Schools Southern California , hereby adopts the Field Trips & Cultural Excursions Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School, Altus Schools East County and Altus Schools South Bay, all hereafter collectively referred to as "Charter School."~~

The Charter School Board of Directors recognizes and supports the concept of connecting our students with the broader community, both locally and globally, by providing field trips, cultural and art experiences, community service opportunities, and environmental education to fulfill the Charter School's mission and philosophy. These activities help to promote tolerance, understanding, and acceptance of others, and enrich the educational experiences of the students, as well as meet the Charter School's goal of creating passionate life-long learners. When a student is alert, observant, curious, reflective and respectful, learning and growth can occur anywhere, at any time, and, as educators, we must facilitate this dynamic process. There is no boundary to learning.

The safety and security of our students is a primary priority when planning or participating in field trips or excursions. These activities will be carried out in an appropriate manner to maximize and ensure student safety and to minimize the Charter School's legal liability and financial cost.

The teaching team will continue to research and provide enriching learning opportunities to share with their students both within the classroom and out in the broader community.

Definition

A field trip or excursion is defined as students leaving Charter School grounds.

Monitoring Field Trips and Excursions

The teaching team is encouraged to plan, promote, and produce appropriate, effective, exciting and valuable educational field trips and excursions to expand student knowledge base and growth.

The Deputy Superintendent School Services and Founding Director shall ensure that the field trips and excursions have an adequate number of adults attending and are monitored and are continually evaluated, thereby, ensuring that the activities promote the philosophy, goals and objectives of the Charter School's educational program.

A first aid kit shall be in the possession of the sponsoring teacher or accompanying the Charter School employee at all times during the student field trip or excursion.

Field Trip and Excursion Planning and Approval

The Deputy Superintendent School Services and Founding Director will ensure that the following items will be adhered to for all Charter School field trips and excursions:

1.) The proposed field trip or excursion relates to the Charter School's educational objectives
2.) The correct ratio of adult to students is met for supervision of the activity
3.) A means of transportation to and from the activity is provided
4.) Adequate restroom facilities, food and water will be available during the activity

Overnight field trips and excursions require both the above procedure and Board approval.

Even though we have a policy of inclusion, there may be a situation when the Deputy Superintendent School Services and Founding Director must use his or her discretion to exclude a student from a field trip or excursion when that student's presence and participation would pose a safety or disciplinary risk.

The Deputy Superintendent School Services and Founding Director shall not approve any activity that he/she considers to be inherently dangerous to students.

Permission Slips

In an effort to be efficient and environmentally sensitive, parents/guardians will have the option of signing one permission slip form at the beginning of each year authorizing their child(ren) to attend any field trip that is planned during the school year. Parents/guardians may instead, elect to receive and sign individual permission slips for each field trip or excursion throughout the year. Parents will be given advance notice of each field trip or excursion.

Notwithstanding any other portion of this policy, all overnight and out-of-state field trips require an individual permission slip.

The permission slip will include a waiver of all claims against the Charter School, its employees, and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion. Items that will be included on the permission slip are:

1.) An emergency phone number for the student
2.) Any medications the student is required to take with the time and dosage required
3.) Any medications the student is allergic to
4.) Any other medical information necessary to ensure the student's safety

A copy of a completed and signed permission slip will be kept on the Charter School site by the Deputy Superintendent School Services and Founding Director or Designee and one copy will be given to the teacher to take on the field trip or excursion. These forms will be regularly updated to keep all information current.

Accident Insurance

The Charter School provides student accident insurance which covers medical expenses arising from student injuries on campus or while participating in a Charter School-sponsored off campus activity. The family's health insurance is primary, but if there is no health insurance, the Charter School's Student Accident Insurance becomes primary. Information and applications for student accident insurance are available from the Deputy Superintendent School Services and Founding Director or Designee.

Supervision of Field Trips and Excursions

The teacher who coordinated the field trip will be present to supervise the field trip or excursion. The Deputy Superintendent School Services and Founding Director will be designated as the emergency contact for the group on the field trip or excursion. Any injuries or unusual incidents occurring during the field trip or excursion will be documented in writing by the coordinating teacher and given to the Charter School's Deputy Superintendent School Services and Founding Director.~~.~~

The Charter School employees or volunteers shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Students are under the jurisdiction of the Board at all times during the field trip or excursion and Charter School rules are to be adhered to at all times. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.

Parent or Guardian Participation in Field Trips and Excursions

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The Deputy Superintendent School Services and Founding Director or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are: safety regulations, emergency responses, and responsibilities of the parent volunteers and language or behavior requirements of all attendees.

A parent or guardian will be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

All parents or guardians volunteering to chaperone field trips and excursions are required to sign a waiver of all claims against the Charter School, its employees, and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

Transportation

At all times during the field trip or excursion, teachers, staff and parents will use the safest mode of transportation and the safest and most direct routes of travel. If travel is by van, the legal occupancy limit must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

The Charter School shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with the Charter School Student Transportation Policy and Driver Requirements.

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion must provide a copy of the following:

- Proof of liability insurance for their vehicle with a minimum of $100K/$300K coverage,
- A copy of their Driver's License and Car Registration,
- A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion,
- A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.
- A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

Each of these items will be provided to the Deputy Superintendent School Services and Founding Director or Designee or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

Rules for Parent/Volunteer Drivers on Day Field Trips

For the volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the volunteer's car. Volunteer drivers are free to appropriately manage student behavior as necessary to maintain safety.
2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.
3. No movies may be shown in vehicles.
4. No side trips allowed, including gasoline stops. Please be sure to have enough gas before leaving on the trip.
5. Maps and directions from the teacher should be reviewed prior to leaving.
6. No purchases for students should be made on the field trip including food or treats for students in the car.
7. Call the Charter School office immediately if there is a problem.

Defraying Expenses of Field Trips and Excursions

The Charter School may charge a fee for field trips and excursions pursuant to section 35330 of the Education Code. However, the Charter School will endeavor to keep the costs of any field trips affordable for all students' families. In addition, parents or guardians of students may help defray the field trip and excursion costs through voluntary donations. In no event will a student be prevented from participating in the field trip or excursion due to lack of sufficient funds. In accordance with Education Code section 35330(b), Charter School will coordinate the efforts of community service groups (including parents or guardians of other students) to supply funds for students in need.

Voluntary Participation

The coordinating teacher will provide alternative educational activities to those students who choose not to attend a specific field trip or excursion. Parents will have advance notice of any upcoming field trip or excursion and have the option to withdraw their permission for their child to attend that field trip or excursion.

1725 Email Policy
Approved: June 24, 2022
Amended: February 28, 2024; June 24, 2025

Altus Schools Southern California ("ASSC"), a nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay, provides access to email accounts for all employees and Board members. Access to email is for conducting educational, instructional, and/or school business activities only. Personal use is not permitted.

Moreover, ASSC employees should not use personal email accounts for ASSC-related communications. ASSC -related communications may only take place using the employee's ASSC-authorized email account.

Formatted: Font: Times New Roman, Not Bold
Formatted: Font: Times New Roman, Not Bold
Formatted: Font: 12 pt, Not Bold
Formatted: Font: 12 pt

1730 E-mail Retention ~~Board~~ Policy
Approved: June 21, 2018
Amended: February 28, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay hereafter collectively referred to as "Charter School" or "School", hereby adopts this E-mail Retention Policy.

~~The Board of Directors of Altus Schools Southern California a California nonprofit public benefit corporation operating public charter schools ("Charter School") doing business as Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School and Altus Schools East County and Altus Schools South Bay, hereby adopts this Email Retention Board Policy.~~

Purpose and Intent:
This policy is intended to establish standards for preserving and processing e-mail messages that are created, received, used and managed as part of the Charter School's daily business transactions. E-mail and other forms of electronic communications, such as text messaging and voicemail, generate correspondence that may be considered public records. This policy establishes and promotes acceptable and effective management and retention practices regarding e-mail messages and their attachments, and to ensure that only appropriate e-mail records are stored and/or retrievable. This policy applies to all individuals who have a Charter School email account and access the Charter School's technology resources.

Definitions:
E-mail messages, including any attachments, are writings that are created, stored, sent and/or delivered electronically between computers or on a network in an electronic format. "Automatically deleted" means the information will be removed from the Charter School's e-mail servers and will no longer be retrievable.

Policy:
The Charter School's technology resources are provided to enable the Charter School's business to be conducted efficiently and effectively. Charter School staff are required to comply with this policy. The only exception to this policy is where Charter School staff is specifically required to take other action when required by a management directive, state or federal law, court order, or regulation.

Standards and Requirements:
a. Employees should review e-mail messages in a timely manner and promptly delete all messages that are no longer relevant for their job duties. E-mail messages that are no longer relevant for an employee's job duties should be deleted after 30 days.
b. E-mail messages should be retained for no longer than 18 months.
c. E-mails or documents attached to e-mails that need to be retained for longer than 18 months must be either printed out or archived in a Charter School e-mail folder maintained on the employee's computer. Examples of e-mails or attached documents that may be retained longer than 18 months include: those having vital value (the information is critical to maintain the Charter School's operational continuity after an emergency or disaster); those having significant

Formatted: Not Small caps
Formatted: Font: Not Bold, Not Small caps
Formatted: Font: Not Bold, Not Small caps
Formatted: Tab stops: Not at 6.5"

operational value or business need (the information is required for performing the Charter School's primary functions (e.g., student records, employee records etc.); those required to be kept by law; those having significant fiscal relevance; and those with historical significance. These e-mails should be deleted when their usefulness has ended.

d. E-mails maintained in an employee's "Deleted Items" folder that are older than 12 months will be automatically deleted on a daily basis.
e. E-mails maintained in an employee's "Sent Items" folder that are older than 18 months will be automatically deleted on a daily basis.
f. Employees should review their electronic calendar entries in a timely manner and promptly delete calendar entries that are no longer relevant for their job duties.
g. Employees shall not configure their computer, e-mail, or electronic calendar system to circumvent this policy.

1740 Access to Public Records Policy
Approved: October 21, 2020
Amended: March 1, 2023; February 28, 2024; June 24, 2025

Formatted: Font: Times New Roman, Not Bold

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay hereafter collectively referred to as "Charter School" or "School", hereby adopts this Access to Public Records Policy. ~~The Board of Directors of Altus Schools Southern California, a nonprofit public benefit corporation, hereby adopts the Board Policy Access to Public Records to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Altus Schools East County , Mirus Secondary School, and Altus Schools South Bay all hereafter collectively referred to as ("Charter School").~~ Charter School adopts this policy regarding public records requests pursuant to the Public Records Act (Government Code Section 6250) to ensure compliance. This policy may be updated from time to time as required, to be in compliance with state law, regulation, or administrative directive.

Requests for public records shall be made to the office of the Chief of Staff and Compliance Officer ("COSCO"). The COSCO or designee may then determine the most appropriate employee of the Charter School to assist in assembling any public records for production.

Any person may request a copy of any public record open to the public and not exempt from disclosure. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act or other applicable statutes. While a request need not be in writing, if the request is verbal, the requestor will be asked to reduce the request to writing so there is a written record of the records being requested. If the requestor chooses not to reduce the request to writing, the COSCO or designee shall reduce the request to writing and confirm the request with the requestor. The request for public records must clearly identify the records requested, along with the name and mailing address of the requestor.

Provisions of the California Public Records Act (Government Code Section 6250 *et seq*.) shall not be construed so as to delay access for purposes of inspecting or receiving copies of records open to the public. Any notification denying a request for public records shall state the name and title of each person responsible for the denial.

Charter School may charge for copies of public records or other materials requested by individuals or groups. The charge, based on the direct cost of duplication, has been set by the Board of Directors at .10 cents per page. The direct cost of duplication includes the pro rata expense of the copying equipment used and the pro rata expense in terms of staff time required to produce the copy. It does **not** include the cost of locating, retrieving, or inspecting records.

Requests to waive associated fees related to the direct cost of duplication shall be submitted to the COSCO's Office.

In response to a request for public records sent or received on an employee's personal devices or accounts, Charter School shall disclose all public records that can be located with reasonable effort and that are otherwise subject to disclosure under the California Public Records Act. Charter School's search for such public records shall be reasonably calculated to locate responsive documents. To fulfill such a request for

public records, employees of the Charter School may be asked to search for and disclose all responsive disclosable public records maintained on the employee's personal devices or accounts.

Within ten (10) days of receiving any request for a copy of records, the COSCO or designee shall determine whether the request seeks copies of disclosable public records in the possession of the Charter School, shall promptly inform the person making the request of the Charter School's intent to comply with the request, and shall indicate the date that the disclosable public records shall be made available.

In unusual circumstances, the COSCO may extend the 10-day time period for an additional 14 days by providing written notice to the requestor and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include, but only to the extent reasonably necessary to properly process the request, the following:

1. The need to search for and collect the requested records from field facilities or other locations that are separate from the office processing the request;

2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records that are demanded in a single request;

3. The need for consultation, which shall be conducted with all practicable speed, with another agency having a substantial interest in the determination of the request, or among two or more components of the Charter School having substantial subject matter interest therein;

4. The need to compile data, to write programming language or a computer program, or to construct a computer report to extract data.

If an inspection is requested, any person shall have reasonable access, during normal business hours, to the public records of the Charter School within the requirements of state law. However, if records are not readily available, or if portions of the records to be inspected must be redacted to protect exempt material, then Charter School must be given a reasonable period of time to perform these functions prior to inspection. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

1750 Education for Homeless Children and Youth Policy
Approved: February 16, 2022
Amended: September 6, 2022; June 22, 2023; February 28, 2024; June 26, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay hereafter collectively referred to as "Charter School" or "School", hereby adopts this Education for Homeless Children and Youth Policy. ~~The Board of Directors of Altus Schools Southern California corporation hereby adopts this Educational for Homeless and Youth Policy to apply to Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School, hereafter collectively referred to as ("Charter School").~~ The Governing Board of the Charter School desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized, or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

The term "*homeless children and youth*" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or

4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

Charter School Liaison

The Deputy Superintendent School Services and Founding Director designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Ana Maria Rojas, Equity and Inclusion Administrator
10170 Huennekens Street, San Diego, CA 92121
858-678-4818

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.

2. Homeless students enroll in and have a full and equal opportunity to succeed at Charter School.

3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"); any other preschool programs administered by Charter School , if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, Charter School charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.

9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

Enrollment

The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Charter School shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Deputy Superintendent School Services and Founding Director or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder ("ERH"), Indian custodian[4] in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non-schooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals.

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

Housing Questionnaire

Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at Charter School and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Charter School such as (42 U.S.C. § 11432(g)(4)):

- Transportation services

[4] "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in vocational and technical education
- Programs for gifted and talented students
- Charter School nutrition programs

Transportation

In the event that Charter School provides transportation services to all Charter School students, Charter School shall provide comparable transportation services to each homeless child or youth attending Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)

If the Charter School does not otherwise provide transportation services to all Charter School students, Charter School shall ensure that transportation is provided for homeless students to and from Charter School, at the request of the parent or guardian (or Charter School Liaison), if Charter School is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by Charter School will be adequate and appropriate for the students' situation, but Charter School does not commit to any one method of transportation for all youth.

Professional Development

All administrators, teachers and employees of Charter School , including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. The Charter School Liaison will verify that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually through the CDE's verification system. (Education Code Section 48852.5(c)(2).)

The Charter School Liaison shall offer training to Charter School certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

1) Charter School's homeless education program policies; and
2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

The Charter School Liaison shall inform such employees of the availability of training and the services the Charter School Liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

High School Graduation Requirements

Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3

("additional graduation requirements") unless Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the

Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1) Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2) Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3) Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1) Consult with the student and the ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.

2) Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.

3) Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.

4) Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the ERH.

5) Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3 within the student's fifth year of high school, the Deputy Superintendent and Founding Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the homeless student and the ERH regarding all of the following:

1) The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.

2) How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.

3) Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

4) The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is not eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1) Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;

2) Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

3) If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil's options to:
    i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
    ii. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

Acceptance of Course Work

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Notice

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and at least annually while the student is enrolled at the Charter School in alignment with the law.

Annual Policy Review

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school. Charter School's review of its homeless education program policies shall use resources developed by the CDE and posted on the CDE's internet website and resources developed by homeless education technical assistance centers established using funding from the American Rescue Plan Act of 2021.

School Website Posting

Charter School shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the Liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

Complaints of Noncompliance

A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

1752 Education for Foster and Mobile Youth Policy
Approved: February 16, 2022
Amended September 6, 2022; June 22, 2023; February 28, 2024; June 26, 2024; June 24, 2025

Introduction

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay hereafter collectively referred to as "Charter School" or "School", hereby adopts this Education for Foster and Mobile Youth Policy. ~~The Board of Directors of Altus Schools Southern California hereby adopts this Educational for Foster and Mobile Youth Policy to apply to Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School, hereafter collectively referred to as ("Charter School").~~ The Charter School recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

Definitions

- *"Foster youth" m*eans any of the following:

  1) A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 309 (whether or not the child has been removed from the child' home by juvenile court).
  2) A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
  3) A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
     a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
     b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
     c. The nonminor is participating in a transitional independent living case plan.
  4) A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[5]
  5) A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- "*Former juvenile court school student*" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School. *"Child*

[5] The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

of a military family" refers to a student who resides in the household of an active duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- *"Newcomer pupil"* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.

- *"Educational Rights Holder" ("ERH")* means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.

- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of "school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.

- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

- *"Partial coursework satisfactorily completed"* includes any portion of an individual course, even if the pupil did not complete the entire course.

Within this Policy, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be referred to collectively as "Foster and Mobile Youth."

Foster and Mobile Youth Liaison

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School's liaison for Foster and Mobile Youth:

Ana Maria Rojas
Equity and Inclusion Administrator
arojos@altusschools.net
858-678-4818

Formatted: Left

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School foster youth.
2. Ensure proper transfer of credits, records, and grades when foster youth transfer to or from the Charter School.
3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.
4. When required by law, notify the foster youth's ERH, attorney, county social worker, and the appropriate representative of the county child welfare agency, and an Indian child's ERH, tribal social worker and if applicable, county social worker of the student's expulsion or involuntary removal, and, at least ten (10) calendar days preceding the date of the following:
    a. An expulsion hearing for a discretionary act under the Charter School's charter.
    b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's ERH, attorney, county social worker, an Indian child's ERH, tribal social worker and if applicable, county social worker, and the agency representative will be invited to participate.
    c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's ERH, attorney, county social worker, an Indian child's ERH, tribal social worker and if applicable, county social worker, and the agency representative will be invited to participate.

~~5.~~ As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.

~~6.~~5.

~~7.~~6. As needed, ensure that students in foster care receive appropriate school-based services, such as

counseling and health services, supplemental instruction, and after-school services.

~~8.~~7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to Administrator of Instructional Services, School Coordinator and Student Services Coordinator of the requirements for the proper enrollment, placement, and transfer of foster youth.

~~9.~~8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.

~~10.~~9. Monitor the educational progress of foster youth and provide reports to the Equity and Inclusion Officer or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to WIC sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

School Stability and Enrollment

The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking reenrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the

termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

1. For students in kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth have the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non-schooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Transportation

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall

collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

Effect of Absences on Grades

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.
b. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school[6], a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed. The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course but shall separately identify the school and local educational agency in which the credits were earned.

If a Foster and Mobile Youth transfers in or out of Charter School, Charter School shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

a. All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.
b. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned.
c. A complete record of the pupil's seat time, including both period attendance and days of enrollment.

[6] For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

If Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Charter School within two business days of the request.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the Charter School, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

Applicability of Graduation Requirements

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and newcomer pupils who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption. For a newcomer pupil, enrollment in grade 11 or 12, based on the average age of students in the third or fourth year of high school, may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the Foster and Mobile Youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

The Equity and Inclusion Administrator or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, and shall consult with the Foster and Mobile Youth and their ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the youth and the youth at one time qualified for the exemption, even if the pupil is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated. Likewise, if the youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the Student eligible while he or she is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's additional graduation requirements within the student's fifth year of high school, the Equity and Inclusion Officer or designee shall:

1. Consult with the student and the student's ERH of the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.

2. Consult with the student and the student's ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.

3. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.

4. Upon agreement with the student or, if the student is under 18 years of age, the ERH, permit the student to stay in school for a fifth year to complete the Charter School's graduation requirements.

5. For a student identified as a foster youth, consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3 within the student's fifth year of high school, the Deputy Superintendent School Services and Founding Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and the ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.

2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the following academic year, Charter School shall reevaluate eligibility;
2. Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption , based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and ERH of the pupil's options to:
    a. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
    b. Stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

Eligibility for Extracurricular Activities

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student who the Charter School knows is currently in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

Student Records

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization, and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Complaints of Noncompliance

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request.

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

1754 Educational Equity and Immigration Status Policy
Approved: February 16, 2022
Amended: June 22, 2023; February 28, 2024; June 26, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay hereafter collectively referred to as "Charter School" or "School", hereby ~~The Board of Directors of Altus Schools Southern California hereby adopts this Educational Equity and Immigration Status Policy to apply to Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School, hereafter collectively referred to as ("Charter School"). The Charter School~~ recognizes and honors the attainment of education for the betterment of the individual and the community, and is committed to fostering a positive school environment in which students, educators, and staff feel safe, welcomed, supported, and connected.

Charter School will provide a safe, secure, and peaceful learning environment for all students and staff. Charter School defines sensitive or safe locations to include its schools, official activities of its schools, including those occurring in public places and adjacent areas, and all of Charter School property, included but not limited to, facilities owned, controlled by, or leased by Charter School. Where outside contractors or service providers (particularly school resource officers) are regularly present at sensitive or safe locations or have access to student information, Charter School shall seek commitments from those parties not to facilitate immigration enforcement at any of the Charter School's sensitive or safe locations unless required by law.

Information about children's rights to a free education regardless of immigration status or religious beliefs and the Attorney General's *Know Your Rights* handout will be provided to students and parents upon enrollment to Charter School.

All notices provided to parents pursuant to AB 699 shall be language-accessible in compliance with state and federal laws. Enrollment, registration, and uniform complaint procedures information provided on the Charter School website shall be language-accessible in compliance with state and federal laws.

Responding to Hate Crimes and Bullying

Charter School has adopted and publicized a *Title IX Harassment, Intimidation, Discrimination, and Bullying Policy* and provides annual notice of same to families. The Policy expressly prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code, including immigration status, and Section 220 of AB 699, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration or citizenship status, religion, religious affiliation, creed, color, citizenship, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, pregnancy, childbirth or related medical conditions, association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Policy is inclusive of instances that occur on any area of the school campus, at school-

sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. In accordance with the *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and its *Uniform Complaint Policy and Procedures*, Charter School will promptly and thoroughly investigate any complaint of unlawful harassment, discrimination, intimidation, or bullying that constitute a hate crime or are otherwise based on actual or perceived characteristics listed above, and take appropriate corrective action, if warranted.

Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other. Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived religion, immigration status, or citizenship) and about the negative impact of bullying other students based on these protected characteristics.

Charter School shall train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

Charter School shall inform students who are victims of hate crimes of their right to report such crimes. Complete copies of the *Uniform Complaint Policy and Procedures* and the *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy* are available for review at the administration office.

Gathering and Managing Student and Family Information

School has adopted an *Educational Records and Student Information Policy* to apply to all educational records and student information maintained by Charter School and provides annual notice of same to all families. Appropriate personnel shall receive training regarding those policies and procedures.

Additionally, Charter School shall observe the following:

- Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of students or their family members.
- If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
- Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or

information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Admissions and Enrollment

As a charter school, Charter School is open to all students who wish to attend, regardless of residency. Notwithstanding this and where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Formatted: Comment Text, Left

Charter School will accept the following list of documents as reasonable evidence of residency:

- Property tax payment receipts
- Rental property contract, lease, or payment receipts
- Utility service contract, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from a government agency
- Declaration of residency executed by the parent or legal guardian of the student
- Note: documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process.

However, please note: (1) that parents and guardians are not required to provide each and every document listed and that (2) in accordance with the McKinney-Vento Homeless Assistance Act, Charter School will immediately enroll a homeless child or youth even if he or she is unable to provide proof of residency or age or other documentation normally required for enrollment.

Charter School will accept the following list of documents as reasonable evidence of age:

- Certified copy of birth record
- Statement by the local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport
- When none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian, or any other appropriate means of proving the child's age.

Documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process. Where any law requires submission of national origin related information to satisfy the requirements of a special program, Charter School personnel will solicit that documentation or information separately from the enrollment process.

Social Security Information:

Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide

this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment. If no adult household member has a Social Security number, the student still can qualify for free or reduced- price meals, if the family meets the income eligibility requirements.

Sharing Student and Family Information

Charter School will avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA). Charter School requires written parental or guardian consent for release of student information unless the information is relevant for a legitimate education interest or includes directory information only.

Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. A copy of the complete *Education Records and Student Information Policy* is available for review in the administration office.

Charter School's request for written parental or guardian consent for release of student information must include:

(a) The signature and date of the parent, guardian, or eligible student providing consent;
(b) A description of the records to be disclosed;
(c) The reason for the release of information;
(d) The parties or class of parties receiving the information; and
(e) If requested by the parents, guardians, or eligible student, a copy of the records to be released.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

(a) Notify a designated Charter School official about the information request.
(b) Provide students and families with appropriate notice and a description of the immigration officer's request.
(c) Document any verbal or written request for information by immigration authorities.
(d) Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child

dependency, or when the subpoena served on the local educational agency prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

Responding to Immigration Enforcement on Campus

No visitor – which include immigration-enforcement officers – shall enter or remain on school grounds of the Charter School during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

1. Name, address, and occupation;
2. Age, if less than 21;
3. Purpose of entering school grounds;
4. Proof of identity; and
5. Any other information as required by law

Charter School requires that any visitor, including immigration enforcement officers, must not interrupt students and faculty during class time for immigration enforcement or other purposes, and must instead wait until a designated break period prior to or following a class period to carry out their judicial warrant or court order. A complete copy of the Charter School *Visitor and Volunteer Policy* is available for review in the administration office. Charter School has posted signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

Procedures for Responding to On-Campus Immigration Enforcement

As early as possible, Charter School personnel will notify the Superintendent or designated administrator of any request by an immigration-enforcement officer for student access or access to school grounds for purposes related to immigration enforcement, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.
In addition, Charter School personnel will take the following steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the offer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Deputy Superintendent School Services and Founding Director.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer his/her reason for being on school grounds and document it.
4. Ask the officer to product an documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for the school records.
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, Charter School personnel should comply with the officer's orders and immediately contact the Deputy Superintendent School Services and Founding Director.

7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
    a. An ICE warrant, Charter School personnel shall inform the agent that he or she cannot consent to nay request without first consulting with the Charter School s counsel or other designated agency official
    b. A federal judicial warrant, such as a search-and-seizure warrant or an arrest warrant; prompt compliance is usually legally required. If feasible, consult with the Charter School's legal counsel or designated administrator before providing the agent access to the person or materials specified in the warrant
    c. Subpoena for production of documents or other evidence
        i. Immediate compliance is not required. Therefore, Charter School personnel shall inform the Charter School's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed
8. While Charter School personnel should not consent to access by an immigration-enforcement officer, except as described below, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding authorization given under a warrant or document. If an officer enters the premises without consent, Charter School personnel shall document his or her actions while on campus
9. After the encounter with the officer, the Charter School shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
    a. List or copy of the officer's credentials and contact information;
    b. Identity of all school personnel who communicated with the officer;
    c. Details of the officer's request;
    d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
    e. Charter School personnel's response to the officer's request;
    f. Any further action taken by the agent; and
    g. Photo or copy of any documents presented by the agent
10. Charter School personnel shall provide a copy of those note, and associated documents collected form the officer, to the Charter School's legal counsel or other designated agency official.
11. In turn, Charter School's legal counsel or other designated official] shall submit a timely report to the Charter School Board of Directors regarding the officer's requests and actions and Charter School's response(s).
12. E-mail the Charter School Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes

Charter School personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless

such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Charter School personnel shall receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

Responding to the Detention or Deportation of a Student's Family Member

Charter School shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

Charter School shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available. Charter School shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained. Charter School shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Charter School shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student.

Charter School shall only contact Child Protective Services if the [local educational agency] personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

Family Safety Plan

To the extent possible, Charter School will facilitate a family's development of a *Family Safety Plan* to be stored at a location known by the student. Such a plans may identify a trusted adult who can care for the student if no parent or guardian can do so. Students should know that the trusted adult is the person who the student should contact if his or her parents and/or guardians are detained or deported, and how to reach the trusted adult.

Additional Resources

In the event that a student's family member is detained, Charter School may refer the student and his or her family members to other resources, including, but not limited to:

~~11.~~10. ICE Detainee Locator (~~https://locator.ice.gov/odls/ homePage.do)~~ https://locator.ice.gov/odls/#/search)

~~12.~~11. Legal Assistance

- There are several legal aid organizations that may be able to provide legal assistance to secure the release of a student's detained parent, or to help arrange for the student to visit the parent
- A list of California organizations accredited by Board of Immigration Appeals (BIA) to represent immigrants before the Department of Homeland Security (DHS) and Executive Office of Immigration Review (EOIR)

~~13.~~12. Consulate or Embassy.

- The consulate or embassy of the parent's or guardian's country of origin may be able to offer additional information and assistance

Charter School will also ensure that the attorneys who they refer students to are licensed and in good standing with the State bar of California, by checking online at http://www.calbar.ca.gov/Attorneys

1756 Immunizations and Control of Communicable Disease Policy
Approved: June 24, 2022
Amended: June 22, 2023~~,~~; February 28, 2024~~,~~; June 26, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California, a nonprofit public benefit corporation hereby adopts this Immunization Policy to apply to Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay~~Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School~~, all hereafter collectively referred to as ("Charter School"). The Charter School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

Required Immunizations, Records and Reports
California law requires that an immunization record be presented to Charter School staff before a child can be unconditionally enrolled in school. Entering students who are not exempt must provide Charter School written verification from a doctor or immunization clinic of the following immunizations:

Child's Grade	Immunization	Dosage
TK/K-12[7]	Diphtheria, Pertussis, and Tetanus (DTaP)	Five (5) doses
	Polio	Four (4) doses
	Measles, Mumps, and Rubella (MMR)	Two (2) doses
	Hepatitis B (Hep B)	Three (3) doses
	Varicella (chickenpox)	Two (2) doses
Entering 7th Grade[8]	Tetanus, reduced Diphtheria, and Pertussis (Tdap)	One (1) dose

Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent student record and shall be kept in accordance with Charter School's Educational Records and Student Information Policy. Charter School will file a written report on the immunization status of all new entrants to Charter School with the California Department of Public Health, on at least an annual basis, as required by law.

[7] **NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.
[8] **NOTE:** In order to begin seventh grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for the TK/K-12 grade levels (i.e., polio, MMR, chickenpox/varicella and primary series for diphtheria, tetanus, and pertussis), **in addition to** the seventh grade requirements for Tdap (at least one dose of pertussis-containing vaccine on or after the seventh birthday)

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

Formatted: Font: (Default) Times, 12 pt

Charter School shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child's immunization records are not available or are missing. However, this does not alter Charter School's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If Charter School discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, Charter School will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by the School. If the student does not provide documentation of having received all required immunizations within the time period designated by the School, Charter School shall exclude this student from attendance. The student shall remain excluded from Charter School until the student provides proper documentation of the student's compliance with the immunization requirements as required by law. The student shall also be reported to the School Services Coordinator.

The Deputy Superintendent School Services and Founding Director or designee, may arrange for a licensed physician or a qualified registered nurse to administer immunizations at a Charter School resource center to any student whose parent/guardian has consented in writing.

Conditional Admittance

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Deputy Superintendent School Services or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Deputy Superintendent School Services or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted an exemption. If a student conditionally admitted fails to fulfill the conditions of admission, Charter School will prohibit the student from further attendance until that student provides proper documentation of the student's compliance with the immunization requirements as required by law.

Documentary Proof

The Deputy Superintendent School Services and Founding Director shall maintain the student's immunization information in the student's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

Exemptions from Immunization Requirements

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

1. Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370-120372.
   a. ~~Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School~~ shall accept. Beginning January 1, 2021 all ~~new~~ medical exemptions for school and child care entry must be issued through the California Immunization Registry - Medical Exemption website (CAIR-ME). Medical exemptions can only be issued via CAIR-ME by MDs or DOs licensed in California and must meet applicable Centers for Disease Control and Prevention (CDC), Advisory Committee on Immunization Practices (ACIP), and American Academy of Pediatrics (AAP) criteria.
   b. On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or ~~files~~issued a ~~California Department of Public Health standardized~~ medical exemption through CAIR ME ~~form~~ as required by law.
   c. Medical exemptions remain valid until the earliest of: 1) the child's enrollment in the next grade span, defined below; 2) the expiration date specified in a temporary medical exemption, which shall not exceed one year; or 3) revocation of the exemption pursuant to Health and Safety Code Section 120372

2. Independent study students who do not attend ANY resource center classes or activities.

   a. A student who has not received all of the required immunizations will not be eligible to attend classes at a Charter School resource center unless the student is otherwise exempt under #1 or #3.

3. Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the Charter School, shall be allowed to enroll at the Charter School without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g).

   a. "Grade span" means each of the following:
      i. Birth to Preschool.
      ii. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
      iii. Grades 7 to 12, inclusive.

If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 of the Health & Safety Code and his or her documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from a resource center site until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

Formatted: Strikethrough

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman, 12 pt, Underline

Formatted: Font: (Default) Times New Roman, 12 pt, Underline

Formatted: Font: (Default) Times New Roman, 12 pt, Underline

Formatted: Underline

Formatted: Font color: Red

This Policy does not prohibit a student who qualifies for an individualized education program ("IEP"), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by the student's IEP.

Diabetes

Charter School provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

1810 Support for Research Policy
Approved: June 24, 2022
Amended: February 28, 2024; June 24, 2025

Altus Schools Southern California ("ASSC") nonprofit public benefit corporation Board and leadership commit to the support of a strong, active research component for the schools in their charge. As a critical part of the ADLI (Approach, Deploy, Learn, Integrate) approach to strategic growth, professional development and innovation, ASSC holds as a view that every employee's scope of work may include as an expectation the observation, exploration, and/or sharing of instructional, educational, operational, and related activity at the national, state, and/or local levels.

It is held as a basic tenet of ASSC that the continuous learning on the part of all employees is vital to the continued growth of a vibrant instructional, operational, and professional environment that ultimately benefits students influenced by the Altus Model. ~~Audeo s~~ASSC supports mastery of skills and new knowledge at all levels of the workforce.

Research Activities:

The activities surrounding these research efforts may include, but are not restricted to, attending local, state, and national conferences on a unique variety of subject areas including the charter movement, charter law, charter school development and management, and business-related learnings as directed by ASSC leadership. This information gathering may include personal interviews, meetings, the preparation of white papers, articles, technical manuals, and other major publications, working with consultants, and producing or coordinating projects that include the sharing of information (data, operational, or process) with other entities interested in work relating to research and the Altus Model.

Consistent with ASSC's charitable purpose, it is the intent of ASSC that its involvement in active research and study not only benefit and promote the schools directly, but inspires and engages employees at every level in the promise of working for an entity which is oriented to process improvement, innovative non-traditional approaches, and futuristic development of programs that benefit ASSC students and all students everywhere.

1820 Research Development and Sharing Policy
Approved: June 22, 2023
Amended: February 28, 2024; June 24, 2025

The Charter Schools Act of 1992 created charter schools, in part, to be laboratories for research and development to improve public education. The Legislature provides that charter schools "provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently" to: (1) "improve pupil learning"; (2) "increase learning opportunities for all pupils"; (3) "encourage the use of different and innovative teaching methods"; (4) "create new professional opportunities for teachers"; (5) "provide parents and pupils with expanded choices"; (6) and to "provide vigorous competition within the public school system to stimulate continual improvement in all public schools." (Ed. Code sec. 47601.)

Research, learning, and sharing are at the core of Altus Schools' success. Within the life of the Altus community exists a school within the school. The school within a school concept has been a part of Altus Schools' culture for almost 20 years. The high-level training, study, and research takes place -to improve the systems and processes of all the Altus Schools, to support employees at all levels, to create new and better ways of teaching and learning, and to inform those within the schools and community interested in improving America's public educational system. The Altus Schools focus on teaching teachers and staff how to grow, improve, and gain mastery in the art of teaching and supporting students. The Altus Schools Southern California ("ASSC") Board believes that the learnings derived from this intricate system of teaching and learning is essential to a future that sustains a highly professional and committed educational organization that is vibrantly connected to ASSC's vision, mission, and charitable trust.

The Superintendent School Services and Founder ("Superintendent") (and if applicable, the Superintendent Emeritus) is encouraged to engage in the preparations of publications, including, but not limited to, high-level manuals, guides, report, books, or digital media on topics such as those relating to memorializing the organization's historical development, training and on-boarding of employees, professional development training for work within high performance organizations, leadership, preparation for upward positional mobility, or other topics as determined by the Superintendent(or Superintendent Emeritus) as needed for Altus Schools. The Board fully supports the broad work that is necessary to fulfill these goals including data analysis, interviews, travel, and other forms of research. The Superintendent or Superintendent Emeritus (if applicable), and appointed Leadership Staff will annually report upon key projects, research and/or findings relating to educational improvement and reform.

Publications that are of a high caliber and which reinforce the high standards of the Altus Schools may be selected by the Superintendent or Superintendent Emeritus to be formally printed and disseminated both internally and externally. A guide or manual for example, may be sent out for publication. More sophisticated, deeper writings may require a third party to support this work. The Board strongly approves of this effort and the engagement of third parties for continual improvement of Altus Schools. If the final products merits book binding or publication, the Board authorizes the Superintendent (or Superintendent Emeritus if applicable) to publish the product for internal use or external sales naming ASSC as the

publisher which allows ASSC to utilize the publication(s)for the use and benefit of ASSC's schools as well other educational organizations.

Publication will be considered to be a means of promoting the Altus Schools by sharing its thinking for the good work of educating students, fostering high-performing organizations, developing and expanding culture and a strong sense of pride in the Altus Schools, and further taking actions to locally and nationally promote charter schools and influence the improvement of public education consistent with the intent of the Charter Schools Act.

2100 Board of Directors Platform
Amended: February 28, 2024; June 24, 2025

We COMMIT:
To demonstrate positive student outcomes through the development of a system of accountability to the parents of the charter schools operated by Altus Schools Southern California and the public at large.

We SUPPORT:
The California Charter School Initiative of 1992, as a viable option for the development of educational reform models which can be significant in the improvement of student achievement.

We BELIEVE:
That educational reform is necessary to preserve quality education in the United States, and to further develop the capacity of the workforce to compete in a global economy.

ASSC will coordinate with the personnel, programs and resources of the chartering authorities for the charter schools ASSC operates to the maximum extent appropriate. At the same time, ASSC will exercise its autonomy so as to always provide its clients, the students, with the very best educational value teachers, staff and the Board of Directors can derive from available funds and resources. When no superior law dictates otherwise, ASSC reserves the right to implement and rely upon ASSC's own relevant policies and procedures.

The administration for ASSC is directly and solely accountable to the Board of Directors. The Board of Directors is accountable to the chartering authorities of the charter schools operated by ASSC. Charter authorities are responsible for monitoring charter-defined aspects of each of the charter schools operated by ASSC. These include an annual audit of finances and educational outcomes.

ASSC will uphold the spirit and provisions of each charter under its operation.

ASSC will hire, retain and develop those professionals best suited to the programs of the charter schools it operates.

Teachers contracted through an ASSC employee agreement, including side agreements, work solely under the conditions of the applicable ASSC employee agreement.

ASSC will create teacher job descriptions, career paths and compensation systems uniquely appropriate to its mission.

2210 Governance Structure
Amended: February 28, 2024; June 24, 2025

Altus Schools Southern California is governed by a board ("the Board") the structure and operations of which is defined in its bylaws.

2220 Policy Responsibilities
Amended: February 28, 2024; June 24, 2025

After defining the Altus Schools Southern California's ("ASSC") vision and mission, the Board of Directors has two primary responsibilities. It has ultimate responsibility for approving those policies that best serve its mission. It has the complimentary responsibility of measuring progress towards policy objectives.

Board policy, no matter how well or thoroughly articulated, cannot anticipate every circumstance to which it may need to be applied. The Board – as a matter or preference, in consonance with charter school legislation – does not wish to replace volumes of education code and school district policy with its own lengthy volumes of policy. Instead, it seeks to develop and refine those seminal policies that can serve as a reasonable guide for taking action in a variety of circumstances. It then seeks to vest in a highly accountable faculty, under the leadership of Superintendent Schools Services and Founder or other designee, the responsibility for translating into action those policies that relate to the operation of the School.

The Chairperson for the Board decides which tasks are shared, or delegated, or reserved to the School staff and/or Board of Directors. Since the Board holds the designated School staff responsible for the successful day-to-day operation of the School, the Board refrains from weighing in on day-to-day decisions regarding the interpretation and implementation of Board policy for staff.

The Board involves itself with such policy issues as curricular focus, student outcomes, program evaluation, school size and growth, school's budget, special events, major job descriptions, and compliance with state and charter requirements. It deals with such decisions as those on the implementation or scheduling of program, the hiring, evaluation, assignment or transfer of staff, the allocation of budgeted equipment and supplies, or the design of curriculum and instruction.

The Chairperson for the Board has a responsibility to the Board for presenting timely policy issues in proposed form and for providing the Board sufficient information so that it can make well-informed decisions.

Some policies the Board approves may pertain to the way in which the Board itself operates rather than the specific operations of ASSC and the charter schools it operates. These policies may involve such topics as Board member assignments, Board member activities which reflect on the ASSC, agenda deadlines, Board meeting conduct, and the like. These will likewise conform to the vision that guides the ASSC's other policies, both in spirit and in specifics.

The Boards written policies are expressed through its bylaws, charters of the charter schools it operates and related documents, the Board meetings minutes, and in formal policy documents, statements and resolutions.

2230 Conflict of Interest
Approved: June 11, 2002
Amended: June 15, 2004; February 7, 2011; February 28, 2024; June 24, 2025

Board members are obligated to conform their conduct to all standards are requirements addressing the avoidance of conflict of interests including but not limited to under Government Code Section 1090, the Political Reform Act ("PRA"), the California Corporations Code, federal law, and the common law. The Board is specifically subject to adhering by the terms of the Conflict of Interest Code adopted by the Board in accordance with the PRA.

In the event a Board member becomes aware of any issue that may have the appearance of or potential of a conflict of interest (including but not limited to any decisions or contracts potentially impacting family members), even if the Board member believes it is ultimately not a conflict of interest, that Board member is to bring the issue to the Chairperson, who will coordinate with Altus Schools Southern California, Inc. outside legal counsel for legal review. If the reporting individual is the Chairperson, the Chairperson shall bring the issue to the Secretary, who will coordinate with outside legal counsel for legal review. Board members may decline to vote during the board meeting. Under these circumstances, a quorum would be calculated as a majority of the remaining votes on the Board.

2300 Duties of Members

The following descriptions are intended to be illustrative for purposes of these policies. The Board shall refer to the operative bylaws for further detail in the delineation and duties of corporate roles, and in all cases, the bylaws shall control.

2310 Duties of the Chairperson

The Chairperson shall preside at all regular and special meetings of the Board. With Board approval, the Chairperson shall have the authority to assign additional duties and responsibilities to individual board members.

The Chairperson, or designee, shall give notice of all Board meetings and distribute the agenda to the Board at least one (1) week in advance of the meeting.

2320 Duties of the Secretary

The Secretary shall keep the minutes of all Board meetings. The secretary shall maintain a written record of all acts of the Board; conduct, receive and dispose of all correspondence; preserve all reports and documents to his/her care; and maintain up to date policy book.

2400 Qualifications for Board Membership
Approved June 11, 2002
Amended: June 22, 2017, March 18, 2022, February 28, 2024; June 24, 2025

The qualifications of the members of the Board shall correspond to its high purposes. The members shall be persons who:

- Submits a resume and letter of intent outlining the applicant's reasons for wanting to join the Board of Directors.
- Demonstrates a strong commitment to quality education.
- Displays sound judgment.
- Shows ability to work effectively with Administration and Board of Directors.
- Excellent communication skills.
- Has displayed positive support of charter concept, including the need for change and accountability.
- Demonstrates the highest standard of professional behavior. Has strong problem-solving techniques.
- Demonstrates a respect for issues relating to confidentiality.
- Possess the skills to publicly represent the Charter School with the highest integrity.
- Demonstrates a willingness and commitment to working on Charter Board business.
- Demonstrates the ability to take on a Program wide perspective to planning.
- Capable of representing the diversity of the community.
- Commit to attending all Board meetings.

(For Parent Representative) Has a student currently enrolled in a charter school operated by the Corporation. A recommendation from the Parent Representative Applicant student's teacher of record is preferred.

Procedures for Appointment of Parent Representative:

- **Initial Parent Representative**: The Officers of the Corporation shall publicize a notice of the position at all locations of the Corporation's school operations for a period of ninety (90) days, beginning July 1, 2017, which notice shall include, at a minimum, a listing of qualifications for the position, the location or email address applications are to be sent to, and the date certain after which no more applications will be considered for the current vacancy. The Board shall consider appointing a qualified candidate at the first Board meeting following the 90th day from the initial posting of notice. Should no qualified candidate apply for the position, then the position shall remain vacant until a qualified candidate applies and is confirmed under the process for "Subsequent Parent Representative" below.

- **Subsequent Parent Representative**: Beginning on January 1, 2018, and thereafter, where a vacancy exists (or is anticipated to exist at the end of the fiscal year due to the matriculation or disenrollment of a current Parent Representative's student) the Officers of the Corporation shall publicize a notice of the vacancy at all locations of the

Corporation's school operations for a period of ninety (90) days, which notice shall include, at a minimum, a listing of qualifications for the position, the location or email address applications are to be sent to, and the date certain after which no more applications will be considered for the current vacancy. The Officers shall review all submitted applications to determine the applicants' qualifications under this policy, which review shall be completed no later than May 30th. The Officers shall then present all qualified applications to the Board during a Board meeting occurring no later than June 30th, where the Board shall vote on the appointment of a qualified candidate, who, if appointed, would take office as of July 1. Should the Board not fill the position, then the position shall remain vacant until a qualified candidate is appointed in accordance with this policy.

2500 Board Meetings

All minutes of the Board and its standing committee will be conducted in accordance with the requirements of the Ralph M. Brown Act (Brown Act") and Education Codedoc Section 47604.1

2510 Schedule, Agenda, Minutes

The Board Chairperson has the primary responsibility for scheduling and setting the agenda for Board meetings. Likewise, the Chairperson is responsible for ensuring that the Secretary makes minutes of the meetings available to the Board and others in a timely fashion. The Chairperson may delegate this responsibility, but he or she still has the obligation to ensure that the minutes as approved and amended accurately summarize the proceedings, the topics of discussion and any decisions or assignments the Board has made.

The Altus Schools Southern California has agreed to the following:

1. The Board will schedule a minimum of four (4) regular meetings.

2. Agenda shall be prepared and agreed upon by the Chairperson for the Board and the Superintendent School Services and Founder. Agenda items may be proposed to the Chairperson and/or Superintendent School Services and Founder by any Board member or parent with a student in the School. Agenda items offered by other than Board members must be submitted in writing to the Chairperson and/or the Superintendent School Services and Founder at least ten (10) days in advance of the meeting.

3. The Board holds open meetings in compliance with the Brown Act. Members of the public may attend any time except for those matters held in closed session. Those members of the public who wish to formally speak to any issue, may provide public comment in accordance with the procedures specified on each agenda. See separate policy on Board Visitors.

2520 Members of the Public

The Board holds open meetings in accordance with the Brown Act. Members of the public may attend any meetings held by the Board, other than the closed session portion of any meeting. . A "member of the public" is anyone who is not a Board member, ex-officio Board member, or one scheduled to speak on a particular topic as part of the published agenda.

The Altus Schools Southern California ("ASSC") prides itself on its affiliation with many different elements of the communities it serves that enrich and support the School's programs.

To express its gratitude and acknowledgment a member of the public's value to the School, the Board, at the Chairpersons discretion, may briefly recognize them during welcoming or closing remarks or during public comment if the member of the public speaks. However, the Board may not engage in discussions with any member of the public wishes to address a specific topic.

School faculty and staff who have policy-related topics or comments they wish to bring to the Board's attention have at least three effective avenues available to them. They can work through designated School staff, perhaps as one of the agreed upon action items emanating from a faculty meeting, through formal committees, or in the same manner as applicable to members of the public, as addressed above. In any case, for maximum impact, faculty and staff should focus on those policy issues the Board reserves for its deliberations and seek more appropriate forums for other kinds of issues e.g., day-to day operations and administrative issues. [See policy regarding Board of Directors Responsibility for Policy.]

Should the agenda for a meeting include a closed session item, all non-Board members, staff who are not deemed essential to the closed session, members of the public, will be asked to leave the meeting room until the Board has finished discussion of that item. The Board will subsequently report out from the closed session to the extent required under the Brown Act.

2600 Suggestions, Concerns and Complaints
Amended: February 28, 2024; June 24, 2025

This policy addresses the manner in which the Altus Schools Southern California ("ASSC") Board of Directors will respond to those who wish to make a suggestion, express a concern or register a complaint.

As a guiding principle, the board involves itself with substantive policy and oversight issues. In doing this, the Board continually seeks to enhance the educational value of the school to its students and communities.

All suggestions, concerns or complaints directed to the Board on public matters may be presented as a written statement or raised during public comment in connection with an agendadized meeting consistent with the directions on the meeting agenda. For all complaints within the scope of the Uniform Complaint Policy and Procedures ("UCP") adopted by ASSC, or within the scope of another subject-specific program that provides for dispute resolution procedures, complainants must proceed in making their complaint pursuant to those specific procedures.

All other issues and complaints may be to the school administrator or directly to the Board. The administrator(s) of the School have a responsibility to refer to the Chairperson of the Board any and all such issues for the Board's consideration. Likewise, all Board members have a responsibility to bring to the attention of the Chairperson any ~~isues~~issues or complaints received by them.

The Chairperson will note and record written suggestions, concerns or complaints received. The Chairperson, then, has the responsibilities relative to such suggestions, concern and complaints:

- Keep a record of the written suggestions, concerns and complaints
- Bring to the attention of the Board and the Director, in a timely fashion not to exceed 45 days, all complaints received that involve substantive policy or oversight considerations.
- Take appropriate Board action, if warranted and appropriate, which may include:
  1. Board discussion that may include action or dismissal.
  2. Requests for additional information from any source the Board deems appropriate.
  3. Consignment to a standing or ad hoc committee for further consideration.
  4. New policy formation.
  5. Referrals to the school administrator for action.
- To the extent warranted and appropriate, respond in writing to those who do submit such complaints or concerns including the disposition of their concern.

2700 Fiscal Accountability
Amended: February 28, 2024; June 24, 2025

The Board has the responsibility of granting final approval to the operational budget for the School. The Board of Directors delegates to the Chief Business Officer, CFO, & Founding Director (hereafter referred to as "CBO") the responsibility for assisting the Superintendent School Services and Founder with the annual budget process. The CBO presents the final operational budget to the Board of Directors, whereby; pending their approval the operational budget is then submitted for approval.

-The Chief Business Officer, CFO, & Founding Director will present to the Board regular fiscal reports as to the financial status of the school.

The Superintendent and Founder is duly authorized and responsible for final approval of all expenditures relating to the School budget.

1. The Superintendent and Founder may request additional approval of the CBO or Chair of the Board for an expenditure at any time. The Superintendent and Founder and these chairpersons may, at their discretion, elect to require additional approvals, such as that of another chairperson, a subcommittee, or the full Board.

2. Additional approval is required for expenditures, excluding staff contracts, which exceed $ 15,000.

3. Additional approval is required if an expenditure would cause the annual budget, in total, to be exceeded.

Expenditures to be reviewed, after the fact, by a Board designee:

1. Travel expenses, community relations, community activities, professional growth expenses, and out-of pocket expenditures for the Superintendent School Services and Founder and/or Board members: These must be reasonable and necessary to the conduct of school business.

2. If the expenses, or reimbursements for out-of-pocket expenses, pertain, in part or in whole, to those of the Board member designated to approve special expenditures, then a second approval of a non-school employee Board member is required.

3. Superintendent School Services and Founder's use of vacation time must be signed off by a high level school employee reporting directly to the Superintendent. The Board member designated to approve special expenditures only verifies that his process is in place and properly followed.

Some expenses usually considered reasonable and necessary:

a. Tickets to non-political events directly benefiting the School
b. Board retreats
c. Refreshments for meetings
d. Meals or non-alcoholic refreshments for:

i. Members of school boards – city, county or state, with responsibility direct or indirect, for the School.
ii. High level officials in school administration – city, county, or state with responsibility, direct or indirect, for the School.
iii. Those whom the school needs to inform regarding charter school regulation, or administration.
iv. Those having the potential to make significant contributions to the School

A “reasonable and necessary test of scrutiny” shall be defined as one that in some way substantively pertains to School business, reflects prudence in terms of economy and displays reasonable necessity when applicable.

3000 Instructional

3110 Suspension and Expulsion Policy and Procedures
Amended: May 5, 2009; February 16, 2022; December 7, 2022; June 22, 2023; February 28, 2024; June 26, 2024; February 27, 2025; June 24, 2025

This Student Suspension and Expulsion Policy and Procedures has been established by the Board of Directors of Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, and Audeo Valley Charter School (hereinafter collectively referred to as "Charter School").

In adopting this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's Policy and Procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[9] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the School Coordinator's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

[9] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. **Discretionary Suspension Offenses**. Students may be suspended when the School Coordinator or designee determines the student:
    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force or violence upon the person of another except self-defense.

    c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in or attempted to engage in hazing. For the purposes of this Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this Policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to electronic files and databases. For purposes of this Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 7 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with

exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a

nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases

g) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in or attempted to engage in hazing. For the purposes of this Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which

is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases For purposes of this Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 7 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 7 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

   1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i)

to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus

or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

   Suspension shall be preceded, if possible, by a conference conducted by the School Coordinator or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Coordinator or designee.

   The conference may be omitted if the School Coordinator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

   At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended

student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. **Notice to Parents/Guardians**

   At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student as well as the date and time when the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**

   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Coordinator or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

   This determination will be made by the School Coordinator or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. **Homework Assignments During Suspension**
   In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

   In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be

expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial ASSC Board of Directors following a hearing before it, or by the neutral and impartial ASSC Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the ASSC Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Coordinator or designee determines that the student has committed an expellable offense and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the ASSC Board of Directors for a final decision whether to expel. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness

may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to

avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The determination of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing or as soon as practicable. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the

student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The School Coordinator or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The School Coordinator or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

K. Disciplinary Records

Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the ASSC Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation

plan should include a date not later than one year from the date of expulsion when the student may reapply to Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Coordinator or designee shall make a recommendation to the Board of Directors following the meeting regarding their determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School 's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Removal Due to Noncompliance with Independent Study Requirements

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for noncompliance with independent study requirements shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. **Notification of SELPA**

   The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. **Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School , the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

c) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
d) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

e) Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the Parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Coordinator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School 's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

******

Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to Resource Centers and to field trips/school-sponsored events.

Parents/guardians will be notified, and students may be asked to change or sent home if they are found to be in violation of the dress code.

Dress code violations include the following:

- Pants sagging below the waist
- Swimsuits or sleepwear, including bedroom slippers
- Shorts/skirts/dresses that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses suggestive/vulgar/profane language and/or images
- Head coverings such as, hats, bandanas, beanies, or do-rags (note: headwear worn for religious purposes is permitted)

3120 Independent Study
Approved: June 11, 2002
Amended: March 4, 2008; September 1, 2009; December 7, 2011; June 29, 2015; September 24, 2015; August 30, 2016; April 27, 2018; June 23, 2021; July 29, 2021; October 20, 2021; August 31, 2022**;** February 28, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay, hereafter collectively referred to as "Charter School" or "School", hereby adopt this independent study policy. ~~The Board of Directors of Altus Schools Southern California ("ASSC") hereby adopts this Independent Study Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Altus Schools East County , Mirus Secondary School, and Altus Schools South Bay, all hereafter collectively referred to as "Charter School."~~ Charter School shall offer independent study to meet the educational needs of pupils enrolled in the Charter School Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the TCS Board of Directors for implementation at Charter School:

1. For students in all grades and programs offered by the Charter School (Transitional Kindergarten through 12) the maximum length of time that may elapse between the date an assignment is made and the date that assignment is due shall be **20 school days.**
2. The Deputy Superintendent School Services and Founding Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:

    a. When any student in grades K-12 misses two or more assignments during any period of 20 school days.

    b. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's Multi-Tiered System of Supports (MTSS). which considers ALL the following indicators:

        i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
        ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
        iii. Learning required concepts, as determined by the supervising teacher.
        iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

    Teachers and certificated staff use MTSS to enhance student comprehension of content by providing remediation strategies. MTSS that focuses on aligning initiatives and resources to

address the needs of all students. It is a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students. The Charter School utilizes a Response to Intervention (RTI2) Model to determine how individual students are responding to strategies, interventions, and supports within the multi-tiered system. In an RTI2 Model, instructional staff identify at-risk students, regularly monitor student learning, provide research-based interventions, and utilize a systematic approach to ensuring academic success for all students. This problem-solving approach continually examines student response and adjusts based on data and a documented feedback system.

A written record of the findings of any evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.

4. The Charter School has adopted tiered reengagement strategies for the following pupils:
    a. all pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
    b. pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
    c. pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

    These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

    a. Verification of current contact information for each enrolled pupil;
    b. Notification to parents or guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation;
    c. A plan for outreach from the Charter School to determine pupil needs including connection with health and social services as necessary. The Charter School developed trauma informed crisis response systems which are sensitive to the emotional needs of students and family members. A key component of the crisis response system is forging strong school-to-home relationships, centered on trust and two-way communication. Charter School staff, including administrators, teachers, education specialists, counselors, nurses and school psychologists remain connected with students and their families through in-person meetings, home visits, secure texts, emails, video conferences, and

phone calls to conduct informal conversations focused on health and social-emotional needs. The Charter School continues to provide information to families in both English and Spanish regarding community-based resources for health and wellness, food options, distance learning tools, and other basic needs;

d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

e. When the evaluation described above under paragraph 2.b. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-educator conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:

a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows:

i. Synchronous instruction in Grades TK-3: Students have one or more daily opportunities for synchronous instruction in the following ways;

(1) In-person one-one-one tutoring from the teacher or teachers of record. This one-on-one support is focused on meeting the individual learning needs of the student. Teachers personalize conversations and assignments, adapt to the student's communication style, and gauge student's progress and mastery.

(2) In-person small group tutoring sessions from the teacher or teachers of record. Small group tutoring sessions consist of the teacher or teachers of record leading direct instruction, presentations, guided student practice, assessments and discussion periods.

(3) Virtual tutoring sessions from the teacher or teachers of record. Virtual tutoring sessions that incorporate interactive components such as; chat rooms, polls, surveys and shared documents. Students participate through live video, audio and meeting chats.

ii. Live interaction for Grades TK-3: General Education Teachers, Special Education Teachers, Certificated Teacher Resource, Counselors, and school health staff will interact with students through in-person meetings, virtual conferences, home visits, and telephonically to discuss academic progress and achievement, and educational needs. Teachers and certificated staff use these interactions to enhance student comprehension of content by providing remediation strategies.

Live interactions also include social-emotional and behavior needs and availability of services and resources.

b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows:
   i. Synchronous instruction in Grades 4-8: Students have one or more weekly opportunities for synchronous instruction in the following ways;
      (1) In-person one-one-one tutoring from the teacher or teachers of record. This one-on-one support is focused on meeting the individual learning needs of the student. Teachers personalize conversations and assignments, adapt to the student's communication style, and gauge student's progress and mastery.
      (2) In-person small group tutoring sessions from the teacher or teachers of record. Small group tutoring sessions consist of the teacher or teachers of record leading direct instruction, presentations, guided student practice, assessments and discussion periods.
      (3) Virtual tutoring sessions from the teacher or teachers of record. Virtual tutoring sessions that incorporate interactive components such as; chat rooms, polls, surveys and shared documents. Students participate through live video, audio and meeting chats.

   ii. Live interaction for Grades 4-8: General Education Teachers, Special Education Teachers, Certificated Teacher Resource, Counselors, and school health staff will interact with students through in-person meetings, virtual conferences, home visits, and telephonically to discuss academic progress and achievement, educational needs, and college/career planning. Teachers and certificated staff use these interactions to enhance student comprehension of content by providing remediation strategies.

c. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows:

   i. Synchronous instruction in Grades 9-12: Students have one or more weekly opportunities for synchronous instruction in the following ways;
      (1) In-person one-one-one tutoring from the teacher or teachers of record. This one-on-one support is focused on meeting the individual learning needs of the student. Teachers personalize conversations and assignments, adapt to the student's communication style, and gauge student's progress and mastery.
      (2) In-person small group tutoring sessions from the teacher or teachers of record. Small group tutoring sessions consist of the teacher or teachers of

record leading direct instruction, presentations, guided student practice, assessments and discussion periods.

(3) Virtual tutoring sessions from the teacher or teachers of record. Virtual tutoring sessions that incorporate interactive components such as; chat rooms, polls, surveys and shared documents. Students participate through live video, audio and meeting chats.

ii. Live interaction for Grades 9-12: General Education Teachers, Special Education Teachers, Certificated Teacher Resource, Counselors, and school health staff will interact with students through in-person meetings, virtual conferences, home visits, and telephonically to discuss academic progress and achievement, educational needs, and college/career planning. Teachers and certificated staff use these interactions to enhance student comprehension of content by providing remediation strategies.

~~ii.~~

Formatted: Indent: Left: 1.5", No bullets or numbering

6. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: For parents who choose to return their student to a traditional school setting for more in-person instruction the school's student services department, including the school counselors, will assist parents in obtaining student records and contacting the new school to help with the transition.

7. A current written agreement/Master Agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting his or her progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.

- The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.

- The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

- A statement of the policies adopted pursuant to Education Code Section 51747 subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.

- The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.

- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion. Students in grades K-5 are expected to complete work assigned in each core subject area, providing for at least one year's academic growth per year. Students in 6-12 are expected to earn one credit per month or 12 credits per year. Students choosing to graduate from the Charter School shall have earned 42 credits in specified courses for graduation.

- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

- Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

- Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

- If a new teacher takes over the supervising teacher, he or she shall sign an addendum. Any changes to the Master Agreement will be noted in an addendum agreement.

- The Master Agreement shall include subsidiary agreements such as the Assignment and Work Records. The independent study agreement for a student shall include a study plan that represents the same amount of study that would be required of a student in the classroom for the student's grade level for every school day covered by the agreement.

The Superintendent School Services and Founder or designee may establish regulations to implement this policy in accordance with the law.

Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.

Students engaging in independent study must be residents of the county where the Charter School is authorized or an adjacent county.

Students who are 19 -22 years of age may engage in independent study through the regular high school program, apart from Adult Education, only if they have been continuously enrolled in public school upon turning 19 and without a break in enrollment since that time, and making satisfactory progress toward a high school diploma (or, if a student in special education, satisfactory progress in keeping with an IEP).

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee.

3130 Student Use of Technology
Adopted: December 11, 2017
Amended: February 16, 2022, June 22, 2023, February 28, 2024, June 26, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California hereby adopts this Student Use of Technology Policy to apply to Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay~~Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School~~, hereafter collectively referred to as "Charter School~~."~~ and "School"."

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. The Charter School offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Definitions
Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

"Educational purpose" means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

"Inappropriate use" means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

Notice and Acceptable Use Agreement
The Charter School shall notify students and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety
The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose

and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Deputy Superintendent School Services and Founding Director or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using Charter School computers, laptops, or tablets to access the internet or online services on a Charter School campus and may have teacher aides, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Deputy Superintendent School Services and Founding Director or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Deputy Superintendent School Services and Founding Director or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.[10] Students are expected to follow safe practices when using Charter School technology.

[10] "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects: directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

- Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site, including, but not limited to:
  - Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).
  - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "credible impersonation" means to (knowingly and without consent)

Charter School advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Deputy Superintendent School Services and Founding Director or designee shall block access to such sites on Charter School computers with Internet access.

The Deputy Superintendent School Services– and Founding Director or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources.

impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- Creating a false profile for the purpose of having one or more of the effects of bullying. A "false profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

○ An act of cyber sexual bullying. The term "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects of bullying. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. The term "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

Acceptable Use Agreement

The Charter School Governing Board believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
    a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
    b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold the Charter School or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School, Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:
    a. Playing games or online gaming.
    b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
    c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
    d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
    e. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.

f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
g. Conducting for-profit business.
h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.
6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.
9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. Charter School encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages Charter School's property, including but not limited to Charter School's technology, equipment and networks, or fails to return Charter School's property that has been loaned to

the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

As a user of Charter School technologies, I have read Student Use of Technology Policy and hereby agree to comply with it and the Acceptable Use Agreement.

Student Name (please print): _____ Grade:_____

Student Signature: _____Date:_____

Parent/Guardian Name (Please Print):_____

Parent/Guardian Signature: _____Date: _____

For School Employees Only_

I have read, understand and agree to abide by the Student Use of Technology Policy and the Acceptable Use Agreement. I understand that the Charter School's policies, procedures, rules, and regulations which apply to students also apply to me as an adult user of the Charter School's technology, in addition to any separate policies governing employee use of technology.

Employee Signature: _____

Employee Name (Please Print): _____

3150 Core Courses
Approved: April 27, 2004
Amended: February 28, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California ("ASSC") hereby adopts **English/Language Arts, Mathematics, Science, Social Studies, and Fine & Practical Arts** as the core subjects for Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay~~Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School, Altus Schools East County and Altus Schools South Bay~~ ("Charter School"). These are the subjects students are required to complete in order to receive a diploma from Charter School.

3155 Grade Level Determination Policy
Approved: June 21, 2018
Amended: June 24, 2020; ~~,~~ February 28, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California hereby adopts this Grade Level Determination Policy to apply to Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay~~Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School, Altus Schools East County and Altus Schools South Bay~~, all hereafter collectively referred to as "Charter School."

To encourage high school students to make adequate progress toward graduation, credit requirements have been established for grade level placement. Promotion to the next grade depends on successful completion of core subject areas. Core credits earned will determine the grade level placement. Guidelines for minimal credits earned toward graduation are as follows:

Grade Level	Minimum Core Credits Earned
9th Grade	0-6
10th Grade	7-14
11th Grade	15-22
12th Grade	23+

Core Curriculum Requirement

9th Grade	10th Grade	11th Grade	12th Grade
English 1,2	English 3,4	American Literature 1,2	World Literature 1,2
Integrated Math 1 A & B	WHGE 1,2	United States History 1,2	Government
Elective/VAPA 1,2	Integrated Math 2 A & B	Integrated Math 3 A & B	Economics
	Biology 1,2	Physical Science 1,2	

Determination of grade level placement will be made at the beginning of each school year or upon enrollment. Advancement to the next grade is based on a student's daily performance, credits earned, test results, recommendations of teacher, and the student's ability to complete work successfully. Students who do not meet the credit requirements for grade advancement will remain in the same grade level the following year.

At the end of the first semester of each school year, parent/guardian(s) will be notified if a student is in danger of not advancing to the next grade level. At the end of the second semester of each school year, parent/guardian(s) will be notified by the school if a student is not meeting grade level requirements.

A student who does not advance in grade level and who feels there are extenuating circumstances (i.e. long term illness, disability, family catastrophe, etc.) may request an exception to this policy. Exception requests will be determined by the School Coordinator or designee.

California *Education Code (EC) 51225.3* has specified a minimum set of courses to meet state requirements to graduate from high school and receive a diploma.

EC 51225.3 states that all pupils receiving a diploma of graduation from a California high school must have completed all of the following courses, while in grades nine to twelve, inclusive:

Courses	Minimum Years Required	Notes
English	3 Years	
Mathematics	2 Years	Including Algebra I
Social Science	3 Years	Including U.S. History; World History & Geography; Government; Economics
Science	2 Years	Including Biology & Physical Science
Physical Education	2 Years	
Foreign Language/VAPA/CTE	2 Years	

High school students without academic records upon enrollment will be placed in the 9th grade. Middle school and elementary school students without academic records upon enrollment will be placed by age in the appropriate grade level. The chart below will be used to identify the appropriate age-range for the K-8 grade levels.

For students who have participated in K-12 Programs	
Age Criteria	Grade Level
12 yrs.	6
13 yrs.	7
14 yrs.	8

**California law requires a child to be six years old on or before September 1 for the 2014–15 school year and each school year thereafter to be legally eligible for first grade EC Section 48010.*

Once academic records are received, the student may be placed in the appropriate grade level based upon core credits earned.

Students who are 18 years of age and/or are in the 12th grade and are not on track to graduate by the end of school year may be recommended the Option 2 Diploma, HISET, or GED.

3160 Graduation Requirements
Approved: June 7, 2007
Amended: December 2, 2008; May 5, 2009; April 5, 2010; May 7, 2013; June 29, 2015; October 19, 2017; June 26, 2019; February 17, 2021 to take effect for the class of 2021 and beyond; February 28, 2024; June 24, 2025

Formatted: Font: Not Bold

Graduation Options and Requirements

Altus Schools Southern California ("ASSC") schools have been created with the primary purpose of supporting students in receiving a quality high school education which results in the achievement of a high school diploma or equivalency. The hallmark of ASSC is a rigorous curriculum taught by high quality and committed teachers, in a safe and supportive environment which is conducive to learning.

The Schools award a high school diploma, CHSPE or HiSET™ certificate to students who meet the graduation requirements approved by the Board of Directors. The School is accredited by the Western Association of Schools and Colleges (WASC). The School meets all requirements necessary for issuance of a certified high school diploma.

All ASSC schools assume exclusive responsibility for issuing diplomas. The diploma issued by an ASSC school provides valid certification of high school completion in the State of California.
The diploma will read as follows:

School Name
This is to certify that (student's name) has
completed all requirements prescribed by the Altus Schools Southern California Board of Directors for graduation from high school and
is granted this diploma.

Graduation Options

ASSC provides a variety of graduation options for our students. As part of our Pathways Personalized Education Plan, we seek to ensure that students pursue the best option for their needs. Audeo offers four options for graduation:

Option 1: High School Diploma (UC/CSU Option)
Option 2: High School Diploma (Option 2)
Option 3: California High School Proficiency Exam (CHSPE) Certificate
Option 4: HiSET Certificate

Option 1 High School Diploma

Students graduating with an Option 1 High School Diploma from an ASSC school must complete **42** semester credits in grades 9-12. Option 1 graduation requirements may fulfill the University of California (UC) and California State University (CSU) admission requirements.

<table>
<tr><th colspan="2">OPTION 1 GRADUATION COURSE REQUIREMENTS</th></tr>
<tr><td>English - 8 semester credits
(4 years required)</td><td>Mathematics - 6 semester credits
(3 years required, 4 years recommended)</td></tr>
<tr><td>4 credits - English 1-4 or Accelerated English 1-4
2 credits - American Literature, or Honors American Literature or AP English Language and Composition or AP English Literature and Composition
2 credits - World Literature or Contemporary Voices in Literature or English Literature or Honors British Literature or AP English Language and Composition or AP English Literature and Composition</td><td>2 credits – Integrated Math 1 or Algebra
2 credits – Integrated Math 2 or Geometry
2 credits - Integrated Math 3 or Intermediate Algebra
Optional 4th Year Credits – Statistics or Pre-Calculus or Honors Pre-Calculus or AP Calculus</td></tr>
<tr><td>Science - 4 semester credits
(2 years required, 3 years recommended)</td><td>Social Studies - 6 semester credits
(3 years required)</td></tr>
<tr><td>2 credits - Physical Science (Earth Science or Physics or Chemistry)
2 credits - Life Science (Biology)
Optional 3rd Year Credits – Honors Chemistry</td><td>2 credits - World History, Geography & Economics or AP World History
2 credits - US History or Honors US History or AP US History
1 credit – Government or AP Government & Politics
1 credit – Economics</td></tr>
<tr><td colspan="2">Physical Education – 4 semesters</td></tr>
<tr><td colspan="2">All students must complete 4 semesters of Physical Education. All or portions of the requirement may be waived if the student qualifies for an exemption</td></tr>
<tr><td colspan="2">Pathways Exhibition - 1 semester credit
This requirement may be waived if a student begins enrollment in the second semester of their four-year cohort or beyond.</td></tr>
<tr><td>Option 1:
All students must complete and present a Pathways Exhibition. Students can choose from a variety of exhibition options including a CTE Pathway with Capstone Project.</td><td>Option 2:
Students may take a college course with similar requirements as the Pathways Exhibition. The course must be approved by a School Administrator in advance of the student starting the course.</td></tr>
<tr><td colspan="2">World Languages and Visual and Performing Arts (V&PA) –
2 semester credits</td></tr>
<tr><td>Option 1:
2 credits - World Language (both semesters must be the same language)</td><td>Option 2:
2 credits - V&PA</td></tr>
</table>

UC/CSU Option: **4 credits** – World Language (all semesters must be the same language; 2 years required, 3 years recommended) **2 credits** – Visual and Performing Arts (both semesters need to be the same course)

Career & Technical Education/Service Learning/Work Experience ***2 semester credits***		
Option 1: **2 credits** - CTE (Career and Technical Education).	Option 2: **2 credits** - Service Learning (120 hours total of community service). *Recommended for UC & CSU students.*	Option 3: **2 credits** - Work Experience (240 hours of paid Employment approved by a school counselor).
General Electives ***9 semester credits (or up to 13 if any Physical Education is exempted)***		
Students have the option of choosing from a wide range of general elective options. UC/CSU: 2 credits – Approved		
Grade Point Average (GPA)		
All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.		
**Courses required for UC/CSU Admissions*.* Students planning on applying to a UC or CSU can request a meeting with a counselor to develop a course plan.		

Option 2 High School Diploma

The Option 2 High School Diploma seeks to assist those students that will have reached their 18th birthday by the graduation deadline, and have at least **29** credits (minimum of 25 credits if portions of PE is exempted, or 24 credits if PE is exempted and Pathways Portfolio is waived) in the required courses and a minimum 2.00 G.P.A. in those courses designated for the state of California Option 2 diploma.

Eligibility Criteria: The eligible student is at least 17 years old or in their fifth-year cohort and beyond and has less than 20 credits. Option 2 allows students to obtain a high school diploma, participate in vocational training and/or attend the community college of their choice. The process is selective and is monitored by the Option 2 Committee, consisting of school counselors, an administrator, and a teacher representative.

Admission Requirements and Process:

- Student must be enrolled at an ASSC school and must be earning credits at the rate of one per month, with a minimum participation rate of 75% per month.
- Resource center teacher/school counselor recommends student for Option 2 diploma.
- School counselor meets with parent, teacher, and student to review eligibility of requirements.
- Resource center teacher presents the student records, which includes parent consent documents, to

the Option 2 Committee, outlining why this option best meets the needs of this student.

- The Option 2 Committee may decide to accept the recommendation of the teacher or deny the request to admit the student as a candidate for this diploma.
- When the student is accepted as a candidate, the school counselor develops a new course plan.

<table>
<tr><th colspan="3">OPTION 2 GRADUATION COURSE REQUIREMENTS</th></tr>
<tr><th>English - 6 semester credits</th><th colspan="2">Mathematics - 4 semester credits</th></tr>
<tr><td>English 1, 2 and higher</td><td colspan="2">Including Algebra 1, 2 or Integrated Math 1, 2 and higher</td></tr>
<tr><th>Science - 4 semester credits</th><th colspan="2">Social Studies - 6 semester credits</th></tr>
<tr><td>Including Biology 1, 2 and one year of a physical science</td><td colspan="2">World History, Geography & Economics 1, 2; U.S. History1, 2; Government 1 and Economics 1</td></tr>
<tr><th colspan="3">Physical Education – 4 semester credits</th></tr>
<tr><td colspan="3">All students must complete 4 semesters of Physical Education. All or portions of the requirement may be waived if the student qualifies for an exemption</td></tr>
<tr><th colspan="3">Pathways Exhibition - 1 semester credit
This requirement may be waived if a student begins enrollment in the second semester of their four-year cohort or beyond</th></tr>
<tr><td>Option 1:

All students must complete and present a Pathways Exhibition. Students can choose from a variety of exhibition options including a CTE Pathway with Capstone Project.</td><td colspan="2">Option 2:
Students may take a college course with similar requirements as the Pathways Exhibition. The course must be approved by a School Administrator in advance of the student starting the course.</td></tr>
<tr><th colspan="3">World Languages and Visual and Performing Arts (V&PA) – 2 semester credits</th></tr>
<tr><td>Option 1:
2 credits - World Language (both semesters must be the same language)</td><td colspan="2">Option 2:
2 credits - V&PA</td></tr>
<tr><th colspan="3">CTE/Service Learning/Work Experience – 2 semester credits</th></tr>
<tr><td>Option 1:
2 credits
CTE
(Career and Technical Education).</td><td>Option 2:
2 credits
Service Learning
(120 hours total of community service).</td><td>Option 3:
2 credits
Work Experience Education
(240 hours of paid employment approved by School counselor).</td></tr>
<tr><th colspan="3">Grade Point Average (GPA)</th></tr>
</table>

Students must have a minimum G.P.A. of 2.00 in the required courses for Option 2.
School counselor or administrator approval is needed for the following: • College courses may be taken in lieu of high school courses. One 2-unit college course is equivalent to two semesters of high school credit. • Passing scores of 150 or higher on the General Education Development Test (GED) or a passing score of 8 or more on the HiSET™ can be used to satisfy some course credit requirements.

Option 3 CHSPE Certificate

Students graduating with the California High School Proficiency Exam (CHSPE) Certificate from an Altus school must complete the following requirements:
1. Successful completion and passing score on the California High School Proficiency Exam (CHSPE).
2. An official score must be received from the State of California verifying a passing score.
3. Upon successful completion and at the request of the parent/guardian (unless the student is 18 or older), the student must complete a Parent Consent for Exemption from Compulsory Attendance (Form C-37) and submit to the school.

Option 4 HiSET™ Certificate

On March 13, 2014 the California State Board of Education approved a new high school equivalency test known as the HiSET™ for California test takers. In order to complete the HiSET™ a student must pass 5 sections that include; Reading, Writing, Math, Social Studies and Science. Scores range from 1-20 with a passing score being 8 and overall score of 45. ASSC schools have entered into a MOU with the HiSET™ publisher ETS to become a local testing center for ASSC students.

Graduation Ceremony

Graduation from an ASSC School is a special and dignified event. Students wishing to participate in the graduation ceremony must complete the following requirements:

- Complete all stated requirements in Option 1(UC/CSU) or Option 2 for a high school diploma.

OR

- Complete all stated requirements in Option 3 for the California High School Proficiency Exam (CHSPE) or Option 4 for the HiSET™.

AND

- Attend a Senior Exit Orientation.
- Complete all requirements by the official due dates as listed on the Graduation Requirements Form.
- Attend all graduation rehearsals.
- Follow all graduation ceremony rules and regulations.

3161 GRADE SUPPRESSION AND GRADE VALIDATION POLICY
Approved: May 5, 2009
Amended: June 26, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California hereby adopts this adopt this Grade Suppression and Grade Validation Policy to apply to Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools North County, Altus Schools Mirus, and Altus Schools South Bay, all hereafter collectively referred to as "Charter School".

Grade Suppression

Students wishing to suppress a "D" or "F" grade earned from a Charter School-approved accredited school or district outside of Charter School must repeat the same course/s based on course descriptions from the school or district where the course/s originated. The course/s must be approved by a school counselor or administrator.

Grade Validation

If a student earns an "F" grade for the first semester of a year-long course but earns a passing grade of "C" or better for the second semester of that same course, credit shall be assigned for both semesters and a passing grade of "D" shall be recorded for the first semester. This applies only to students designated as 11th or 12th graders by a school counselor or administrator from Charter School.

If a student earns a passing grade for the first semester of a year course and an "F" grade for the second semester of that course, credit (and passing grade) shall be allowed for the first semester only. The second semester "F" grade shall be recorded as a final grade.

Charter School will accept for credit full or partial coursework satisfactorily completed by a pupil while attending a public school, juvenile court schools, a school in a county other than the United States, and/or nonpublic, nonsectarian school or agency.

3162 Physical Education and Exemption Policy
Approved: February 22, 2018
Amended: February 28, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California ("ASSC") hereby adopts this Physical Education and Exemption Policy to apply to Audeo Charter School II, ~~Audeo Charter School III,~~ Audeo Valley Charter School, ~~Mirus Secondary School~~Altus Schools Coachella Valley, ~~,~~Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay~~-~~, all hereafter collectively referred to as "Charter School."

As required by state of California and the Graduation Requirement Policy of this Board, all students must complete two years (4 semesters) of physical education to receive a diploma.

Courses that will count toward meeting the high school physical education credit requirement include:

Physical Education 1	Physical Education 3	Cadet Corps 1	Cadet Corps 3	Cadet Corps 5
Physical Education 2	Physical Education 4	Cadet Corps 2	Cadet Corps 4	Cadet Corps 6

Education Code permits the governing board of a Local Education Agency (LEA) to grant exemptions from the physical education requirement if specified criteria are met.

Eligible exemptions are as follows (Education Code §51241):

- A temporary exemption may be granted for ill or injured students.
- A one-year exemption (2 semesters) exemption may be granted to a student in Grades 10-12 if the pupil has met satisfactorily at least five of the six standards of the physical performance test (FITNESSGRAM) administered in grade 9. A student in grades 10 – 12 may also take the physical performance test (FITNESSGRAM) and receive the one-year exemption if they satisfactorily meet at least five of the six standards of the physical performance test (FITNESSGRAM).
- A permanent exemption may be granted if a student is 16 years old or older and has been enrolled in Grade 10 for one academic year or longer.
- A permanent exemption may be granted if a student is enrolled as a post graduate student.

Exemption forms must be completed and signed by the student, parent (unless the student is 18), teacher, and counselor. The Deputy Superintendent School Services and Founding Director or designee will approve or deny the exemption.

If a student enrolls at the Charter School with any of the following courses completed, the course or courses may be counted toward the physical education credit requirement:

- Physical Education
- Cadet Corps
- JROTC
- Marching Band
- Cheerleading
- Drill Team
- Color Guard

If a student enrolls at the Charter School with a similar course not included on the list, the Charter School's counselor or administrator will decide on whether the course will count toward the physical education requirement.

3171 Tobacco Free Environment
Approved: May 1, 2012

Formatted: Font: Not Bold, Not Italic

The Board is committed to providing a positive school environment that encourages all students to reach their highest potential academically, physically, emotionally, and socially and to become productive members of society. The Board believes that involvement and/or use of controlled substances will seriously impair students' ability to achieve academically and to live healthy lives. The Board will not tolerate the possession, use, or sale of alcohol, tobacco, or other drugs on school property.

The School will conform to all local and state laws and regulations governing a tobacco free school and workplace. The goal will be to employ prevention and early intervention strategies, as well as progressive discipline and consequences including expulsion. The Board shares responsibility for ensuring drug, alcohol, and tobacco-free school and work environment and will work with school staff, students, parents, law enforcement/school police, public agencies, and community organizations.

3172 Human Trafficking Prevention Policy
Approved: May 19, 2021
Amended: March 1, 2023~~;~~ June 22, 2023~~;~~ February 28, 2024~~;~~ June 26, 2024; June 24, 2025

Formatted: Font: Not Bold
Formatted: Font: Not Bold

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Board of Directors of Altus Schools Southern California ("ASSC") hereby adopts this Human Trafficking Prevention Policy to apply to Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay~~, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School~~ ("Charter School"). Charter School is committed to reducing the vulnerability of all children in California to incidents of commercial labor or sexual exploitation.

Student Instruction

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. Information shall inform students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

Parents have the right to excuse their child from all or part of instruction on prevention of human trafficking. An opt-out form is available upon request from the Equity and Inclusion Administrator. Parental consent for this instruction is NOT required. If the Charter School does not receive a written request to excuse a student, the student will be included in the instruction.

Information to Parents/Guardians

Information and materials for parents/guardians about the curriculum is available upon request, and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for review.

Staff Training

Training shall be available and conducted periodically to enable Charter School personnel to learn about new developments in the understanding of abuse, including sexual abuse, and human trafficking, and to receive instruction on current prevention efforts and methods. The Charter School may include training on early identification of abuse, including sexual abuse, and human trafficking of students and other minors.

Policy 3175 Student Freedom of Speech and Expression

Formatted: Highlight

Approved: February 22, 2011
Amended: February 22, 2018; February 16, 2022; June 22, 2023; February 28, 2024; June 26, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California ("ASSC") hereby adopts this Student Freedom of Speech/Expression Policy to apply to Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, -Altus Schools North County, and ,-Altus Schools South Bay, ~~Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School,~~ hereafter collectively referred to as "Charter School."

The Charter School respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

Definitions

1. "*Obscenity*": when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.

2. "*Defamation*": Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.

3. "*Discriminatory Material*": material that demeans a person or group because of the person/group's mental or physical disability, sex (including pregnancy and related conditions and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.

4. *"Harassment (including sexual harassment), Intimidation and/or Bullying"*: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

5. "*Fighting Words*": words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.

6. "*Vulgarity and/or Profanity*": the continual use of curse words by a student, even after warning.

7. "*Violating Privacy":* publicizing or distributing confidential or private material without permission.

On Resource Center Expression

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above. Also prohibited shall be material that incites a clear and present danger of the commission of unlawful acts on resource center premises or the violation of lawful school regulations or the substantial disruption of the orderly operation of the Charter School.

A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Deputy Superintendent School Services and Founding Director or designee at least one (1) school day prior to distribution. The Deputy Superintendent School Services and Founding Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. The Charter School Deputy Superintendent School Services and Founding Director or designee shall notify student(s) if distribution will be granted or denied (and if denied, why distribution is not in compliance with this Policy).

2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Deputy Superintendent School Services –and Founding Director. Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at school entrances.

3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.

4. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the Deputy Superintendent School Services and Founding Director).

~~The Deputy Superintendent School Services or designee shall work with student government representatives in the development of these procedures. Student responsibilities shall be emphasized.~~

B. Official School Publications

As a small independent student learning environment, the Charter School does not currently have school publications. Should the Charter School begin utilizing a student-operated publication in the future, Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.[11] The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. Charter School officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Deputy Superintendent School Services and Founding Director.

[11] "Official school publications" refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

C. Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

D. Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and Charter School administration. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

E. Organized Demonstrations

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

F. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school assemblies, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

Off-Site Expression

Off-site student expression, including but not limited to student expression on off-site internet web sites, is generally constitutionally protected but shall be subject to discipline when there is a sufficient nexus between the speech and the school.

Relevant considerations include:

1. The degree and likelihood of harm to the Charter School (staff, students, volunteers, and/or property) caused or augured by the expression,
2. Whether it is reasonably foreseeable that the expression would reach and impact the Charter School, and
3. The relation between the content and/or context of the expression and the Charter School. There is always a sufficient nexus between the expression and the Charter School when the Charter School reasonably concludes that it faces a credible, identifiable threat of school violence.

The Charter School Deputy Superintendent School Services and Founding Director or designee shall document the impact the expression had or could be expected to have on the educational program. Off-site expression that results in the material disruption of classwork or involves substantial disorder or invasion of the rights of others may be subject to discipline.

Off-site expression may result in discipline if the expression involves but is not limited to:

a. Serious or severe bullying or harassment targeting particular individuals;
b. Threats aimed at teachers or other students;
c. The failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities; or
d. Breaches of school security devices.

Enforcement

1. Upon learning that students are considering actions in the areas covered by this Policy they will be informed of the possible consequences of their action under each specific circumstance. The Deputy Superintendent School Services and Founding Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.

2. This Policy does not prohibit or prevent the Charter School Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the resource center premises.

3. No Charter School employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

4. Charter School shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

Complaints and Appeals

The following procedures shall be used to address general disputes regarding student freedom of speech and expression:

1. The student and faculty member shall first attempt to resolve the problem internally.

2. If the student and faculty member are unable to resolve the dispute, the student and/or faculty member may bring the matter to the Charter School Deputy Superintendent School Services and Founding Director or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.

3. Any student or faculty member may appeal the decision of the Charter School Deputy Superintendent School Services and Founding Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint ~~with Charter through~~ following the Charter School's General Complaint Policies and Procedures.

3177 Harassment, Intimidation, Discrimination, and Bullying Policy
Approved: June 26, 2024
Amended: June 24, 2025

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Altus Schools Southern CA, which operates Altus Schools East County, Altus Schools South Bay, Altus Schools North County, Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, ~~,~~ and ~~Mirus Secondary School~~Altus Schools Mirus, ~~(~~ hereinafter collectively referred to as "Charter School", ~~)~~ prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Charter School staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom Charter School does business, and all acts of Charter School's Board of Directors ("Board") in enacting policies and procedures that govern Charter School.[1]~~2~~

Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

[1] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe ~~or~~and pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student [2] or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by Charter School.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
    a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible

[2] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

3. An act of "Cyber sexual bullying" including, but not limited to:
   a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
   b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

Charter School advises students:

5. To never share passwords, personal data, or private photos online.
6. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
7. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
8. To consider how it would feel receiving such comments before making comments about others online.

Charter School informs its employees, students, and parents/guardians of Charter School's policies regarding the use of technology in and out of the classroom. Charter School encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

Charter School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Charter School advises

students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Charter School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Charter School informs Charter School employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development
Charter School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Charter School employees who have regular interaction with students.

Charter School informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by Charter School and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Charter School's students.

Complaint Procedures

Scope of the Complaint Procedures
Charter School will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

a. Are written and signed;
b. Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
c. Submitted to the Charter School UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

Charter School will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of Charter School's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of Charter School's Title IX Policy and UCP is available in the main office.

Submitting a Report or Complaint
All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Deputy Superintendent as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and Charter School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the ~~Deputy Superintendent~~Chief of Staff & Compliance Officer, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Charter School acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by Charter School on a case-by-case basis.

Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response
Upon receipt of a report or complaint of misconduct prohibited by this Policy, the ~~Deputy Superintendent~~Chief of Staff & Compliance Officer, or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the ~~Deputy Superintendent~~Chief of Staff & Compliance Officer, or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Chief of Staff & Compliance Officer~~Deputy Superintendent~~, or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Chief of Staff & Compliance Officer~~Deputy Superintendent~~, a non-employee Board member who is not the Board Chair or a parent/guardian of a student at Charter School will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences
Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment.

Right of Appeal
Should a complainant find Charter School's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of Charter School's decision or resolution, submit a written appeal to the Chair of the Charter School Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

3179 Title IX Policy Prohibiting Discrimination on the Basis of Sex
Approved: June 26, 2024;
Amended: June 24, 2025

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Altus Schools Southern CA, which operates Altus Schools East County, Altus Schools South Bay, Altus Schools North County, Audeo Charter School II, Audeo Valley Charter School, ~~and~~ Altus Schools Mirus ~~Secondary School~~, and Altus Schools Coachella Valley, (hereinafter collectively referred to as "Charter School") to ~~to prevent and address sex discrimination, including but not limited to~~ sexual harassment, occurring within a Charter School's condition or activity. ~~sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.~~

Charter School does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[12] ~~Charter School will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.~~

This Policy applies to conduct occurring in Charter School's education programs or activities ~~on or after August 1, 2024~~ including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Charter School does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the Charter School Title IX Coordinator, the Assistant Secretary ~~Office~~ for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by Charter School. ~~Under California law, D~~discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, "sex-based harassment" means conduct on the basis of sex, that satisfies one or more of the following:

[12] Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

- An employee of Charter School conditioning the provision of an aid, benefit, or service of Charter School on an individual's participation in unwelcome sexual conduct;

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Charter School's education program or activity; or

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through Charter School.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
  - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

- Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment. ~~student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in Charter School's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) Charter School's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in Charter School's education program or activity at the time of the alleged sex discrimination.~~

Formal Complaint of Sexual Harassment means a~~n oral or~~ written document filed and signed by a complainant who is participating in or attempting to participate ~~request to~~ in Charter School's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Charter School investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in ~~that objectively can be understood as a request for~~ Charter School's education program or activity. ~~to investigate and make a determination about alleged sex discrimination.~~

Party means a complainant or respondent.

Respondent means a person a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment. ~~who is alleged to have violated Charter School's prohibition on sex discrimination.~~

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to Charter School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Charter School's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of Charter School ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Elizabeth Orona
Chief of Staff & Compliance Officer
eorona@altusschools.net
858-678-4811

Field Code Changed

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Tim Tuter
Deputy Superintendent School Services and Founding Director
ttuter@altusschools.net
858-678-2042

Formatted: Indent: Left: 1.5", First line: 0.5"

The Coordinator is responsible for coordinating Charter School's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to Charter School, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within Charter School's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Deputy Superintendent of School Services and Founding Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Charter School will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

Charter School acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. ~~Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.~~

~~Nothing in this Policy precludes Charter School from requiring an employee or other person authorized by Charter School to provide aid, benefit, or service under Charter School's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.~~

Response to Sexual Harassment

Charter School will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

Charter School's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in Charter School's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Charter School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair Charter School's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

Charter School has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with Charter School's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

Charter School requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by Charter School to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Charter School will treat complainants and respondents equitably. Charter School presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

Charter School may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Charter School allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by Charter School, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

Charter School will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.[13] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

Charter School must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in Charter School's education program or activity; or
- Did not occur against a person in the United States.

Charter School may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by Charter School;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent Charter School from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable Charter School policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

[13] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

- Charter School's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that Charter School prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

Charter School may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with Charter School's policies.

Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under Charter School's Title IX grievance procedures, Charter School may offer an informal resolution process to the parties. Charter School will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, Charter School will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;

- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than twenty-five (25) business days. Charter School has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless Charter School obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, Charter School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have

at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within twenty (20) business days after Charter School sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of Charter School's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that Charter School provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of Charter School's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Deputy Superintendent Schools Services and Founding Director, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or Charter School's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within twenty-five (25) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by Charter School.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

Charter School will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

Formatted: Centered

~~INSERT CHARTER SCHOOL LETTERHEAD~~

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name:_____Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

I hereby authorize ~~Charter School~~Audeo Charter School II to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from ~~Charter School~~Audeo Charter School II.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by ~~Charter School:~~ Audeo Charter School II:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Formatted: Centered

~~INSERT CHARTER SCHOOL LETTERHEAD~~

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name:_____Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

I hereby authorize ~~Charter School~~Audeo Valley Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from ~~Charter School.~~Audeo Valley Charter School.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by ~~Charter School:~~ Audeo Valley Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Formatted: Centered

~~INSERT CHARTER SCHOOL LETTERHEAD~~

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name:_____Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

I hereby authorize ~~Charter School~~Altus Schools Coachella Valley to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from ~~Charter School.~~Altus Schools Coachella Valley.

_____Date: _____

Signature of Complainant

_____

Print Name

To be completed by ~~Charter School:~~Altus Schools Coachella Valley:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

~~INSERT CHARTER SCHOOL LETTERHEAD~~

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name:_____Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

I hereby authorize ~~Charter School~~Altus Schools East County to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from ~~Charter School.~~Altus Schools East County.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by ~~Charter School~~Altus Schools East County:~~:~~

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

~~INSERT CHARTER SCHOOL LETTERHEAD~~

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name:_____Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

I hereby authorize ~~Charter School~~Altus Schools Mirus to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from ~~Charter School.~~Altus Schools Mirus.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by ~~Charter School:~~Altus Schools Mirus:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

~~INSERT CHARTER SCHOOL LETTERHEAD~~

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name:_____Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

I hereby authorize ~~Charter School~~Altus Schools North County to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from ~~Charter School.~~Altus Schools North County.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by ~~Charter School:~~ Altus Schools North County:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Formatted: Not Highlight

~~INSERT CHARTER SCHOOL LETTERHEAD~~

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name:_____Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

I hereby authorize ~~Charter School~~Altus Schools South Bay to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from ~~Charter School.~~Altus Schools South Bay.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by ~~Charter School:~~Altus Schools South Bay:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

3180 Student Non-Discrimination Policy
Approved: March 4, 2008,
Amended: February 28, 2024; June 26, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California ("ASSC"), which operates Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay hereinafter collectively referred to as "Charter School", hereby adopts this Student Non-Discrimination Policy. Charter School is committed to equal opportunity for all individuals in education. Charter School shall promote programs which ensure that discriminatory practices are eliminated in all school activities.

Charter School does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups.

Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

Pursuant to California law and the California Attorney General's guidance to K-12 schools in responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs. The complete Guidance, including *Appendix G – Know Your Rights* can be reviewed via the following link: https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability).

Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

~~Tim Tuter~~ Elizabeth Orona
~~Deputy Superintendent Schools Services~~ Chief of Staff & Compliance Officer
(858) 678-~~2042~~ 4811
10170 Huennekens Street
San Diego, CA 92121

The lack of English language skills will not be a barrier to admission or participation in Charter School's programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

3190 Unlawful Harassment, Discrimination, and Retaliation Policy
Approved: March 4, 2008
Amended: June 29, 2015**;** June 21, 2018; April 27, 2023; June 22, 2023; February 28, 2024; June 24, 2025

Altus Schools Southern California ("ASSC") is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. ASSC's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race(including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to person unable to prove their presence in the U. S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence pursuant to the Family Medical Leave Act("FMLA"), Pregnancy Disability Leave ("PDL")law, Americans with Disabilities Act ("ADA"),California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal,
state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

ASSC does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which ASSC does business). Supervisors and managers are to report any complaints of unlawful harassment to the ~~Deputy Superintendent School Services~~Chief of Staff & Compliance Officer or designee.

When ASSC ~~–~~receives allegations of unlawful harassment, discrimination, or retaliation, the Board if a complaint is about the Deputy Superintendent School Services and Founding Director) or the- ~~Deputy Superintendent School Services~~Chief of Staff & Compliance Officer or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. ASSC is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

ASSC is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when:

(1) ~~(1)~~ submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment;
(2) ~~(2)~~ an employment decision is based upon an individual's acceptance or rejection of that conduct;
(3) ~~(3)~~ that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of their hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training every two (2) years thereafter. ASSC ~~–~~will also provide sexual harassment prevention training to temporary or seasonal employees within thirty (30) days after the hire date or within one hundred (100) hours worked if the employee work for less than six (6) months. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the ~~Deputy Superintendent School Services .~~Chief of Staff & Compliance Officer.

Formatted: Font: Bold

Formatted: Font: Times New Roman

Formatted: List Paragraph,Bullet Paragraph,list, Don't add space between paragraphs of the same style, Numbered + Level: 1 + Numbering Style: 1, 2, 3, … + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5"

See Appendix A for the "Harassment /Discrimination / Retaliation Complaint Form."
See Appendix B for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
    1) Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
    2) Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
    3) Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate ASSC policy.

Formatted: Font: Times New Roman

Formatted: Don't add space between paragraphs of the same style, Bulleted + Level: 2 + Aligned at: 0.75" + Indent at: 1"

Appendix A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of Altus Schools Southern California ("ASSC") that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that ASSC may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of ASSC, you may file this form with the ~~Deputy Superintendent School Services~~ Chief of Staff & Compliance Officer or Board Chairperson.

Please review ASSC's- policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

ASSC will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, ASSC will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, ASSC– will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize ASSC– to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that ASSC– will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by ASSC both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

_____

_____

List any witnesses that were present:

_____

_____

Where did the incident(s) occur?

_____

_____

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize ASSC to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ _____

Signature of Complainant Date

_____ _____

Print Name Date

To be completed by ASSC :

Received by: _____ *Date:* _____

Appendix B

INTERNAL COMPLAINT FORM

Your Name: _____ Date:_____

Date of Alleged Incident(s):_____

Name of Person(s) you have a complaint against:

_____

_____

List any witnesses that were present:

_____

_____

Where did the incident(s) occur?:

_____

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

I hereby authorize Altus Schools Southern California ("ASSC") to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ _____

Signature of Complainant Date

_____ _____

Print Name Date

To be completed by ASSC :

Received by: _____ *Date:*_____

3191
Suicide Prevention Policy
Approved: June 22, 2017
Amended: October 21, 2020; March 18, 2022; June 22, 2023; February 28, 2024; June 26, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California hereby adopts this Policy to apply to Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay ~~Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School,~~ hereafter collectively referred to as "Charter School."

The Board recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Charter School and community stakeholders, Charter School school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating Charter School's strategies for suicide prevention and intervention. Charter School must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact for Charter School. The suicide prevention point of contact for Charter School and the Deputy Superintendent School Services and Founding Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Charter School created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students.

Charter School designates the following administrators to act as the primary and secondary suicide prevention liaisons to lead the SPCT:

1. School Psychologist
2. Deputy Superintendent School Services and Founding Director

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school and district data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites;
- Collaborate with community mental health organizations,
- Identify resources and agencies that provide evidence-based or evidence-informed treatment,
- Help inform and build skills among law enforcement and other relevant partners, and
- Collaborate to build community response.

Staff Development

Charter School, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, healthy youth school therapist, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Charter School has collaborated with [Insert Names of One Or More County and/or Community Mental Health Agencies] to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.

2. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.

3. Charter School shall ensure that training is available for new hires during the school year.

4. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:

    a. Suicide risk factors, warning signs, and protective factors.
    b. How to talk with a student about thoughts of suicide.

c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/.
g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    i. Youth affected by suicide.
    ii. Youth with a history of suicide ideation or attempts.
    iii. Youth with disabilities, mental illness, or substance abuse disorders.
    iv. Lesbian, gay, bisexual, transgender, or questioning youth.
    v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
    vi. Youth who have suffered traumatic experiences.
    vii. [Charter School may Insert other Local Youth Populations Vulnerable to Depression and Suicide].

6. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:

a. The impact of traumatic stress on emotional and mental health.
b. Common misconceptions about suicide.
c. Charter School and community suicide prevention resources.
d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
e. The factors associated with suicide (risk factors, warning signs, protective factors).
f. How to identify youth who may be at risk of suicide.
g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Charter School guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Charter School guidelines.
h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
j. Responding after a suicide occurs (suicide postvention).
k. Resources regarding youth suicide prevention.

l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, healthy youth school therapist, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.
Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

Virtual Screenings for Suicide Risk

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.
Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

Employee Qualifications and Scope of Services

Employees of Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Parents, Guardians, and Caregivers Participation and Education

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page and included in the parent handbook.

2. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

3. Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.

4. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.

5. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.

6. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:

    a. Suicide risk factors, warning signs, and protective factors.
    b. How to talk with a student about thoughts of suicide.
    How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
    c. Charter School's referral processes and how they or their children can reach out for help, etc.

7. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes

include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Charter School along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Charter School and is characterized by caring staff and harmonious interrelationships among students.

Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:

    a. Coping strategies for dealing with stress and trauma.
    b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
    c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
    d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

2. Receive developmentally appropriate guidance regarding Charter School's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

Charter School will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Charter School maintains a list of current student trainings and is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt**.

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

Intervention and Emergency Procedures

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Deputy Superintendent School Services and Founding Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Charter School or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:

    a. Securing immediate medical treatment if a suicide attempt has occurred.
    b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
    c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
    d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.

e. Moving all other students out of the immediate area.
f. Not sending the student away or leaving him/her alone, even to go to the restroom.
g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
h. Promising privacy and help, but not promising confidentiality.

2. Document the incident in writing as soon as feasible.

3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification**.

4. After a referral is made, Charter School shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Charter School may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Charter School.

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Charter School's safety plan. After consultation with the Deputy Superintendent School Services and Founding Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Deputy Superintendent School Services and Founding Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from Charter School counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Charter School campus and unrelated to school activities, the Deputy Superintendent School Services and Founding Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.

2. Discuss with the family how they would like Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.

3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.

4. The suicide prevention liaisons shall handle any media requests.

5. Provide care and determine appropriate support to affected students.

6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan; providing parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in Charter School activities to notify a teacher, the Deputy Superintendent School Services and Founding Director, another Charter School administrator, psychologist, Charter School counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Charter School staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Deputy Superintendent School Services and Founding Director to conduct an initial meeting of the Suicide Prevention Crisis Team to:

    a. Confirm death and cause.
    b. Identify a staff member to contact deceased's family (within 24 hours).
    c. Enact the Suicide Postvention Response.

   d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

2. Coordinate an all-staff meeting, to include:

   a. Notification (if not already conducted) to staff about suicide death.
   b. Emotional support and resources available to staff.
   c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
   d. Share information that is relevant and that which you have permission to disclose.

3. Prepare staff to respond to needs of students regarding the following:

   a. Review of protocols for referring students for support/assessment.
   b. Talking points for staff to notify students.
   c. Resources available to students (on and off campus).

4. Identify students significantly affected by suicide death and other students at risk of imitative behavior, and refer them to a school-based mental health professional.

5. Identify students affected by suicide death but not at risk of imitative behavior.

6. Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.

7. Consider funeral arrangements for family and school community.

8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.

9. Identify media spokesperson if needed.

10. Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid ~~oversimplfying~~oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
"Died by suicide" **or** **"Took their own life"**	**"Committed suicide"** **Note:** Use of the word "commit" can imply crime/sin

Use	Do Not Use
"Attempted suicide"	**"Successful" or "unsuccessful"** **Note:** There is no success, or lack of success, when dealing with suicide

11. Include long-term suicide postvention responses:
    a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
    b. Support siblings, close friends, teachers, and/or students of deceased.
    c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Student Identification Cards

Charter School will include the telephone numbers on all student identification cards:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
  - Call or Text "988"
  - Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text "HOME" to 741741
- Teen Line: Text "TEEN" to 839863
- Trevor Project: Text "START" to 678678
- Trans Lifeline: 1-877-565-8860

3192 Resource Center Supervision Policy
Approved: June 22, 2017
Amended: June 21, 2018; June 26, 2019; February 28, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California hereby adopts this Resource Center Supervision Policy to apply to Audeo Charter School II, Audeo Valley Charter School, ~~Audeo Charter School III~~Altus Schools Coachella Valley, Altus Schools East County, Altus Schools North County, Altus Schools South Bay, and Altus Schools Mirus~~Audeo Valley Charter School, Mirus Secondary School, Altus Schools East County and Altus Schools South Bay~~, all hereafter collectively referred to as "Charter School."

The purpose of the Resource Center Supervision Policy is to ensure the safety and supervision of all students while at the resource centers between the hours of 7:00 a.m. and 7:00 p.m. on regularly scheduled school days, Monday through Friday.

All staff will be responsible for the supervision of students at all times while inside the school's resource centers. A designated supervisor(s) will always be present at each resource center while the resource center is serving students.

All school staff is trained in:

- School Supervision
- First Aid
- Health Emergencies
- Bullying: Recognition & Response
- Child Protective Services
- Blood Borne Pathogens
- Mental Health
- Sexual Misconduct

The school shall not be responsible for the supervision of students outside of a resource center.

All staff will refer injuries to a School Administrator or designee.

Campus incidents will be recorded on a School Incident/Accident Report Form and will be followed up by staff where appropriate.

The Resource Center Supervision Policy will be reviewed annually by the school administration team and ratified by school's Board of Directors.

3197 Mathematics Placement Policy
Approved: May 26, 2016
Amended: February 28, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California ("ASSC") hereby adopts this Mathematics Placement Policy to apply to Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools North County, Altus Schools South Bay, and Altus Schools Mirus ~~Altus Schools Audeo and Altus Schools Charter School of San Diego~~ ("Charter School"). This policy has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:
    a. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress ("CAASPP");
    b. Placement tests, such as the Northwest Evaluation Association Measure of Academic Progress ("NWEA MAP") assessments, that are aligned to state-adopted content standards in mathematics;
    c. Recommendation, if available, of each student's 8th grade teacher based on classroom assignment and grades;
    d. Recommendation, if any, of each student's 9th grade teacher based on assignments and grades provided at the beginning of the school year;
    e. Final grade in mathematics on the student's official, end of the year 8th grade report card;
    f. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.
2. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher's mathematics course. The teacher's assessment will take into consideration factors which may include, but are not limited to, the student's assignments, quizzes, tests, exams, and grades, participation, and any comments provided by the student, the student's parent/legal guardian, and/or the student's other teachers regarding the student's mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.
3. The Administrator of Instructional Services , or his or her designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Charter School shall annually report the aggregate results of this examination to the Charter School Board.

Formatted: Don't add space between paragraphs of the same style, Numbered + Level: 1 + Numbering Style: 1, 2, 3, … + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Font: Times New Roman

4. The Charter School offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement, as follows:

    a. A parent/legal guardian of any 9th grade student may submit a written request to the Administrator of Instructional Services~~-~~, or his or her designee, that:
        i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Administrator of Instructional Services or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.
        ii. Requests that the student retake the placement test, in which case the Administrator of Instructional Services or designee will attempt to facilitate the retest within two (2) weeks.
        iii. Requests that the student retake the 8th grade end of course final mathematics assessment, in which case the School Coordinator or designee will attempt to facilitate the retest within two (2) weeks.
        iv. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within five (5) school days of receipt, the Administrator of Instructional Services or designee shall respond in writing to the parent/legal guardian's request. The Administrator of Instructional Services or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this policy. Based on this assessment, the Administrator of Instructional ~~Servicesor~~Services or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Administrator of Instructional Services shall specify the mathematics course or level recommended for the student. The Administrator of Instructional Services or designee's response must provide the determination as well as the objective academic measures that the School Coordinator or designee relied upon in making that determination.
    b. Notwithstanding the foregoing, if the Administrator of Instructional Services or designee requires additional time to respond to a parent/legal guardian's request, the Administrator of Instructional Services or designee will provide a written response indicating that additional time is needed. In no event shall the Administrator of Instructional Services or designee's response time exceed one (1) month.
    ~~c.~~ If, after reconsideration of the student's mathematics placement by the Administrator of Instructional Services or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Administrator of Instructional Services or designee, acknowledging and accepting responsibility for this placement.

5. The Charter School shall ensure that this mathematics placement policy is posted on its website.
6. This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

Formatted: Normal

3198 Student COVID-19 Prevention Policy
Approved: June 24, 2020
Amended: February 28, 2024

The Board of Directors of Altus Schools Southern California hereby adopts the Student COVID-19 Prevention Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School, Altus Schools East County, and Altus Schools South Bay, all hereafter collectively referred to as "Charter School."

It is the policy of the Charter School to take all reasonable measures to prevent the spread of the novel coronavirus ("COVID-19") among student and staff. In accordance with this policy, the Charter School temporarily implements the following procedures (collectively referred to as the Charter School's ("Student COVID-19 Prevention Policy").

Temperature Screening

The Centers for Disease Control and Prevention ("CDC") recognizes fever as a symptom of COVID-19. As a result, and in accordance with guidance from the Center for Disease Control ("CDC"), the California Department of Education ("CDE") and the California Department of Public Health ("CDPH"), all students must submit to a noninvasive temperature screening prior to entering any School resource center or administrative offices. Temperature screenings shall be administered in accordance with the following criteria:

- The Charter School shall utilize a noninvasive forehead temperature scan.
- Individuals who administer temperature screenings shall be appropriately trained in using the device and interpreting the results.
- Individuals who administer temperature screenings shall be provided appropriate personal protective equipment ("PPE"), including gloves and masks.
- Students and vendors must wear a mask over their mouth and nose while receiving a temperature scan.
- All temperature results shall remain confidential and no personnel records shall be created based on a temperature screening.

Students who present with an elevated temperature of 100 degrees Fahrenheit or greater will be sent home and shall be excluded from all School facilities for a minimum of fourteen (14) days. Students may return to a School facility before fourteen (14) days only if they submit a certification from a health care provider establishing that they do not have COVID-19.

Excluded Students

Students excluded from School facilities on the basis of an elevated temperature or other COVID-19 related symptoms shall have continued access to distance learning opportunities. Students will be excluded only from in-person tutoring sessions, labs, field trips, and other in-person activities at School facilities for fourteen (14) days, so long as symptoms subside. Students shall be provided with distance learning opportunities to support their academic success to the greatest extent possible during exclusion.

~~Excluded students eligible for special education shall continue to receive all special education services provided for in the student's individualized education program ("IEP") to the greatest extent possible in accordance with distance learning standards.~~

~~Social Distancing and PPE~~

~~Charter School recognizes that the absence of a fever is not determinative of whether an individual has COVID-19. As a result, and in order to prevent the unintentional spread of COVID-19 by asymptomatic individuals, all students shall be required to adhere to the following guidelines when inside any School resource center or administrative office:~~

- ~~Maintain a minimum six (6) foot distance from other individuals whenever possible.~~
- ~~Wear masks that cover the face and nose whenever possible, including at all times when within six (6) feet of other individuals. The Charter School will have masks available at the resource center or administrative office.~~
- ~~Wash hands frequently using soap and water, or hand sanitizer, including upon entering any School facility.~~
- ~~Sanitize equipment after each use, including workstations and chairs.~~

~~Duration of Policy~~

~~This COVID-19 Prevention Policy is temporary in nature and shall remain in effect only during the public health emergency caused by COVID-19. This policy shall be implemented consistent with CDC, EEOC, and DFEH guidance, as well as guidance from other applicable local health authorities, and will be rescinded upon the revision of such guidance. In the absence of action by the Charter School Board of Directors to extend this policy, it shall automatically terminate at the end of the 2020-2021 school year.~~

3320 Cell Phones, Smart Phones, Pagers and Other Electrotonic Signaling Devices Policy
Approved: February 16, 2022
Amended: June 22, 2023~~;~~ February 28, 2024~~;~~ June 26, 2024; June 24, 2025

The Governing Board of Altus Schools Southern California corporation hereby adopts this Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy to apply to Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay,~~Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School,~~ hereafter collectively referred to as ("Charter School"). The Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as "private devices") to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while on site or at the resource center, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Off school site before or after school.
- Before or after any Charter School sponsored activity occurring before or after the school's instructional day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Private devices shall be turned off and shall not be used:

- While at the resource center, including workshops, seminars, tutoring and any other school activity, which takes place during the scheduled instructional day on or off site.
- During events sponsored by the Charter School.
- On field trips or excursions sponsored by the Charter School.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. Parents/guardians will be contacted to pick up any confiscated private devices at the

end of the instructional time at the resource center or at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought onto campus or at Charter School sponsored activities.

3325
Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation, and Education
Approved: February 16, 2022;
Amended: June 22, 2023;~~,~~ February 28, 2024;~~,~~ June 26, 2024; June 24, 2025

A. SECTION 504 POLICY
The Board of Directors of Altus Schools Southern California hereby adopts the Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education to apply to Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay~~Altus Schools East County, Altus Schools North County, Altus School South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School~~, hereafter collectively referred to as ("Charter School"). The Governing Board of the Charter School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA"). An impairment need not prevent or severely restrict a major life activity to be considered "substantially limiting.

The Charter School's Deputy Superintendent School Services and Founding Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If Charter School does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Charter School shall periodically review the student's progress and placement.

The Charter School does not discriminate on the basis of disability, or any other characteristic protected under law. Charter School will implement this policy through its corresponding procedures.

B. SECTION 504 PROCEDURES

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by Charter School.

2. **Individual with a Disability under Section 504** – An individual who:
    a. has a physical or mental impairment that substantially limits one or more major life activities;
    b. has a record of such an impairment; or
    c. is regarded as having such an impairment.

3. **Evaluation –** procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade, or class.

4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.

5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

7. **Physical or Mental Impairment** –
    a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
    b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The Administrator of Special Education shall serve as the Charter School's Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at

    Kirsten Ramirez Henderson
    10170 Huennekens Street, San Diego, CA 92121
    (619)393-2270
    khenderson@altusschools.net

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means
    a. ~~a.~~ An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.

3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:

    a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
    b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
    c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process

for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.

9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

11. Information from all sources shall be documented and carefully considered.

C. 504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.

6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.

9. The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

10. Charter School shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, Charter School shall schedule a 504 Team meeting to review the existing 504 Plan. Charter School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

11. A parent, guardian, or Charter School shall have the right to audio record the proceedings of any team meetings held pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794). The parent or guardian or Charter School shall notify the members of the team of the parent's, guardian's, or Charter School's intent to audio record a meeting at least 24 hours before the meeting. If Charter School initiates the notice of intent to audio record a meeting and the parent or guardian objects or refuses to attend the meeting because it will be audio recorded, the meeting shall not be audio recorded.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A re-evaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
   - Examine relevant records
   - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
   - Have the right to file a Uniform Complaint pursuant to Charter School policy
   - Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

   Kirsten Ramirez Henderson
   10170 Huennekens Street, San Diego, CA 92121
   (619)393-2270
   khenderson@altusschools.net

   Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Deputy Superintendent School Services and Founding Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with Charter School or any district within the El Dorado Charter SELPA or the San Diego County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:
   - The specific decision or action with which the parent/guardian disagrees.
   - The changes to the 504 Plan the parent/guardian seeks.
   - Any other information the parent/guardian believes is pertinent.

5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
   - Mediation by a neutral third party.
   - Review of the 504 Plan by the Deputy Superintendent School Services and Founding Director or designee.

6. Within ten (10) calendar days of receiving the parent/guardian's request, the Deputy Superintendent School Services and Founding Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Deputy Superintendent School Services and Founding Director.

7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Deputy Superintendent School Services and Founding Director.

8. The parent/guardian and the School shall be afforded the rights to:
   - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
   - Present written and oral evidence.
   - Question and cross-examine witnesses.
   - Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

11. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

Suspension and Expulsion, Special Procedures for Students with Disabilities

Charter School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Charter School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance to due process to such students. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's 504 Plan; and receive, as appropriate, a functional behavioral assessment ("FBA") and behavioral

intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination
Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School, the parent, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:
    a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
    b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.
    c. If Charter School, the parent, and relevant members of the 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
    d. If Charter School, the parent, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the child's disability, the 504 Team shall:
        - Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
        - If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and
        - Return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the BIP.
    e. If Charter School, the parent, and relevant members of the 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.
3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Charter School , the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state

and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and Charter School agree otherwise.

4. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Deputy Superintendent School Services and Founding Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's 504 Team.

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated Charter School 's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if Charter School had knowledge that the student had a disability before the behavior occurred.

Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School Coordinator or the Administrator for Instructional Services, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child's teacher, or the special education teacher or the school coordinator, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the ~~Special Education Coordinator~~Administrator of Special Education or to the School Coordinator or to the Administrator for Instructional Services.

If Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

If Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Charter School shall conduct an expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by Charter School pending the results of the evaluation.

Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).

7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.

8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Charter School .

9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.

10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.

11. Obtain a response from Charter School to reasonable requests for explanations and interpretations of your child's records.

12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.

13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.

14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.

15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Deputy Superintendent School Services and Founding Director for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.

16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education
San Francisco Office
United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from Charter School for exercising any of these rights.

Please contact Kirsten Ramirez Henderson, 504 Coordinator, (619) 393-2270 and at 10170 Huennekens Street, San Diego, CA 92121, with any questions regarding the information contained herein.

Formatted: Left

Formatted: Normal

3330 Limitations on Restraint and Seclusion of Students Disabilities
Approved: ~~Amended:~~ June 26, 2024;
Amended: June 24, 2025

Altus Schools Southern California~~A~~ which operates Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay ~~Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School~~, hereinafter collectively "Charter School"~~)~~ staff shall avoid the use of seclusion and behavioral restraint of students whenever possible. Seclusion or behavioral restraint may be used only to control student behavior that poses a clear and present danger of serious physical harm to the student or others, which cannot be prevented by a response that is less restrictive. Seclusion and behavioral restraint of students shall not be used in any form as a means of coercion, discipline, convenience, or retaliation.

The Governing Board ("Board") recognizes that any effort to change the behavior of another individual represents a degree of intrusion into that individual's life. To justify that intrusion, reasonable assurances must be given that, as a result of the intervention, the individual's behavior will change in a timely manner and that this change will benefit the individual. Therefore, in accordance with law, all efforts to change behavior must be based on effective techniques and the least intrusive procedure likely to be effective will be used.

Definitions

- "*Behavioral restraint*" includes mechanical restraint or physical restraint used as an intervention when a student presents an immediate danger to self or to others. Behavioral restraint does not include postural restraints or devices used to improve a student's mobility and independent functioning rather than to restrict movement.

- "*Mechanical restraint*" means the use of a device or equipment to restrict a student's freedom of movement. Mechanical restraint does not include the use of devices as prescribed by an appropriate medical or related services professional, including, but not limited to, adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment; vehicle safety restraints during the transport of a student; restraints for medical immobilization; or orthopedically prescribed devices which permit a student to participate in activities without risk of harm. Mechanical restraint also does not include the use of devices by peace officers or security personnel for detention or for public safety purposes.

- "*Physical restraint*" means a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. "Physical restraint" does not include a physical escort, which means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. "Physical restraint" also does not include the use of force by peace officers or security personnel for detention or for public safety purposes.

- "*Prone restraint*" means the application of a behavioral restraint on a student in a facedown position.
- "*Seclusion*" means the involuntary confinement of a student alone in a room or an area from which the student is physically prevented from leaving. Seclusion does not include a timeout involving the monitored separation of the student in an unlocked setting, which is implemented for the purpose of calming the student.

Prohibitions

Charter School staff shall not take any of the following actions:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.

2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use as a locked room.

3. Use a physical restraint technique that obstructs a student's respiratory airway or impairs a student's breathing or respiratory capacity, including a technique in which a staff member places pressure on the student's back or places his/her body weight against the student's torso or back.

4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, the use of a pillow, blanket, carpet, mat, or other item to cover a student's face.

5. Place a student in a facedown position with the student's hands held or restrained behind the student's back.

6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the student or others.

7. Utilize any amount of force that exceeds that which is reasonable and necessary under the circumstances.

8. Administer a drug that is not a standard treatment for a student's medical or psychiatric condition in order to control the student's behavior or restrict the student's freedom of movement.

9. Utilize any behavioral intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric shock.

10. Utilize any behavioral intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual.

11. Utilize any behavioral intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.

12. Utilize any behavioral intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma.

13. Utilize any behavioral interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention.

14. Utilize any behavioral intervention that precludes adequate supervision of the individual.

15. Utilize any behavioral intervention that deprives the individual of one or more senses.

Limited Use of Seclusion or Restraint

As stated above, Charter School staff shall avoid the use of seclusion and behavioral restraint of students whenever possible. Seclusion or behavioral restraint may be used only to control student behavior that poses a clear and present danger of serious physical harm to the student or others, which cannot be prevented by a response that is less restrictive. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the Charter School Deputy Superintendent Schools Services and Founding Director ("Deputy Superintendent") or the Administrator of Instructional Services and/or law enforcement as applicable to the situation.

If a student is put in seclusion, the student shall be under constant, direct observation of a staff member. Such observation may be through a window or another barrier through which the staff member is able to make direct eye contact with the student but shall not be made through indirect means such as a security camera or closed-circuit television.

If a student is restrained, staff shall afford the student the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others.

If a prone restraint technique is used on a student, a staff member shall observe the student for any signs of physical distress throughout the use of the restraint. Whenever possible, the staff member monitoring the student shall not be involved in restraining the student.

Special Education Reporting Requirements

For students with exceptional needs, the student's parent/guardian or shall be notified within one (1) school day if a restraint or seclusion is used or serious property damage occurs. A behavioral emergency report ("BER") shall immediately be completed and maintained in the student's file.

The BER shall include all of the following:

1. The name and age of the individual with exceptional needs.

2. The setting and location of the incident.

3. The name of the staff or other persons involved.

4. A description of the incident and the emergency intervention used, and whether the individual with exceptional needs is currently engaged in any systematic behavioral intervention plan.

5. Details of any injuries sustained by the individual with exceptional needs, or others, including staff, as a result of the incident.

All BERs shall immediately be forwarded to, and reviewed by, the Charter School Deputy Superintendent.

If a BER is written regarding an individual with exceptional needs who does not have a behavioral intervention plan ("BIP"), the Charter School Deputy Superintendent shall, within two (2) days, schedule an individualized education program ("IEP") team meeting to review the BER, to determine the necessity for a functional behavioral assessment ("FBA"), and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the FBA, not developing an interim plan, or both, as applicable. If a BER is written regarding an individual with exceptional needs who has a BIP, and the incident involved a previously unseen serious behavior problem, or a previously designed intervention was ineffective, the IEP team will review the BER and determine if the incident constitutes a need to modify the BIP.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.

Restraint administered to a student with a disability pursuant to a FBA, IEP, and BIP, developed in accordance with state and federal law to which the Charter School and the student's parents or guardians have agreed, shall be deemed to meet the requirements of these procedures.

Documentation and Website Posting Requirement

The Charter School Deputy Superintendent or designee shall annually collect data on the number of times that seclusion, mechanical restraint, and physical restraint were used on students and the number of students subjected to such techniques.

The data shall be disaggregated by race/ethnicity and gender, and reported for students with a Section 504 plan, students with an IEP, and all other students. This report shall be submitted to the California Department of Education ("CDE") no later than three (3) months after the end of each school year and shall be available as a public record.

The data collected and reported per the above shall be available as a public record and posted annually on the Charter School's internet website.

Monitoring and Training

Charter School shall continuously monitor the use of restraints and seclusions in an effort to prevent the inappropriate uses of these practices. Charter School shall adhere to the following:

1. Staff who implement BIPs for students with disabilities shall be properly trained, have access to the student's IEP, be knowledge about its contents, and understand the responsibilities for implementation.

2. A Behavioral Intervention Case Manager ("BICM") or Board Certified Behavior Analyst ("BCBA") shall train all staff working with a student with an IEP to appropriately implement the student's BIP and appropriate interventions.

3. Only staff trained in emergency interventions may use them.

4. Charter School shall keep a detailed record of the training provided to personnel who may utilize emergency interventions and update the information annually to ensure that personnel qualifications and training comply with Charter School and/or special education local plan area ("SELPA") policies.

5. Prior to contracting with a nonpublic school ("NPS") or a residential treatment center ("RTC") for placement of a student with an IEP, Charter School shall ensure that the NPS or RTC trains staff who will have contact or interaction with students during the schoolday in the use of evidence-based practices and interventions specific to the unique behavioral needs of the nonpublic, nonsectarian school or agency's student population. If Charter School intends to place a student at a NPS or RTC serving students with significant behavioral needs or who are on behavioral intervention plans, the Charter School will ensure the NPS or RTC has an individual onsite during school hours who is qualified, and responsible for the design, planning, and implementation of behavioral interventions. Charter School shall comply with all other requirements for oversight and monitoring of the NPS or RTC pursuant to AB 1172.

6. If Charter School personnel suspect that improper restraint or seclusion practices have been used, Charter School shall immediately remove the student from the environment and conduct an investigation.

4110 Fiscal Control Policy
Approved: June 11, 2002~~:~~;
Amended: ~~-~~February 28, 2024; June 24, 2025

To further carry out the fiscal responsibilities as stated in the Charter School origination documents, The Altus Schools Southern California Board of Directors adopts the following policy:

The Chief Business Officer, CFO, & Founding Director (hereafter referred to as "CBO") will present to the Board regular fiscal reports as to the financial status of the school. ~~and is duly authorized and responsible to the Board for final approval of all expenditures relating to the school budget.~~

The CBO for the School is duly authorized and responsible for final approval of all expenditures relating to the School budget.

1. Additional approval of the Superintendent School Services and Founder for an expenditure may be requested by the Chief Administrator at any time. The Superintendent School Services and Founder may, at their discretion, elect to require additional approvals, such as that of the Chair of the Board, a subcommittee, or the full Board.

2. Additional approval is required if an expenditure would cause the annual budget, in total, to be exceeded

4130 Carry Oover Guideline~~4130 Carry overOver Policy~~
Approved: June 11, 2002
Amended:~~,~~ February 28, 2024; June 24, 2025

Formatted: Font: Times New Roman
Formatted: Font: Not Bold

Use Board Policy 4150 for Reserve Policy for guidance, reference and implementation. This policy was initially adopted by the Board on February 22, 2011.

4140 Funding for Meeting Hospitality, Incentives, Recognition, Gifts
Approved: June 11, 2002
Amended: February 28, 2024; June 26, 2025

The Superintendent School Services and Founder shall have discretion in the use of school funds for meetings, hospitality, recognition, incentives, and gifts to staff and community partners.

School activities and meetings that are appropriately carried on in the office or classroom, but which may also be carried on in connection with a meal or refreshments, may be considered school business expenses.

Occasional entertainment of staff in connection with a specific event (e.g., completion of a large, difficult, or long-term project) or a lunch or dinner used for a specific purpose (e.g., meeting, debriefing, goal setting, recognition) is a reimbursable expense. The location for such should be appropriate and the expense should be reasonable.

This policy also recognizes that there may be occasions when it is appropriate for the school to recognize events in the lives of employees and community partners where the costs of such gifts are payable by or reimbursable by the school. Gifts to school employees should be token or nominal in value considering all attendant circumstances.

Such uses, as described above, should not exceed the amounts budgeted for Community Relations, Principal's discretionary, and/or other account lines specifically designated for these purposes.

4150 Reserve Funds Policy
Approved: February 22, 2011
Amended: February 28, 2024; June 24, 2025

Purpose of the Reserve Fund:
The purpose of the Reserve Fund shall be to responsibly fund and finance **the General/Operation Reserve Fund; Reserve for Economic Uncertainties**; and **Contingency/Strategic Fund**. Reserve Funds shall be maintained to ensure the long-term financial sustainability of the organization.

DEFINITION OF TERMS:

The term **"Reserves"** is used to describe that part of the fund balance that is freely available for its operating purposes not subject to commitments, planned expenditure and spending limits. Reserves do not include restricted funds and designated funds.

A **Contingency Fund** is a reserve fund set aside to handle unexpected debts that are outside the range of the usual operating budget.

Fund Balance or Carry-Over Fund is the difference between assets and liabilities. This is the fund equity of governmental and trust funds.

Policy Statement

The primary object of this policy is to establish and maintain three levels of reserve funds which includes the General/Operation Reserve Fund, Reserve for Economic Uncertainties and Contingency/Strategic Fund. These funds must remain unencumbered and uncommitted at a level relative to the annual operating budget and the historical costs of operating and maintaining the organization. It will permit Altus Schools Southern California to continue to operate during difficult financial times and maintain current level of operations while the School addresses unexpected but essential needs (e.g. the State Deferrals of Apportionment). A Reserve Fund shall be maintained to meet contractual liabilities should the School have to close. This includes salary payable, amounts due to creditors and commitments under leases.

GENERAL FUND/OPERATION RESERVE POLICY:

The General Fund is used to account for all general and unrestricted revenues and for expenditures related to providing general services for the School. For the purpose of this policy and as it applies to the General/Unrestricted Fund only, the School will establish on an annual basis the budget for Operation Reserve at a level of 3% to 8% of total General/Unrestricted Revenues during the development of the current fiscal year's operational budget.

RESERVE FOR ECONOMIC UNCERTAINTY POLICY:

This portion of the end of the year fund balance shall be designated to provide for emergencies or economic events, such as revenue shortfalls that could not be anticipated. This reserve shall allow for any anticipated and unanticipated State deferrals of apportionments. The reserve for economic uncertainty

shall be maintained to an amount equivalent to 3 to 7 months of the total current year's budgeted expenditures.

CONTINGENCY/STRATEGIC RESERVE POLICY:

The School shall designate a Contingency/Strategic Reserve Fund which represents a portion of the current year's end of the year fund balance or carry over funds in order to provide a strategic reserve for the School's commitments for leases, a reserve fund for major repairs and improvements, capital replacements, facility acquisitions and self-insured health and welfare program. This fund shall be maintained at 15% to 25% of the current year's fund balance (carry over). This fund will support and sustain the strategic goals of the Schools.

At the first scheduled Board meeting of the year the Chief Business Officer, CFO, & Founding Director (hereafter referred to as "CBO") will present to the Board a full status report of all reserve levels. The CBO will be responsible for coordinating to the Board the review of this policy every two years.

This policy supersedes any existing policy adopted by the Board in reference to Fund Reserves.

4160 Travel and Expense Reimbursement Policy
Approved: February 13, 2014
Amended: June 24, 2022; February 28, 2024; June 24, 2025

Altus Schools Southern California ("ASSC"), a nonprofit benefit public corporation, will reimburse senior leaders, staff, and other authorized individuals for actual travel and associated expenses incurred in the furtherance of ASSC business relating to attendance at required and approved business meetings, training, seminars, conferences, and travel associated with research consistent with the ASSC Research policy.

ASSC senior leaders, staff, and other authorized individuals traveling on ASSC official business shall observe normally accepted standards of propriety in the type and manner of expenses they incur on behalf of ASSC. It is the traveler's responsibility to report his/her/their actual travel and other expenses in a responsible, timely, and ethical manner, in accordance with the regulations set forth in this policy and according to procedures established by ASSC management.

Categories of Reimbursable Expenses

Reimbursable expenditures include:
1. Airfare
2. Ground Transportation
3. Lodging
4. Meals
5. Porterage
6. Telephone, Internet access, and fax charges
7. Other travel related expenses (approval required by Superintendent School Services and Founder)

Non-reimbursable expenses include but are not limited to:
1. Alcoholic Beverages
2. Class of travel upgrades
3. Hotel mini-bar charges
4. Frequent flyer program fees
5. Airline traveler lounge fees
6. Entertainment (e.g., movies, theater, tours, sporting events, golf, and spa)
7. Dry cleaning
8. Baby-sitting
9. Traffic and parking fines
10. Limousine service
11. Travel expenses for family or unauthorized guests
12. Expenses reported more than 120 days after they were incurred

Airfare

Travelers are required to use the most cost-efficient carrier given their business itinerary. A more expensive direct flight is permitted if the additional travel time for a less expensive multi-leg flight is

more than 90 minutes. Travelers that elect to drive to a location in lieu of taking air travel may reimburse their mileage expenses up to a maximum amount not to exceed the cost of the corresponding airfare.

Ground Transportation

Travelers should select the most cost-efficient means of ground transportation given their business itinerary.

Rental Cars – 1 or 2 travelers riding together should rent no larger than an intermediate-size car. A larger class is permitted if necessary due to the number of travelers riding together. Travelers driving a rental car are required to possess a valid driver's license.

Taxi/Shuttles/Uber/Lyft – Taxi, shuttle, Uber, and Lyft fares are reimbursable only with a receipt.

Parking – Travelers are required to use the most cost-efficient means of parking for personal and rental cars used on ASSC business. However, the safety of travelers should not be compromised and travelers should use their best judgment in making parking decisions.

Tolls – Tolls are reimbursable only with a receipt.

Mileage – Mileage for travelers using their personal cars on ASSC business shall be reimbursed at the maximum rate per mile that is allowable for income tax purposes based on the most recent Internal Revenue Service rules. Travelers are required to provide documentation of distance driven such as can be generated from an internet mapping service such as Google Maps or MapQuest.

Lodging

Overnight lodging is eligible for reimbursement, subject to advance approval, when the primary purpose is the furtherance of ASSC business. Eligibility for lodging will take into consideration the travel time to attend the business meeting or event, the start and end times of the business need, the personal safety of the traveler, and other related costs/savings to ASSC which may be affected by the overnight stay. Lodging reimbursement is eligible from the start through the end of the ASSC business event. Generally, for ASSC business events that require more than two hours travel outside of ASSC's regular business hours, lodging will be reimbursable from the night prior to an event through the night following the event.

Travelers should use their best judgment in selecting lodging given their business itinerary, cost of lodging, and consideration of their personal safety.

Meals

Travelers will be reimbursed for meals purchased during their travel if their travel itinerary is greater than 4 hours. Guideline reimbursements for meals (including tip) are:

Breakfast	$30
Lunch	$45
Dinner	$70
Snacks	$20

All meals require a detailed receipt of items purchased. Alcohol is not reimbursable.

Meals for ASSC staff, committee members, and authorized individuals dining together related to a ASSC business meeting or ASSC -related travel may be paid by one individual and reimbursed. The receipt should list the individuals at the meal and business purpose.

Housecleaning/Parking Valet Tips

Reimbursement of housecleaning and parking valet tips do not require a receipt and are subject to a maximum of $10 per day.

Approvals

Travelers are required to receive written approval of planned or actual travel expenses. Travelers may receive approval from their Direct Supervisor, the Chief Business Officer, the Deputy Superintendent School Services and Founding Director-, or the Superintendent School Services and Founder.

Authorization for non-routine travel should be requested in advance and actual travel expenses should be approved after travel has been completed. Routine travel expenses may be approved for reimbursement after travel has been completed.

ASSC will reimburse travelers only for actual expenditures for which the primary purpose of the travel is on behalf of ASSC and in compliance with all other ASSC policies. No reimbursement will be made unless the traveler fully complies with the requirements of this policy, the expenses are timely submitted for reimbursement, a receipt is submitted for each expenditure, and the expenses have been reviewed and approved per this policy.

Other Travel Related Expenses

Business travel can often involve unforeseen complications. Superintendent School Services and Founder is authorized to approve reimbursement of travel expenses beyond those detailed in this policy if warranted by circumstances and documented by a memo from the traveler.

4200 Property Selection

4210 Property Selection Guidelines
Ref: AP 4210 Property Selection Guidelines
Approved: June 11, 2002;
Amended: ~~,~~February 28, 2024; June 24,2025

The following property selection guidelines are provided for the Altus Schools Southern California ("ASSC") to assure the selection of perspective classroom settings, which reflect the high standard for safety and function set forth by ASSC.

All leases and contractual obligations must be approved and signed by the Superintendent School Services and Founder and the Chief Business Officer, CFO, & Founding Director.

Formatted: Font: Times, Font color: Auto
Formatted: Space Before: 0 pt, After: 0 pt

I. General Planning Characteristics
   1. Classroom must be planned for operational needs.
   2. Classroom must provide quiet places for maximum allowed groups of students.
   3. Central locations with high demand neighborhoods convenient to transportation.

II. Building Specifications:
   1. Locations
      a. Orient to reduce any heat gain, noise, dust with natural ventilation where possible.
      b. Provide safe and secure entry for students, staff, visitors, and services.
      c. Provide students safe drop off and pick up areas for cars.

   2. Size
      a. Plan on at least 59 square feet per pupil basis.
      b. Negotiate larger spaces where possible with future cancellation and expansion rights.
      c. ~~Learning~~ Resource Centers over 1000 square feet shall have exit signs, panic hardware on doors and signs installed in conspicuous locations which state "Maximum Occupancy not to exceed 49". This sign should be at least 12" square, black bold lettering on white background, mounted under clear

   3. General Criteria
      a. Provide covered walkways where possible.
      b. Provide natural light and ventilation with operable windows where possible with security awareness a priority. Prefer non-tinting single glazing where possible.
      c. Provide horizontal blinds with security screens as warranted by occupancy, location and presence of high-value equipment.
      d. Provide ground floor space where possible with full ADA and Title 24 compliance. Second floor space must be elevator served.
      e. Provide sound insulation and concrete topping for second floor rooms.
      f. Maximize open space with minimal shear and bearing walls.
      g. Minimum type wood-frame construction with exterior plywood sheathing and plaster finish.
      h. Walls and roof to be insulated to minimize heat transfer and sound transmission.

i. All interior walls (if any) shall be 5/8" Type X Gypsum board using W-R gypsum board behind any sinks and plumbing fixtures.
j. Provide suspended acoustical ceilings for utilities and mechanical ductwork.
k. Provide at least one duplex electrical outlet per 100 sq.ft in all areas unless otherwise specified.
l. Provide fire protection per the local building code requirements specific to the type of building.
m. Ceiling height 8" minimum with 9' and 10' most desirable.
n. Provide at least 4 parking spaces per 1,000 square feet of occupied space.
o. Restroom facilities to be handicapped accessible and either common or within each classroom. Segregate male and female restrooms wherever possible.
p. Flooring to be carpeted or vinyl title with 4" rubber or tile base in all restrooms.
q. Facilities to include multiple phone jacks.

III. Specific Requirements

1. All buildings to comply with current building and zoning codes with government agencies having jurisdiction.
2. Cancellation provisions after the first year of the lease term shall be negotiated with landlord where possible.
3. Flat rental rates with annual increases shall be negotiated with Landlord where possible.
4. Any leasing commissions to be paid by Landlord and not by the School.

Although charter school law explicitly frees charter schools from educational code, Education Code Section 39141.9 - Education Code Property Exemptions has been used as a primary source. There has also been an effort to tie into the requirements set forth by the California State Department of Education and general construction guidelines for private industry.

In addition, the School is deemed an alternative educational setting by the California State Department of Education. This allows for additional flexibility for alternative educational settings which do not exceed 25 students in a classroom at one time.

IV. Equipment / Furniture Requirements

Site Sq Footage	Tables (circular)	Tables (rectangular)	Chairs	Computers	Printers	Carousel Table Seating	TV/ VCR Setup
800 sq ft. or under	1	6	28	3	1	3	1
1000 to 1200 sq ft.	2	6	32	6	1	6	1
1200 to 1500 sq ft.	2	8	40	6	1	6	1
1500 to 2000 sq ft. or more	2	8	40	6	1	6	1

Site Sq Footage	Fax	Overhead Projector	White Board	Teachers Desk/Chair	Book Shelf	File Cabinet	Other
800 sq ft. for under	1	1	1	1	1	1	
1000 to 1200 sq ft.	1	1	1	1	1	1	
1200 to 1500 sq ft.	1	1	1	2	2	2	
1500 to 2000 sq ft. or more	1	1	1	2	2	2	

ASSC shall be deemed the public school employer of the employee a the charter school for the purpose of Section 3540.1 of the Government Code.

4220 Policy Regarding Accommodations to Parents with Disabilities
Approved: September 6, 2005, February 28, 2024

Altus Schools Southern California ("ASSC") has a policy of making reasonable efforts to provide disabled parents of ASSC students meaningful access to school programs and events in which parents participate, in the most integrated setting reasonably possible, unless providing such accessibility would cause a fundamental alteration of ASSC's programs and services, or would cause an undue administrative or financial burden on ASSC.

Because of the need to carefully administer resources, it will not always be possible to make needed physical upgrades to ASSC facilities or to provide any physical upgrades within a time frame that will allow for prompt, permanent solutions for particular parents. Consequently, ASSC will implement the following procedure designed to assist parents that are in need of immediate accessibility changes.

Any parent, who needs an accommodation, should make a written request to ASSC. The written request should be sent to both (1) Principal and the site administrator at the location of the requested accommodation. Once the written requests are received, the Principal, with the assistance of the site administrator, shall endeavor to provide alternative accommodation consistent with this policy within 60 calendar days of receipt of such request. Computation of the 60-calendar day deadline shall be based upon actual receipt of the request by the Principal.

The Principal will respond to the parent making the request with the following information: (1) notice of any planned upgrades, (2) alternative accommodations that shall be offered as an interim measure or permanently, OR, (3) that Audeo has determined that it is unable to provide access because of undue burden or fundamental alteration. The notice of ASSC's decision will also provide notice of any further appeal rights, if any, within ASSC.

Nothing contained in this Policy is intended to increase or decrease any legal protections provided to disabled persons or any legal obligations owed by ASSC as provided by applicable state and federal law.

4300 Assets

4310 Capitalization of Assets
Approved: June 15, 2010, February 28, 2024

The policy of Altus Schools Southern California ("ASSC") is to capitalize assets when the useful life is greater than one year and the acquisition cost meets the capitalization threshold. Assets over $500 are tagged and tracked in the asset inventory system. The assets will be expensed in the current year.

Purchased or constructed capital assets and infrastructure are reported at acquisition or construction cost or estimated historical cost. Donated capital assets are recorded at their estimated fair value at the date of donation.

Assets will be depreciated on the straight-line basis over their estimated useful lives as outlined below.

Any assets that are stolen lost, or damage will be written off immediately.

Purpose
This Capitalization Policy sets forth the guideline governing the ASSC's capitalization of equipment.

Definitions

- Capital Assets - Assets used in operations with a useful life of one year or more and with a value of $5,000 and over that gradually lose their value over time. Land and investment property are excluded from this definition. All other assets will be expensed in the year incurred as Books, Supplies, Non-Capitalized Equipment, Repairs and Noncapitalized Improvements.
- Depreciation – Recognition in the accounting records of the cost of capital assets over the depreciable life of the assets.
- Depreciable Life – Expected economic or physical life of asset.
- Straight Line Depreciation – The method of recognizing depreciation in level increments over the useful life of the asset.

Depreciable Life

- Computer equipment will be depreciated over three years
- Office Equipment will be depreciated over five years
- Furniture will be depreciated over ten years
- Major software acquisitions will be depreciated fifteen years
- Building will be depreciated over thirty years.

Policy Review
The Board shall review this Capitalization Policy at least every three years to assure its efficacy and relevance. This policy may be amended from time by majority vote of the board.

4400 Internal Fiscal Control Policies

Approved: June 21, 2018
Amended: October 20, 2021; February 28, 2024; June 24, 2025

Altus Schools Southern California ("ASSC"), a nonprofit public benefit corporation established control over its operations by setting goals, objectives, budgets and performance expectations. Internal control helps an organization attain operational goals and guiding principles, producing reliable financial reports, and ensuring compliance with applicable laws and regulations. Internal controls provides the means to direct, monitor, and measure an organization's assets and resources and plays an important role in protecting it from fraud, abuse or misappropriation.

ASSC established internal control procedures to accomplish the following:

1. Prevent management from overriding internal controls.
2. Ensure ongoing state and federal compliance.
3. Assure the governing board that the internal control system is sound.
4. Help identify and correct inefficient processes.
5. Ensure that employees are aware of the expectation that proper internal controls will be utilized.

The Chief Business Officer, CFO, & Founding Director (hereafter referred to as "CBO") and Finance Administrator oversee the integration of all five internal control components into one cohesive structure. The Leadership team provides leadership and direction to managers and reviews and gives them feedback on their internal control decisions. In turn, the managers assign the responsibility for establishing specific internal control policies and procedures, control activities and monitoring of the personnel responsible for unit functions.

The Governing Board works as a group to provide governance, guidance and oversight. Individual board members particularly enhance the control environment when they are informed, free of bias, inquisitive, conduct themselves in a principled and ethical manner, and expect the same standard of conduct from everyone in the organization.

Independent auditors assess whether the controls are properly designed and implemented, and monitor whether the controls are working effectively. They also make recommendations for improving internal controls.

The following basic concepts and procedures help ensure a strong internal control structure:

- **System of checks and balances** – Formal procedures should be implemented to initiate, approve, execute, record and reconcile transactions. Key areas requiring checks and balances include payroll, purchasing, accounts payable and cash receipts.
- **Segregation of duties** – Adequate internal accounting procedures must be implemented and necessary changes made to segregate job duties and protect the charter's assets. No single employee should handle a transaction from initiation to reconciliation, and no single employee should have custody of an asset, such as cash, and maintain the records of its transactions.
- **Staff cross-training** – More than one employee should be able to perform each job. Each staff member should be required to use accrued vacation, and another staff member should be

assigned to perform those duties at that time. Inadequate cross-training is often a problem regardless of the size of an organization.

- **Use of prenumbered documents** – Checks and cash receipts should all be printed by an entity independent of the school. Physical controls should be maintained over the check stock and cash receipt books. Using prenumbered documents without an independently reconciled log of numbers is insufficient.
- **Asset security** – Cash should be deposited daily, and the charter's other property, such as computers and other equipment, should be secured. Access to supplies and equipment should be restricted to designated employees.
- **Timely reconciliations** – Bank statements and account balances should be reconciled monthly by an employee independent of the individual who is assigned to the original transaction and recording. For example, the office employee reconciling the checking account should not be the same person who maintains the check stock.

GENERAL PROCEDURES

- Management provides leadership in creating an atmosphere of control consciousness.
- The structure is clearly established and communicated.
- The functions and responsibilities assigned to specific departments or individuals are clearly defined.
- Current organizational chart is maintained.
- Duties are separated so that no individual has complete authority over an entire financial transaction.
- The California School Accounting Manual is used as a tool to adhere to accounting procedures.
- The Chart of Accounts (Standardized Account Code Structure) is kept current.
- Approval authority for financial transactions is established.
- Minutes of Board meetings are maintained. The minutes include approval or amendment of the minutes of the preceding meeting. It also includes a signed copy of the complete text of Board resolutions.
- Annual audit report is on the board agenda, reviewed, and accepted at a properly scheduled Board meeting.
- The Governing Board approves and adopts the current preliminary operational budget in May/June of the prior fiscal year.
- The Governing Board approves the school attendance calendars.
- The Governing Board shall adopt a Conflict of Interest Code.

ACCOUNTS RECEIVABLE

The goals of ASSC are as follows:

- Each entry to the accounts receivable ledger is supported by documentary evidence.
- Postings are made by other than those having access to incoming receipts.
- There is periodic follow-up on outstanding balances.

<u>General Procedures</u>

- Aged schedules of receivables are periodically reviewed by designated employees not responsible for billings, cash or receivables.
- Adjustments of receivables shall be approved by the Chief Financial Officer.
- The individual responsible for maintaining receivable records do not have access to cash, cannot authorize adjustments to receivables and do not authorize accounts receivable transactions.
- Actual receipts are compared to amounts anticipated and any unusual variances are investigated.

ATTENDANCE ACCOUNTING

The goals of ASSC are as follows:

- All attendance data is accurately posted monthly.
- On a weekly and monthly basis, summarize attendance data for reporting purposes.

General Procedures

- The same symbols are used school-wide for attendance accounting.
- Attendance records shall be kept in a secured area when not in use.
- All attendance data include grade, category, and absence justifications.
- All attendance data are summarized properly for both School reports and State ADA reports.
- All employees are properly trained and aware of what constitutes an excused and apportionment absence.
- All reports are reconciled with the supporting documents.
- Data processing generated ADA reports are reconciled to the original reports.
- School attendance calendar is approved by the Governing Board and properly implemented. It shall comply with the requirement of the California Department of Education.
- Procedures are in place to assure non-duplication of attendance.
- Parent approval is included in the Individualized Education Program file as it relates to pupil placement.
- A standardized agreement shall be used by ASSC for the independent study programs.
- Pupils in independent study are credited with only one day of attendance per calendar day and only as work are verified by a certificated employee.

BUDGET PROCEDURES

Altus Schools Southern California shall develop a budget that supports the goals of the schools. When preparing the annual budget, it shall consider factors such as student population, past years' experience and trends, need for new services, expansion or curtailment of existing services, estimated revenues and proposed expenditures, governing board and leadership priorities. It is the goal of ASSC. to prepare a budget, which communicates its goals and objectives and serves as a benchmark against which actual performance is measured.

- The budget process shall include:
    - Enrollment projections and staffing ratios;

  - Income projections and local control funding formula calculation;
  - Audit of personnel database which includes changes in staffing, new positions, vacant positions, full time equivalency calculation and salary movement in the salary schedule i.e., salary step increases
  - Employee Benefits which includes determination of rates to use in projecting benefits for retirement contributions, social security, unemployment insurance and workers' compensation, and estimating increases regarding component costs of health and welfare benefit costs
  - Monitor Governor's budget items for educational programs
  - Monitor legislation or initiatives that impact funding
  - Contracts in process and negotiations with the key suppliers
  - Non-personnel budgets based on the goals and past years' experience and trends
  - Fixed cost such as utilities, facility leases, service agreements and insurance

- The Governing Board shall approve the preliminary operational budget by May/June of each year for the subsequent fiscal year.
- The Governing Board shall approve the expenditure and revenue plan for the period.
- ASSC assures that expenditures are incurred in conformity with the budget and plan of operation.
- Budget versus actual reporting shall be provided on a timely basis and explanations shall be provided for significant deviations.
- Revenue and expense budgets shall be prepared for each governmental fund.
- Budgets are reviewed at least quarterly and budget revisions are prepared and submitted for Board approval to reflect appropriate changes in management plans.
- Periodic budget and actual financial reports include encumbrances and other expenditure commitments.
- Finance Division approves the availability of funds prior to issuance of a purchase order, inventory issue, or expenditure commitment.
- Budget shall include a minimum of three percent general or working capital reserve, or the level of reserve required by the charter authorizer.
- Interim reports are provided to the governing board well in advance before a scheduled board meeting for approval/ratification. It shall be presented in the meeting.
- Interim Reports and narratives shall be submitted to the sponsoring district and county office of education according to the established guidelines mandated by the State.
- Multi-year budget projections shall be done periodically by ASSC.

CASH

The goals of ASSC are as follows:

- Collections are properly identified, control totals are developed, and collections are intact and promptly deposited.
- Checks are prepared based on adequate and approved documentation, signed, and mailed.
- Bank accounts and cash on hand are subject to effective custodial accountability procedures and physical safeguards.
- Transactions are recorded promptly and accurately with adequate detail and appropriate reports are issued.

Cash in the County Treasury

- Cash in the County Treasury shall be reconciled monthly.
- Stale dated warrants over six months shall be reviewed and canceled.

Cash Receipts

- Cash controls regarding incoming mail:
  - Prenumbered receipts shall be issued for all cash collections. Cash receipts shall be recorded when received and it will be secured at all times.
  - Remittances will be compared with bank deposits. Check remittances are restrictively endorsed by a person other than the one who will deposit the check.
- All receipts shall be recorded promptly and deposited intact at appropriate regular intervals.
- Receipts shall be identified by source and/or budgetary account.
- Receipts are periodically reconciled to deposits.
- Loans and advances to employees are strictly prohibited.

Cash Accounts Outside the County Treasury

- Bank accounts outside the County Treasury shall be approved by the Governing Board.
- Two signatures shall be required.
- Bank accounts shall be reconciled by someone who does not sign or prepare checks or receive cash.
- Reconciliation shall be reviewed by someone other than the preparer.
- Signatures and check endorsements shall be examined by the person other than the one who prepares the check at least on a test basis.
- Accounting for numerical sequence of checks shall be performed periodically.
- Book balances are reconciled to general ledger accounts.
- Comparisons of deposit amounts and dates made with cash receipt entries shall be performed.
- Checks outstanding for a long period of time shall be investigated and canceled or reissued.
- Cash overages and shortages shall be reviewed periodically and appropriate corrective action shall be taken.
- ASSC will maintain bank accounts with an interest-bearing account when possible

EMPLOYEE COMPENSATION AND BENEFITS

The goals of ASSC are as follows:

- Employment, separation, wage rates, salaries and deductions are authorized and documented. Payroll and personnel policies shall be in compliance with grant agreements, Federal, State, and local laws.
- Time and attendance data are properly reviewed and approved.

- Time and attendance data are properly processed, documented, and coded for account distribution.
- Computations for gross pay, deductions and net pay are accurate and based on authorized time and rates.
- Payments for employee compensation and benefits are made to, or on behalf of, only bona fide employees for services performed as authorized.
- Employee compensation and benefit costs are properly accumulated, classified and summarized in the accounts.

General Procedures

- The following duties are performed by different employees:

Separate	**From**
Timekeeping and Supervision	Personnel, payroll processing, paycheck distribution, and general ledger
Payroll processing	General Ledger
Employee who hires or terminates employees, approves time reports, and prepares payroll	Paycheck distribution

- Changes in employment including additions, terminations, salary and wage rates, stipend, and payroll deductions shall be properly authorized, approved and documented.
- All changes are promptly reported in writing to the payroll processing department.
- Personnel policies are written and available to all employees.
- Payroll expenditure accounts are periodically reviewed and compared to current assignments.
- Payroll expenditures for Federal and State categorical programs are identified separately. These payroll expenditures shall be reviewed for compliance with grant restrictions.
- Procedures for approving vacations, sick leave, and personal necessity leave are established.
- Attendance records are maintained for each employee. Leave balances are recorded monthly.
- Access to employees' master files is limited to authorized employees.
- Payroll are reviewed and approved by a knowledgeable official independent from the person who process payroll.
- Payroll or labor distribution shall be reviewed and compared with budget amounts.
- Employee benefits, including payroll taxes and health insurance benefits shall be distributed to the appropriate expenditure object and program accounts on a regular basis.
- Employees are required to provide identification before being given the payroll warrant.
- Employees are prohibited from accepting another employee's payroll warrant without written authorization.
- Payroll advances are strictly prohibited.

- Procedures are established for the timely filing of credential information with the County Superintendent of Schools.
- Position control system shall be implemented to correlate the personnel and payroll functions with the budget functions.
- Total of warrants and automatic deposits are compared to actual number of employees working.
- Proper documentation shall be maintained to verify automatic deposits.

PURCHASING AND PAYABLES

The goals of ASSC are as follows:

- All requests for goods and services are initiated and approved by authorized individuals, and are in accordance with budget and appropriation guidelines.
- All purchase orders are based on valid, approved requests and are properly executed as to price, quantity and vendor.
- All materials and services received agree with the original orders.
- All invoices processed for payment represent goods and services received and are accurate as to terms, quantities, prices and extensions; account distributions are accurate and agree with established account classifications.
- All checks are prepared based on adequate and approved documentation, signed and mailed.
- All disbursement, accounts payable, encumbrance, or obligation transactions are recorded promptly and accurately in regards to payee and amount.
- All entries to accounts payable, reserve for encumbrances, asset and expense accounts and cash disbursements are properly accumulated, classified and summarized in the accounts.
- Funds are disbursed in accordance with applicable laws, regulations and grantor agreements.

General Procedures

- The following duties shall be performed by different employees:

Separate	**From**
Requisitioning	Invoice processing, accounts payable
Purchasing and receiving	and general ledger
Requisitioning and receiving	Purchasing
Invoice processing and accounts payable	General Ledger
Disbursement preparation	Disbursement approval

- Purchase of goods and services initiated only after approval by designated administrator.
- Reimbursements to employees for goods purchased follow normal approved procedures.
- Finance Division shall verify availability of funds to pay proposed expenditures prior to authorization of purchase.
- Requisitions and purchase orders shall include adequate technical specifications and purchase prices.

- Purchase orders are sequentially numbered for all purchases and shall be used for all purchases except for recurring purchases.
- Changes to contracts or purchase order shall be subject to the same controls and approvals as the original documents.
- Encumbrance procedures are in place to restrict portions of the budget for which commitments or contractual obligations have been made.
- Purchasing needs are consolidated to avoid frequent minor purchases.

Receiving

- Proof of receipt for all purchased goods shall be required.

- Receiving report e.g. delivery receipt and packing slip shall include the following information:
    - Purchase order number
    - Vendor
    - Date received, quantity received and whether receipt is partial or complete
    - Item number and description of goods as shown on the purchase order
    - Receiving employee's signature
    - Indication that the goods meet quality standards

Payables

- Invoice processing procedures shall include:
    - Approved purchase orders
    - Signed receiving reports
    - Original invoice, comparing invoice quantities, price and terms with those documented on the purchase order
    - Comparing invoice quantities with the quantity shown on the receiving report Verifying mathematical calculations
    - Paying only on the basis of original invoices
    - Comparing amount due with outstanding credit memos
    - Analysis of the reserve for encumbrances and adjustment made as necessary

- Warehouse Clerk and the Material Lead shall record and follow up on partial deliveries.

- Warehouse Clerk and/or Material Lead shall promptly notify the Accounts Payable Department regarding returned purchases.

- Accounts Payable Department shall correlate returned purchases with credit memos.

- Original invoices and supporting documents shall be stamped or otherwise canceled to prevent duplicate payments.

- ASSC shall issue IRS 1099 forms in compliance with the Internal Revenue Service filing requirements.

- ASSC shall comply with State law on sales and use tax.

ALTUS SCHOOLS SOUTHERN CALIFORNIA ADMINISTRATIVE POLICY ON FEDERAL PROCUREMENT

The Altus Schools Southern California ("Altus Schools") is the holder of the charter, operates, and manages the following Altus Schools: *Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay.* The Altus Schools ensure compliance with federal, state, and local regulations while safeguarding the appropriate use of federal funds and tailoring the policy to meet the specific needs of the Altus Schools.

Purpose and Scope

This Procurement Policy aims to ensure that all procurements using federal funds comply with applicable federal laws and regulations. Purchases of goods, services, and construction projects for Altus Schools are conducted fairly, transparently, and in compliance with applicable federal, state, and local regulations, including the Uniform Guidance (2 CFR 200) for federal grant procurement.

This policy is designed to:

1. Promote the efficient use of school resources by securing the best possible quality and price for goods and services.
2. Ensure full and open competition in all procurement processes.
3. Safeguard against fraud, waste, and abuse of federal and other funds.
4. Establish clear guidelines for ethical conduct and conflicts of interest in the procurement process.
5. Provide accountability and documentation for all procurement activities to ensure compliance with grant funding requirements.

Altus Schools will follow accounting policies and procedures that comply with generally accepted accounting principles. All staff members, contractors, and agents acting on behalf of the Altus School who are involved in procurement activities are expected to adhere to this policy to maintain the integrity of the school's purchasing practices and the responsible stewardship of public funds.

2 CFR 200.318 - General Procurement Standards: Altus Schools will adhere to the following general procurement standards:

- **Allowable Costs:** All expenditures of federal funds must be necessary, reasonable, allocable, and allowable under 2 CFR 200.

- **Full and Open Competition (2 CFR 200.319):** All procurement transactions must be conducted in a manner that provides full and open competition consistent with federal laws. Practices that restrict competition, such as placing unreasonable qualifications on bidders or having non-competitive pricing practices, are prohibited.
- **Ethics In Procurement:** Employees involved in the procurement process must adhere to the highest ethical standards, avoiding conflicts of interest.
- **Selection of Contractor:** Ensures that the contractor selected is responsible, experienced, possesses the ability to perform the contract.

Procurement Methods (2 CFR 200.320)

- **Micro-Purchases:** Acquisition of supplies or services for less than $10,000. Micro-purchases may be awarded without soliciting competitive quotations if Altus Schools considers the prices are reasonable.
- **Small Purchases:** Purchases of $10,000 and less than $250,000. A price or quotation must be obtained adequately from qualified sources of a minimum of three.
- **Sealed Bids:** Procurement method for purchases that exceeded the acquisition threshold of $250,000. Bids are publicly solicited, and a fixed price contract is awarded to the responsible bidder that meets all material terms and conditions and the lowest price. The specification includes detailed descriptions of the goods or services required, bid submission guidelines, and evaluation criteria. The contract will be awarded in writing to the lowest responsible and responsible bidder. Comprehensive records of the sealed bid process, including advertisements, bids received, evaluation notes, and contract awards, must be maintained for a minimum of three years after the completion of the contract.
- **Non-Competitive Proposals**: Solicitation of a proposal from only one source (Sole-Source) may be used only when one or more of the following conditions are met:
    - **Unique Capability:** The supplier possesses unique qualifications, expertise, or resources that are not available from other sources.
    - **Compatibility**: The goods or services are compatible with existing equipment or systems, making competition impractical.
    - **Emergency Situations**: An emergency requires the immediate purchase of goods or services that cannot wait for a competitive process.
    - **Previous Experience**: The supplier has a proven track record of successful performance on previous contracts that makes them uniquely qualified.

  The Director of Operations, Technology, and Founding Director who acts as the procurement officer will review the request to ensure it meets the criteria- outlined in this policy. Sole source procurements require written approval from the Superintendent or designated authority. All approvals and justifications must be documented and maintained in the procurement records for audit purposes.

PROCUREMENT RECORDS:
Altus Schools will maintain detailed records sufficient to document the history of each procurement action, including rationale for the method of procurement, selection of contract type, contractor selection of rejection, and the basis for the contract price.

FINANCIAL MANAGEMENT SYSTEMS:

Altus Schools financial management system must be capable of identifying, in its accounts, all federal awards received and expended. It will provide accurate, current and complete disclosure of financial results of each federal award. The system will maintain records that adequately identify the source and application of funds for federally funded activities. Altus Schools will ensure timely reporting of financial information to federal and state agencies.

SEGREGATION OF DUTIES:

No single individual will have complete control over all aspects of a financial transaction. Key duties such as authorization, recording, and review of transactions must be separated among different individuals to reduce the risk of error or fraud.

Formatted: Justified, Right: 0.24", Space Before: 0.95 pt, After: 12 pt, Line spacing: Multiple 1.08 li

Altus Schools Southern California BANK CARD POLICY AND PROCEDURES

AREA OF RESPONSIBILITY

US Bank

US Bank is the bankcard company who will issue bankcard.

Cardholder

There are only two cardholders in Altus Schools Southern California. They are the Superintendent School Services and Founder and the Chief Business Officer, CFO, & Founding Director. The cardholder is responsible for ensuring the bankcard is used appropriately and all purchases of commodities are within the purchasing procedures and policies.

Approver

The Approver is primarily responsible for reviewing Cardholder purchases to ensure the purchases were appropriate and items or services are not on the prohibited list. Complete and proper documentation must be included with all purchases. Approver's signature attests to the validity and completeness of the submitted package.

Finance Division/Accounts Payable Department

Accounts Payable Department is responsible for reviewing all monthly cardholder statements for appropriateness of purchases and preparing all payments to ~~First~~ US Bank ~~Bankcard~~ and reviews all monthly cardholder statements for necessary documentation. Accounts Payable Department will assist cardholders with any problems regarding payments made to ~~First~~ US Bank ~~Bankcard~~ and charges to the proper budgetary accounts.

OFFICIAL PROCUREMENT CARD BUSINESS USES

- Airfare
- Emergency Supplies
- Fuel (rental vehicle)
- Hotels
- Meals (no alcoholic beverages)
- Outside Print Requests while on travel

- Parking (airport, hotel)
- Registration (including materials)
- Rental Cars and/or Rental Car Insurance ~~Audeo Charter School Nonprofit Corporation Bank Card Policy and Procedures 21~~
- Taxi
- Towing (emergency only)

PURCHASES FROM VENDORS OR RETAIL STORES WHO DO NOT ACCEPT PURCHASE ORDERS

- Books/Textbooks/Testing Materials and Supplies
- Catering
- Contracts
- Federal Express
- Furniture
- Instructional items (Classroom/Conference/Reference/Training/Workshops)
- Lakeshore Learning Materials
- Field Trips (Amusement Park Tickets for instructional purposes)
- Office Supplies
- Subscriptions
- United Parcel Service
- Dues and Memberships
- U.S. Postal Service products/services
- Consumable Supplies
- Classroom Supplies
- Communications and telephone products

PROHIBITED USES

- Air Phone
- Alcoholic Beverages
- Cash Advances
- Equipment
- Gambling, Betting
- Insecticides
- Legal Fees (Court costs, Fines, Bail Bond)
- Lottery Tickets
- Maintenance Agreements
- Personal items
- Political or Religious Organizations
- Rental or lease of land or buildings
- Securities, insurance
- Splitting or purchases to circumvent the quote procedure
- Tax Payments
- Tobacco Products

PROCEDURES FOR CARDHOLDERS

- **Responsibility** – The cardholder is responsible for ensuring the bankcard is used appropriately and that all purchases are in compliance with ASSC's purchasing procedures and policies.

- **Security of Bankcard** – The cardholder is responsible for the security of the bankcard and will immediately report the loss to ~~First Bankcard~~US Bank and the Approver.

- **Determine the Need** – The cardholder screens request to determine if the purchase is an appropriate use of the bankcard.

- **Receipt/Invoice** – The vendor shall be required to itemize the receipt/invoices. An itemized receipt/ invoice shall consist of the following:

  Itemized Receipt/Invoice for Goods
  Vendor Name
  Description of items purchased
  Quantity of purchased
  Unit price per item
  Extended Price
  Sales Tax
  Shipping Charges
  Purchase Total

It is the responsibility of the cardholder to forward the **original vendor receipt/invoice** or credit slip to the Finance Division within the week that the transaction occurred.

In the case of a lost receipt, it is the responsibility of the cardholder to contact the vendor and request a duplicate copy. If after contacting the vendor, a duplicate copy is still not obtained, the cardholder must attach an Affidavit for Loss Receipt to the statement in the order as the transaction appeared on the statement. The lost receipt affidavit should include the date of purchase, vendor name, the amount of purchase, for whom the purchase was for, what was purchased, why the items were purchased, and the reason original receipt was not available.

Monthly Bankcard Statement

At the close of each billing cycle, the Finance Division will receive the bank statement from US Bank Bankcard. The Accounts Payable Department reviews the statement for accuracy and reconciles the bank statement with the itemized vendor receipts/invoices.

If an item is billed incorrectly, the cardholder is responsible for contacting the vendor and request to be credited for the incorrect amount.

If there is a credit slip and this reversal transaction does not appear on the monthly bankcard statement, the Accounts Payable Department will process the incorrect charge for payment and the Accounts Payable Department will verify that the credit is in the next month bankcard statement.

If the cardholder does not receive a credit, or the vendor refuses to provide the cardholder with a credit, the cardholder is responsible for contacting ~~First Bankcard~~US Bank on questionable or disputed transactions on the bank statement within 30 days after receipt of the Monthly Bankcard Statement.

PROCEDURES FOR APPROVER

Approver for the bankcard of the Chief Business Officer, CFO, & Founding Director is the Superintendent School Services and Founder. Approver for the Superintendent School Services and Founder is the ~~CBO~~Chief Business Officer, CFO, & Founding Director.

Approver signs the itemized sheet that the Accounts Payable Department prepared in order to process payments.

PROCEDURES FOR ACCOUNTS PAYABLE

Reconcile Bank Statements

Upon receipt of the cardholder's bank statements and documentation, Accounts Payable Department will be responsible for the following:

- Review charges to ensure that purchases are appropriate, not on the prohibited list, required documentation (bank statement, invoices/receipts, and credit slips) are included sequentially and itemization is completed.

Processing of Payment

After the bank statement has been verified for accuracy, Accounts Payable Department will process payment promptly.

RESERVE POLICY

PURPOSE OF THE RESERVE FUND

The purpose of the Reserve Fund shall be to responsibly fund and finance the General/Operation Reserve Fund; Reserve for Economic Uncertainties; and Contingency/Strategic Fund. Reserve Funds are maintained to ensure the long-term financial sustainability of the organization.

DEFINITION OF TERMS

The term "*Reserves*" is used to describe that part of the fund balance that is freely available for its operating purposes not subject to commitments, planned expenditure and spending limits. Reserves do not include restricted funds and designated funds.

A *Contingency Fund* is a reserve fund set aside to handle unexpected debts that are outside the range of the usual operating budget.

Fund Balance or *Carry-Over Fund* is the difference between assets and liabilities. This is the fund equity of governmental and trust funds.

POLICY STATEMENT

The primary object of this policy is to establish and maintain three levels of reserve funds which includes the General/Operation Reserve Fund, Reserve for Economic Uncertainties and Contingency/Strategic Fund. These funds must remain unencumbered and uncommitted at a level relative to the annual operating budget and the historical costs of operating and maintaining the organization. It will permit Student Success Programs to continue to operate during difficult financial times and maintain current level of operations while the School addresses unexpected but essential needs (e.g. the State Deferrals of Apportionment), rising employer costs in the CalSTRS and CalPERS retirement systems and rising costs in health care. A Reserve Fund shall be maintained to meet contractual liabilities should the School have to close. This includes salary payable, amounts due to creditors and commitments under leases.

GENERAL FUND/OPERATION RESERVE POLICY

The General Fund is used to account for all general and unrestricted revenues and for expenditures related to providing general services for the School. For the purpose of this policy and as it applies to the General/Unrestricted Fund only, the School will establish on an annual basis the budget for Operation Reserve at a level of 3% or more of total General/Unrestricted Revenues during the development

RESERVE FOR ECONOMIC UNCERTAINTY POLICY

This portion of the end of the year fund balance shall be designated to provide for emergencies or economic events, such as revenue shortfalls that could not be anticipated. This reserve shall allow for any anticipated and unanticipated State deferrals of apportionments. The reserve for economic uncertainty shall be maintained to an amount equivalent to 3 to 7 months of the total current year's budgeted expenditures.

CONTINGENCY/STRATEGIC RESERVE POLICY

The School shall designate a Contingency/Strategic Reserve Fund which represents a portion of the current year's end of the year fund balance or carry over funds in order to provide a strategic reserve for the School's commitments for leases, a reserve fund for major repairs and improvements, capital replacements, facility acquisitions and self-insured health and welfare program. This fund shall be maintained at 15% to 25% of the current year's fund balance (carry over). This fund will support and sustain the strategic goals of the Schools.

At the first scheduled Board meeting of the year the Chief Business Officer, CFO, & Founding Director ~~(CBO)~~ or the Finance Administrator will present to the Board a full status report of all reserve levels. They will be responsible for coordinating to the Board the review of this policy every two years.
This policy supersedes any existing policy adopted by the Board in reference to Fund Reserves.

Altus Schools Southern California
DBA
Audeo Charter School II, Audeo Valley Charter School, ~~Audeo Charter School III~~Altus Schools North County, ~~Mirus Secondary School~~Altus Schools Mirus, Altus Schools Coachella Valley Altus Schools East County, AND Altus Schools South Bay

FEDERAL TIME & EFFORT POLICY

Federal Time & Effort Policy

Overview
For time and effort costs to be charged to a federal award, activities must first be reviewed for allowability. Once an activity has been deemed allowable, newly assigned employee(s) to the position carrying out the activity and the supervisor who is in charge of reviewing their work will be trained on the Charter School's time and effort policy. Additionally, employees who must submit time & effort documentation in accordance with this policy along with their supervisor, administrative, support and fiscal staff who are involved with managing federal awards will receive annual training on accurate time and effort procedures.

Allowability of Federal Resource Costs

Before an activity or cost can first be classified or charged to a Federal resource, it shall be reviewed by the Chief Business Officer, CFO, & Founding Director ("CBO"), or designee. This review shall consist of:

i. Alignment with the Charter School's current budget, or for inclusion of a subsequent budget;

ii. Allowability of the activity or expenditure in accordance with the general standards outlined in the Education Department General and Administrative Regulations ("EDGAR") 2 CFR 200

iii. The activity/expenditure is reasonable, necessary, and allocable cost to the program

iv. Whether the cost or activity addresses the goals and objectives of the program

v. If charging salaries and wages, proper documentation is provided and maintained. Documentation would include:
    a. Position Control Report;
    b. An appropriate job description that describes the activities to be performed;
    c. A duty statement that, at a minimum, includes:
        i. the tasks, functions, and responsibilities of a position;
        ii. lists all Federal, State or Local funds used;
        iii. provides established allocations of each fund;
    d. Time and Effort records as described in a subsequent part of this section

vi. Alignment to the School's Local Control and Accountability Plan ("LCAP"), Federal Addendum, or School Plan for Student Achievement ("SPSA"), as appropriate;
    a. A program specialist will support the CBO's review when determining alignment of the activities to the LCAP, Federal Addendum, or SPSA, as appropriate, to the Charter School's academic goals.

Should activities change and percentages between cost objectives need to be adjusted, for example, the supervisor of the employee whose activities are changing will inform the CBO, or designee, to conduct a new allowability review.

Time and Effort Procedures

To meet the above requirements, all employees who must complete time and effort forms must submit either a semi-annual certification, a personnel activity report ("PAR") or an alternative substitute in compliance with §200.430(i). The type of form depends on the number of cost objectives that an employee works on.

A cost objective is a program, function, activity, award, organizational subdivision, contract, or work unit of which cost data are desired and for which provision is made to accumulate and measure the cost of processes, products, jobs, capital projects, etc. (2 C.F.R. Part 200.28). See the subsequent School-wide Program in relation to cost objectives.

An Employee working on a single cost objective must have a semi-annual time certification signed by their supervisor, or designee. The semi-annual certification must be:

1. Completed at least every six (6) months (twice a year), which the Charter School has defined as July – December and January – June.
2. Reflect an after-the-fact distribution of the actual activity; and
3. Account for the total activity for which each employee is compensated.

Supervisors, or their designee, who oversee single-cost objective employee activities are responsible for submitting a signed semi-annual certification form within sixty (60) days of each designated six month period.

An employee working on multiple cost objectives must have a Personnel Activity Report (PAR). A PAR provides a written record of an employee's work activities used to document that employee's time to grants or projects and meets the following standards:

1. Reflect an after-the-fact distribution of the actual activity, not a budget estimate;

2. Account for the total work activity for which each employee is compensated;

3. Be prepared at least monthly (a separate PAR for each month) and coincide with one (1)or more pay periods; and

4. Be signed by the employee and the employee's supervisor, or designee.

The PAR will be completed by the employee performing the activity and submitted to their supervisor by the 15th calendar day of the month subsequent to the activities being reported. The supervisor will review the PAR for accuracy and work with the employee should corrections be warranted. The supervisor will have until the last calendar day of the month subsequent to the activities being reported to submit the PAR to the financial accountant of the school.

Alternative time and effort documentation by a substitute system for time accounting are also acceptable so long as the employee is specifically identifying the effort applied to each cost objective and their supervisor has reviewed and approved the document. An example would be an hourly timesheet processed through the Charter School's Enterprise Resource Planning ("ERP")/payroll system that was entered by the employee and approved by the supervisor.

These time and effort records will be submitted to the Financial Accountant assigned to the school. The Financial Accountant is charged with reviewing the records for accuracy and maintaining them in order to charge the costs of personnel compensation to federal grants.

The Finance Administrator, or designee, will be responsible for overall compliance with this process.

Signatures on time and effort documentation can be either original or electronic.

Training

An employee engaged in an activity charged to a federal resource, their supervisor, or other staff that manage federal awards (administrative, fiscal, support) will receive training at least once per school year on proper time and effort procedures. The Finance Administrator, or designee, shall be responsible for developing and revising the training program as necessary and will deploy the training through a preferred medium.

Time and Effort Standards

Each employee paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities (2 C.F.R. §200.430(i)(1)). In addition, employees who are paid from state and local funds, but whose salaries are used for cost sharing or matching on Federal awards, must also keep time and effort documentation (§ 200.430(i)(4)).

Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. In accordance with § 200.430(i)(1), these records must:

i. Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;

ii. Be incorporated into official records of the Charter School;

iii. Reasonably reflect total activity for which the employee is compensated by the Charter School, not exceeding 100% of compensated activities;

iv. Encompass federally-assisted and all other activities compensated by the Charter School on an integrated basis, but may include the use of subsidiary records as defined in the Charter School's written policy;

v. Comply with the established accounting policies and practices of the Charter School; and

vi. Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.

Fringe Benefits

Compensation for personal services may also include fringe benefits given the costs are allowable to the extent that they satisfy the specific requirements addressed in §200.431. Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages.

Fringe benefits include, but are not limited to, the costs of leave (vacation, family-related, sick or military), employee insurance, pensions, and unemployment benefit plans. The costs of fringe benefits are allowable provided that the benefits are reasonable and are required by law, Charter School-employee agreement, or an established policy of the Charter School.

School-wide Program

In accordance with Sec. 1114 of Title I, part A, a local educational agency may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

A school-site employee working solely on a School-wide Program ("SWP") approved by the California Department of Education ("CDE") will be viewed as a single cost objective because, for an approved SWP plan, the Charter School may use ESSA Title I funds in combination with some or all of its other federal funds and state and local general-purpose funds to upgrade the entire education program in a school.

CDE does not permit Title III, Part A to be consolidated in a school-wide program. Accordingly, school level staff paid in whole or in part with Title III would not be part of a school-wide program and therefore cannot be considered as working on a single cost objective.

Reconciliation and closeout procedures

Payroll charges must match the actual distribution of time recorded on the aforementioned time reporting methods.

Budget estimates or other distribution percentages determined before the services are performed do not qualify as support for activities described in this section. Budget estimates are allowed for interim accounting purposes given the Charter School's system for establishing estimates are reasonable approximations of the activities performed by the Employee. Should budget estimates be used, all necessary adjustments will be made such that the salaries, wages, benefits or other such compensation charged to the federal award(s) are allocated based on the actual work performed as documented by the Charter School's Time and Effort procedures.

Annual adjustments are made at year end closing if there is a difference between the budgeted amounts and actual costs.

SAMPLE Semi-annual certification

Semi-annual Time Certification

School Name _____
Period Covered July 1, 2021 to December 31, 2021 Fiscal Year: 2021-2022
Employee Name _____
Title _____

Cost Objective/ Program Title	Resource Description(s)	Percent of Effort
Support Type 1	Title I	50%
	LCFF	50%
	Total	100%

Essential Function

<Title> supports the school-wide program of CSSD utilizing a single cost objective with two funding sources.

Primary Duties

Collaborate with the Administrator of Instructional Services on the planning, creation, implementation, training, and evaluation of the Instructional Plan.

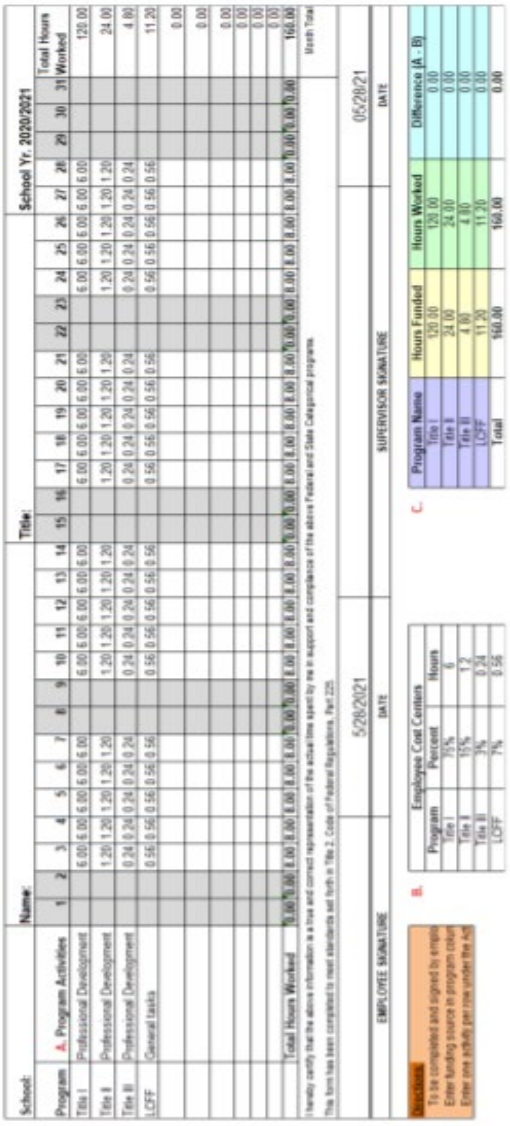
Collaborate with School Leadership Team on the implementation of Math Professional Development.

Oversee and manage the math instructional outcomes of students and instructional staff performance to design the focus of the professional development offered to teachers.

I hereby certify that this report is an after-the-fact determination of actual effort expended for the period indicated and that I have full knowledge of 100 percent activities.

_____ _____
Employee or Supervisory Official Date

SAMPLE PERSONNEL ACTIVITY REPORT (PAR)



Charter School
Time and Effort Certification for Multi-funded Personnel
Month: May 2021

School:		Name:												Title:										School Yr. 2020/2021					
Program	A. Program Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total Hours Worked
Title I	Professional Development			6.00	6.00	6.00	6.00	6.00		6.00	6.00	6.00	6.00	6.00	6.00			6.00	6.00	6.00	6.00	6.00			6.00	6.00	6.00	6.00	6.00				120.00
Title II	Professional Development			1.20	1.20	1.20	1.20	1.20		1.20	1.20	1.20	1.20	1.20	1.20			1.20	1.20	1.20	1.20	1.20			1.20	1.20	1.20	1.20	1.20				24.00
Title III	Professional Development			0.24	0.24	0.24	0.24	0.24		0.24	0.24	0.24	0.24	0.24	0.24			0.24	0.24	0.24	0.24	0.24			0.24	0.24	0.24	0.24	0.24				4.80
LCFF	General tasks			0.56	0.56	0.56	0.56	0.56		0.56	0.56	0.56	0.56	0.56	0.56			0.56	0.56	0.56	0.56	0.56			0.56	0.56	0.56	0.56	0.56				11.20
																																	0.00
																																	0.00
																																	0.00
																																	0.00
																																	0.00
	Total Hours Worked	0.00	0.00	8.00	8.00	8.00	8.00	8.00	0.00	8.00	8.00	8.00	8.00	8.00	8.00	0.00	0.00	8.00	8.00	8.00	8.00	8.00	0.00	0.00	8.00	8.00	8.00	8.00	8.00	0.00	0.00	0.00	160.00

Month Total

I hereby certify that the above information is a true and correct representation of the activities spent by me in support and compliance of the above Federal and State Categorical programs.
This form has been completed to meet standards set forth in Title 2, Code of Federal Regulations, Part 225.

EMPLOYEE SIGNATURE	DATE	SUPERVISOR SIGNATURE	DATE
	5/28/2021		05/28/21

Directions:
To be completed and signed by employee
Enter funding source in program column
Enter one activity per row under the A's

B.

Employee Cost Centers		
Program	Percent	Hours
Title I	75%	6
Title II	15%	1.2
Title III	3%	0.24
LCFF	7%	0.56

C.

Program Name	Hours Funded	Hours Worked	Difference (A - B)
Title I	120.00	120.00	0.00
Title II	24.00	24.00	0.00
Title III	4.80	4.80	0.00
LCFF	11.20	11.20	0.00
Total	160.00	160.00	0.00

5110 Public School Employer

5120 Equal Employment Opportunity
Amended: June 22, 2023; February 28, 2024; June 24, 2025

Altus Schools Southern California ("ASSC") is an equal opportunity employer. It is the policy of ASSC to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or bout an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS); Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), or the Fair Employment and Housing Act ("FEHA") or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, ASSC will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. ASSC then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. ASSC will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, ASSC will make the accommodation.

5130 Teacher Job Responsibility
Amended: February 28, 2024; June 24, 2025

TEACHER FOR GRADES 6-12

Altus Schools is an educational model in which students in grades TK-12 engage in blended learning instruction while working towards individualized course completion via a Pathways Personalized Education Plan (PPEP). The Altus Schools Educator is competent, energetic, and student-centered with exceptional classroom management and organizational skills. This position requires a dedicated individual who is able to motivate students, sets high expectations, employs a data-driven approach, embraces accountability, and is a team player. working towards individualized course completion via a Pathways Personalized Education Plan (PPEP). The Altus Schools Educator is competent, energetic, and student-centered with exceptional classroom management and organizational skills. This position requires a dedicated individual who is able to motivate students, sets high expectations, employs a data-driven approach, embraces accountability, and is a team player.

This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is instead intended to accurately reflect the primary job elements.

- Supports every student's growth in all academic areas, including Reading, Writing, and Mathematics
- In collaboration with the team, creates, implements, monitors, and adjusts students' Pathways Personalized Education Plans (PPEPs) to support achievement of individual educational goals
- Utilizes a variety of formative and summative assessments to evaluate students' standards mastery and progress
- Embodies an inclusive, student-centered approach that focuses on equitable access for all students
- Facilitates collaborative discussions with students and parents to address and adjust program goals
- Supervises, mentors, and evaluates Certificated Teacher Resources (CTRs)
- Proctors local and state summative assessments in a focused, compliant testing environment
- Demonstrates evidence of team building, collaboration, creative problem solving, flexibility, conflict resolution, cultural sensitivity, and genuine care for each student
- Engages in professional learning opportunities with genuine interest to improve practices and outcomes
- Accesses multiple online and print-based curricular tools to support all students, including the needs of specific student groups
- Implements all elements of the English Learner plan to support language proficiency and growth
- Collaborates with Education Specialist on goals, progress, and needs of Special Education students
- Maintains compliance with all independent study requirements while simultaneously meeting deadlines
- Accounts for school resources and ensures materials are properly cared for and returned in a timely manner
- Gains proficiency in various online academic support systems to track student progress and access real-time data
- Implements the MTSS process in order to engage all learners in the academic program
- Customizes academic plans based on information gained through student assessments and surveys

- Participates on a department with a specific focus on curriculum, college and career readiness, equity and inclusion, or data and technology systems integration
- Creates and maintains community partnerships and serves as a key participant in the organization's marketing plan
- Responsible for developing, implementing, and participating in regular and ongoing marketing and community outreach activities and events to ensure students and parents are aware of the school as a free public option
- Responsible for developing, implementing, and participating in regular and ongoing student retention activities and strategies to ensure no student drops out and that continued academic engagement is present
- Other duties, responsibilities and activities may be assigned or changed at any time with or without notice
- Consistent and regular attendance required.

TK-5 TEACHER

Altus Schools are an educational option for students in grades K-5 and 6-12. Its instructional design is based on a "Homeschool Model." TK-5 Teacher lead optional enrichment sessions for students on site with more than 25 students at the RC at one time. Depending upon space, circumstances, and compliance, group sizes are limited to 10-15 students.

Altus Schools is seeking competent, energetic, student-centered educators with good management and organizational skills, who understand elementary-aged children, are able to motivate students, provide academic coaching to parents/guardians, set high expectations, welcome accountability, and are good team players.

This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.

- Supports every student's growth in all academic areas, including Reading, Writing, and Mathematics
- In collaboration with the team, creates, implements, monitors, and adjusts students' Pathways Personalized Education Plans (PPEPs) to support achievement of individual educational goals
- Utilizes a variety of formative and summative assessments to evaluate students' standards mastery and progress
- Embodies an inclusive, student-centered approach that focuses on equitable access for all students
- Facilitates collaborative discussions with students and parents to address and adjust program goals
- Provides academic coaching and instructional support to homeschool parents/guardians on a regular basis
- Supervises, mentors, and evaluates Certificated Teacher Resources (CTRs)
- Proctors local and state summative assessments in a focused, compliant testing environment
- Demonstrates evidence of team building, collaboration, creative problem solving, flexibility, conflict resolution, cultural sensitivity, and genuine care for each student
- Engages in professional learning opportunities with genuine interest to improve practices and outcomes
- Accesses multiple online and print-based curricular tools to support all students, including the needs of specific student groups

Formatted: Font: Times New Roman, Font color: Black

- Implements all elements of the English Learner plan to support language proficiency and growth
- Collaborates with Education Specialist on goals, progress, and needs of Special Education students
- Maintains compliance with all independent study requirements while simultaneously meeting deadlines
- Accounts for school resources and ensures materials are properly cared for and returned in a timely manner
- Gains proficiency in various online academic support systems to track student progress and access real-time data
- Implements the MTSS process in order to engage all learners in the academic program
- Customizes academic plans based on information gained through student assessments, surveys, and parent observations.
- Creates and maintains community partnerships and serves as a key participant in the organization's marketing plan
- Responsible for developing, implementing, and participating in regular and ongoing marketing and community outreach activities and events to ensure students and parents are aware of the school as a free public option
- Responsible for developing, implementing, and participating in regular and ongoing student retention activities and strategies to ensure that continued academic engagement is present by students and parents.
- Orient, lead, and supervise school volunteers while onsite.
- Other duties, responsibilities and activities may be assigned or changed at any time with or without notice.
- Consistent and regular attendance required.

5140 Solicitation and Distribution Policy
Approved: December 7, 2011; February 28, 2024; June 24, 2025

PURPOSE: To create a work environment that promotes the well-being and safety of both employees and students, and enables Altus Schools Southern California ("ASSC") faculty and staff to focus on academic improvement and high caliber teaching.

SCOPE: All employees.

POLICY: ASSC limits the solicitation of employees and distribution of non-work related materials in the educational environment for the purpose of promoting an environment that is centered on teaching and learning. Unrestricted solicitation and/or distribution on school premises are likely to interfere with these goals. Accordingly, solicitation and distribution is expressly restricted below by this Policy in order to maintain the necessary environment at all ASSC facilities.

1 Definitions

a. The term "working time" is defined as the working time of both the employee doing the soliciting/distributing and the employee to whom the soliciting/distributing is directed. Working time does not include lunch periods (unless on-duty), work breaks or any other specified periods during the workday when employees are not expected to be actively performing their job, including any period in which employees are not on duty.

b. The term "working area" is defined as all student and/or parent areas, student transport areas, and all other locations on ASSC's premises where employees perform work. Working areas exclude faculty lounges, break areas, and parking areas, except for those employees who perform work there.

c. The term "literature" includes, but is not limited to, materials, in either written or electronic form, used for advertisement, solicitation, fund-raising, political, sales or promotional purposes.

d. The term "student and/or parent areas" refers to places used frequently and regularly by students or parents, such as classrooms, corridors, offices, nurse stations, playgrounds, parent lounges, waiting or sitting areas, and elevators.

e. The term "solicitation" includes, but is not limited to, asking for support, selling, seeking assistance for an issue or cause, or seeking contributions.

1. Guidelines

(a) Employees of ASSC:

i. Employees of ASSC may not solicit during working time or in student and/or parent areas for any purpose.

ii. Employees of ASSC may not distribute literature at any time, for any purpose, in student and/or parent areas, or other working areas.

iii. Employees of ASSC may not utilize ASSC's computers, copiers, fax machines, e-mail system, voice message system or internal mail for solicitation or distribution of non-work related literature at any time, for any purpose. Usage of these systems and equipment may be monitored to ensure compliance. Employees should have no expectation of privacy in their use of ASSC's communication systems and equipment.

iv. In order to avoid disrupting the educational environment and to create and sustain a culture of respect and professionalism, employees of ASSC may not wear any buttons, badges, t-shirts, or insignia on their person while in student and/or parent areas, nor display any insignia, badge, or button on a desk or workstation in student and/or parent areas, that identifies, or states a slogan of, or encourages membership in any fraternal, civic, charitable, political, or labor-related club or organization. Only an employee's identification badge should be worn and all other pins, buttons and insignia are not allowed unless included as part of the official badge and it directly relates to the delivery of educational services and is a sponsored activity by the school. Such button, pin or insignia must be limited in size and any language directly related to the delivery of educational services. Nothing in this policy permits objectionable or otherwise inappropriate clothing in violation of the ASSC's Dress Code policy.

v. ASSC recognizes and respects that employees may have interests in events and organizations beyond the primary mission of the workplace. However, employees must abide by the terms of this Policy with respect to soliciting and distributing for those events or organizations.

vi. Solicitation of gifts, tips or gratuities from students, parents or vendors is prohibited.

(b) Non-Employees:

i. Persons not employed by ASSC may not solicit or distribute literature on Charter School property at any time, for any purpose, other than approved business reasons related to ASSC's educational programs. Any violation should be promptly reported to the administration or Security.

ii. All visitors must obtain permission to be present on ASSC property, and must sign in with the front office and obtain a Visitor's badge. Non-employees who are not parents of enrolled students shall not be anywhere on ASSC property unless they have a legitimate business reason to be present. Non-employee business invitees are only allowed in student and/or parent areas or working areas when furthering a legitimate business need of ASSC and only after receiving permission of ASSC administration or the school office.

iii. Non-employee representatives of any Union with whom ASSC has entered into a collective bargaining agreement ("CBA") may access ASSC's property pursuant to the terms agreed to by the parties as outlined in the CBA and/or pursuant to past practice between the parties.

iv. Exception: Non-employees may be present on ASSC's property for the limited purpose of attending Board meetings that are open to the public and only for the time period during which the public Board meeting occurs. Non-employees may speak and distribute literature at public Board meetings as permitted by the Board.

(c) Bulletin Boards and Postings: Official bulletin boards are to be used for the posting of official material related to the operations and objectives of ASSC ~~l~~only. All materials to be posted in any manner on an official bulletin board must have prior authorization from administration. The posting of materials on walls, corridors, halls, elevators, lobbies, doors, or areas other than ASSCbulletin boards is prohibited. Administration may provide a bulletin board for personal postings of personal or student/parent thank you cards, events (marriages, births, deaths, etc.) or invitations. Such postings should be consistent with the mission and conduct standards of ASSC.

(d) Email Usage: The computer and internet system utilized by employees is ASSC property provided solely to conduct ASSC business. Official email addresses may not be used to solicit others for commercial ventures, religious or political causes, outside organizations, or any other non-business matters. To ensure compliance with this policy, internet, computer and email usage may be monitored. Employees do not have an expectation of privacy in any internet use or electronic communication that utilizes ACCS property.

Off-Duty Visitation:

1. Off-duty employees may have occasion to enter ASSC Schoo~~l~~ facilities to retrieve personal property, to visit students or staff, to attend non-work related meetings and functions, to attend classes, or as otherwise authorized. At all times during any such off-duty visitation, off-duty employees are expected to follow the Solicitation and Distribution Policy as detailed herein. Off-duty employees are prohibited from soliciting on-duty employees at any time and off-duty employees in working areas. Off-duty employees are also prohibited from distributing literature to employees in working areas and student and/or parent areas at any time.

2. Exception: Employees may be present on ASSC's property for the purpose of attending Board meetings that are open to the public. Employees may speak and distribute literature at public Board meetings as permitted by the Board.

5150 Drug & Alcohol-Free Workplace Policy
Approved: February 22, 2018; February 28, 2024; June 24, 2025

Formatted: Font: Not Bold

Scope
Altus Schools Southern California ("ASSC")is a California nonprofit public benefit corporation operating public charter schools namely Audeo Charter School II, ~~Audeo Charter School III,~~ Audeo Valley Charter School, Altus Schools Coachella Valley~~Mirus Secondary School~~, Altus Schools East County, Altus Schools Mirus, and Altus Schools South Bay all~~nd~~ hereafter collectively referred to as "Charter School". ASSC and Charter School maintain a drug and alcohol-free workplace. The use of or being under the influence of illegal or recreational drugs or alcohol in the workplace or while engaging with students is strictly prohibited. Drugs and alcohol are known to cause behavior problems, impaired judgment, and substandard job performance. Use of alcohol or illegal or recreational drugs also risks impairing employees from safely and effectively performing their jobs. Such behavior exposes ASSC, students, staff, and visitors to unacceptable safety risks that undermine ASSC's ability to operate a safe, drug and alcohol-free environment.

Based upon the above principles, ASSC expressly prohibits any employee from:

- Using, possessing, soliciting, distributing, or selling alcohol or illegal and/or recreational drugs, including marijuana, in the workplace or while working with students of ASSC outside the workplace;

- Being impaired or under the influence of alcohol or illegal and/or recreational drugs, including marijuana, in the workplace or while working with students of ASSC outside the workplace.

Required Testing

Job applicants and employees will be required to submit to alcohol and/or drug testing under the following circumstances:

1. ***Pre-employment***
   All applicants must pass a drug test before beginning work. Every offer of employment is contingent upon the applicant successfully passing a drug test. Refusal to submit to a drug test will result in disqualification from further consideration for employment.

2. ***Reasonable suspicion***
   Employees are subject to drug and alcohol testing based on reasonable suspicion by ASSC that they are under the influence of drugs and alcohol. The Superintendent School Services and Founder must be consulted before sending an employee for testing. Reasonable suspicion may be based upon direct observation, physical evidence of illegal or recreational drug or alcohol use, patterns of erratic or abnormal behavior, disorientation or confusion, or other pertinent evidence.

3. ***Post-accident***
   Employees are subject to drug and alcohol testing when they are involved in a job-related accident causing injury to the employee or to a student of ASSC , damage to ASSC property, or any injury

or damage on ASSC premises. In any of these instances, the investigation and subsequent testing must take place within two (2) hours following the accident, if not sooner. Under no circumstances will the employee be allowed to drive himself or herself to the testing facility.

The above testing will be supported by detailed administrative protocols/regulations and related training to ensure lawful implementation.

Enforcement

ASSC will notify employees of this Policy by posting it in the workplace and/or distributing it to employees. ASSC will also designate an independent agency to administer any drug or alcohol testing.

Employees may not be subject to random alcohol or drug testing, or alcohol/drug testing by ASSC under circumstances inconsistent with this Policy. ASSC recognizes employees' right to engage in lawful off-duty conduct. This Policy in no way seeks to interfere with that right, but only to ensure that ASSC operates safely and effectively.

Discipline

A violation of this Policy is a serious offense. Employees who have tested positive, or otherwise violated this Policy, are subject to discipline, up to and including termination.

5160 Administration of Medication Policy
Approved: February 22, 2018
Amended: February 16, 2022; June 22, 2023; December 7, 2023; February 28, 2024; June 26, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California, Inc. hereby adopts this Administration of Medication Policy to apply to Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay~~Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter, and Mirus Secondary~~, all hereafter collectively referred to as "Charter School."

Charter School staff is responsible for overseeing the administration of medication to students attending Charter School during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

Definitions

- "*Authorized health care provider*" means an individual who is licensed by the State of California to prescribe medication.
- "*Authorizing physician and surgeon*" may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director.
- "*School nurse*" means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.
- "*Designated personnel*" or "volunteer" means an individual employed by the Charter School who has (1) has consented to administer the particular medication or emergency assistance to individuals as permitted by this policy and (2) may legally administer the medication or emergency assistance to the individual receiving it. For the purposes of administering epinephrine auto-injectors, this also includes a holder of an Activity Supervisor Clearance Certificate who has specifically volunteered to administer epinephrine auto-injectors to a person if the person is suffering, or reasonably believed to be suffering, from anaphylaxis. To be eligible, the "designated personnel" or "volunteer" must have been designated by Charter School and have received the required training as set forth in this policy.
- "*Medication*" includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies. Sunscreen is not considered a medication.
- "Epinephrine auto-injector ("Epi-Pen") means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction.

- "Anaphylaxis" means a potentially life-threatening hypersensitivity to a substance. Symptoms of anaphylaxis may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. Causes of anaphylaxis may include, but are not limited to, an insect sting, food allergy, drug reaction, and exercise.

- "*Opioid antagonist*" means naloxone hydrochloride ("NARCAN") or another drug approved by the federal Food and Drug Administration ("FDA") that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body, and has been approved for the treatment of an opioid overdose.

- "*Regular school day*" includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

Administration of Medication with Charter School Assistance

Any student who is or may be required to take, during the regular school day, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school nurse or designated Charter School personnel.

In order for a student to be assisted by the school nurse or other designated Charter School personnel in administering medication, Charter School shall obtain both:

1. A written statement from the student's authorized health care provider detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and

2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that Charter School assist the student in the matters set forth in the statement of the authorized health care provider.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

Self-Administration of Medication (without Charter School Assistance)

Students will be permitted to self-carry and self-administer prescription medication if an authorized health care provider has indicated that a student may need to take this medication or is required to take this medication during the regular school day. Prescription medication includes an auto-injectable epinephrine ("EpiPen") and inhaled asthma medication. In order to carry and self-administer this medication, Charter School must receive the following:

1. A written statement from the student's authorized health care provider (1) detailing the name of the medication, method, dosage/amount, and time schedules by which the medication is to be

taken, and (2) confirming that the student is able to self-administer an EpiPen or inhaled asthma medication, and

2. A written statement from the parent, foster parent, or guardian of the student (1) consenting to the self-administration, (2) providing a release for the school nurse or designated Charter School personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing Charter School and Charter School personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes. Charter School may elect to observe and document the student's ability to safety and competently self-carry and self-administer prescription medication as directed by the authorized health care provider. A student may be subject to disciplinary action if the student uses this prescription medication in a manner other than as prescribed.

Any student requiring insulin shots must establish a plan for administration of insulin shots with the Deputy Superintendent of School Services and Founding Director ("Deputy Superintendent") in consultation with the parent or guardian and the student's medical professional.

Staff Training and Emergency Response

Additional information about staff trainings and the Charter School's response to emergencies may be located within the Employment Handbook and/or the School Safety Plan.

A. Response to Anaphylactic Reaction

The school nurse or designated personnel may use an EpiPen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. Charter School will ensure it has the appropriate type of EpiPen on site (i.e., regular or junior) and stored in an accessible location to meet the needs of its students. Charter School will ensure staff properly store, maintain, and restock the EpiPen as needed.

Charter School will ensure any designated personnel are appropriately trained regarding the storage and emergency use of an EpiPen. Adequate training shall include all of the following:

1. Techniques for recognizing symptoms of anaphylaxis.
2. Standards and procedures for the storage, restocking, and emergency use of EpiPens.
3. Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/guardian(s) and physician.
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
5. Instruction on how to determine whether to use an adult EpiPen or a EpiPen, which shall include consideration of a student's grade level or age as a guideline of equivalency for the appropriate student weight determination.

6. Written materials covering the information required pursuant to the training. A copy of these written materials shall be made accessible, such as through publicly posting at the location of the Epi-Pens.

Charter School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an EpiPen to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive and shall indicate the location of the Epi-Pens on campus.

B. Response to a Diabetic or Hypoglycemic Emergency

Charter School provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.
2. Administration of glucagon.
3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/ guardian(s) and licensed health care provider.

A Charter School employee shall notify the Deputy Superintendent if the employee administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent(s)/guardian(s) of the student.

In the case of a student who is able to self-test and monitor their own blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the student, a student with diabetes shall be permitted to test their own blood glucose level and to otherwise provide diabetes self-care in the classroom, in any area of the Charter School or Charter School grounds, during any Charter School-related activity, and, upon specific request by a parent or guardian, in a private location.

Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).

C. Response to an Opioid Overdose

Charter School provides Charter School personnel with voluntary emergency medical training on the administration of opioid antagonists to students exhibiting potentially life-threatening symptoms, or reasonably believed to be suffering, from an opioid overdose at school or a school activity. Charter School will ensure staff properly store, maintain, and restock opioid antagonists as needed.

Training shall include all of the following:

- Techniques for recognizing symptoms of an opioid overdose.
- Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist.
- Basic emergency follow-up procedures, including, but not limited to, a requirement for the school or charter school administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and to contact the student's parent(s)/guardian(s).
- Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
- Written materials covering the information required pursuant to the training.

The Deputy Superintendent shall distribute an annual notice to all staff regarding volunteering for training to administer opioid antagonists and a volunteer's right to rescind their offer to volunteer.

D. Response to a Seizure, Seizure Disorder or Epilepsy

Upon receipt of a request by a parent/guardian to administer anti-seizure medication when a student is suffering from a seizure, the Charter School may designate one or more volunteers to receive training to administer the anti-seizure medication. The Charter School may allow non-medical personnel to volunteer to provide medical assistance to students who are diagnosed with seizures, a seizure disorder, or epilepsy if the Charter School does not have a credentialed nurse or other licensed nurse on site. Charter School's volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance. Volunteer employees are not providing this emergency medical care for compensation, notwithstanding that the employee is a paid public employee.

Upon receipt of the parent/guardian's request, the Charter School shall notify the parent/guardian that their child may qualify for services or accommodations under the Section 504 plan or an individualized education program ("IEP"), assist the parent/guardian with the exploration of that option, and encourage the parent/guardian to adopt that option if it is determined that the child is eligible for a Section 504 plan or an IEP. The Charter School shall obtain a signed a notice verifying the parent/guardian was provided this information and has the right to request a Section 504 Plan or IEP at any time. Additionally, if the Charter School does not have any volunteers, then Charter School shall notify the parent/guardian of the student's right to be assessed for a Section 504 plan or an IEP.

Prior to administering emergency anti-seizure medication, Charter School shall obtain annually a signed seizure action plan from the parent/guardian, that includes the parent/guardian's

authorization, in writing for the medication to be administered to the student at school by a non-medical professional who has received training, and a copy of a statement, in writing, from the student's health care provider that includes all of the following information:

1. The student's name, the name and purpose of the medication, its prescribed dosage, method of administration and the frequency with which the medication may be administered;
2. Detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of an emergency anti-seizure medication becomes necessary;
3. The circumstances under which the medication may be administered;
4. Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services, including the emergency 911 telephone number;
5. A protocol for observing the student after a seizure, including, but not limited to, whether the student should rest in the school office, whether the student may return to class, and the length of time they should be under direct observation; and
6. How and where the emergency anti-seizure medication will be stored at the school.

This plan shall be distributed to any Charter School personnel or volunteers responsible for the supervision or care of the student if the parent/guardian consents in writing and will be kept in a confidential file in the nurse or Deputy Superintendent or designee's office, as applicable.

Training will occur upon volunteering and thereafter annually at no cost to the employee and will occur during regular working hours. Training will be conducted by an authorized health care professional, all training will align with any minimum standards established by the California Department of Education ("CDE"), and will include:

1. Recognition of the signs and symptoms of seizures and the appropriate steps to be taken to respond to those symptoms;
2. Administration, or assisting with the self-administration of, an emergency anti-seizure medication, or a medication or therapy prescribed to treat the symptoms of seizures, seizure disorders, or epilepsy, including manual vagus nerve stimulation; and
3. Basic emergency follow-up procedures.

Any written materials used in the training shall be retained by the Charter School. Charter School shall ensure that each employee who volunteers to administer anti-seizure medication in good faith will be provided defense and indemnification by Charter School for any and all civil liability barring gross negligence, or willful or wanton misconduct, and this information shall be reduced to writing, provided to the volunteer, and retained in the volunteer's personnel file.

Upon receipt of a parent/guardian's request to administer anti-seizure medication, Charter School shall distribute a notice at least once but no more than two times per school year to all staff that includes all of the following information:

- A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure;
- A description of the training that the volunteer will receive;
- The right of an employee to rescind their offer to volunteer; and

- A statement that there will be no retaliation against any individual for rescinding the individual's offer to volunteer, including after receiving training.

If a volunteer rescinds the volunteer's offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, an additional two notices per school year may be distributed to all staff.
Upon administration of anti-seizure emergency medication by a volunteer employee, the Charter School's nurse shall be notified. If the Charter School does not employ a nurse, Charter School's Deputy Superintendent or designee shall be notified.

Storage and Record Keeping

All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.

Designated staff shall keep records of medication administered at Charter School. The medication log may include the following:

1. Student's name.
2. Name of medication the student is required to take.
3. Dose of medication.
4. Method by which the student is required to take the medication.
5. Time the medication is to be taken during the regular school day.
6. Date(s) on which the student is required to take the medication.
7. Authorized health care provider's name and contact information.
8. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

5170 Confidentiality Policy
Approved: June 24, 2022,
Amended: February 28, 2024; June 24, 2025

Altus Schools Southern California ("ASSC") nonprofit public benefit corporation Board of Directors ("Board") requires employees to adhere to a strict standard of confidentiality with respect to student information and records, personnel records, and other confidential information.

Confidential information includes, but is not limited to student records, such as students' names; parents'/guardians' names; home addresses; personal telephone numbers and/or email addresses; photographs; dates of birth; grade level; enrollment status; dates of attendance; social security numbers; medical information; disciplinary records; and grades. Confidential information also includes all information in a personnel file, including, home addresses, personal telephone numbers and email addresses, prior employment information, medical information, disciplinary records, evaluations etc.

Employees shall only access confidential information when it is necessary and when doing so is within the course and scope of the employee's job duties.

Employees shall not disclose any confidential information without the advance written consent and in accordance with confidentiality laws, including, but not limited to the Family Educational Rights and Privacy Act.

Any failure by employees to maintain confidentiality in accordance with this policy and student and employee privacy laws may result in disciplinary action, up to and including release from employment, and reporting to the Commission on Teacher Credentialing.

Employees must contact a supervisor immediately if they have questions regarding the parameters for confidentiality.

5180 Salary Apportionment Policy
Approved: June 24, 2022
Amended: February 28, 2024

Altus Schools Southern California ("ASSC") a nonprofit public benefit corporation desires to hire employees who will assist ASSC in effectuating its mission and vision.

At the time of hire, all employees are classified as either "exempt" or "nonexempt." Exempt employees generally include directors, managers, professional staff (teachers), and others whose duties and responsibilities allow them to be "exempt" from overtime pay provisions as provided by applicable laws. Nonexempt employees are required to record all hours worked. For exempt employees, precise time tracking is not necessary so long as the employee performs the function of his/her/their job.

For each ASSC employee, at-will employment agreements are entered into between ASSC and the individual employee. All employees must perform ASSC duties as ASSC reasonably assigns. In addition, as assigned, employees must also perform such duties as necessary for the support of Altus Schools, as consistent with ASSC's charitable purpose. ASSC will decide how to best allocate an individual employee's time depending on the individual position and the needs of the various schools that ASSC operates.[14] In making this determination, ASSC may consider, among other things, one or more of the following:

- the prior or current year CBED's enrollment at the schools;
- the unduplicated pupil count;
- the prior or current year CBED's special education pupil count;
- the number of charter school; and/or
- number of employees.

The Superintendent School Services and Founder will be responsible for making this determination but may delegate to the employee's direct supervisor to decide how to best and most appropriately allocate an employee's time.

[14] Part-time employees of ASSC may also hold a separate, part-time contract with the Altus Schools San Diego corporation.

5210 Technology/Internet Use

Employee Name (print):_____

Location:_____

Technology and access to the Internet are part of the learning opportunities available at ~~Audeo Charter School~~Altus Schools Southern California "ASSC"~~.~~ We strongly believe in the educational value of such services and recognize their potential to support our curriculum and student learning. Time using technology, the computer and/or the Internet must be used productively to support academic progress. The school will make every effort to protect students and teachers from any misuses or abuses as a result of their experiences with the Internet. All users must be continuously on guard to avoid inappropriate and illegal interaction with the Internet.

Listed below are the provisions of the contract. If any user violates these provisions, access to the Internet and the school's computers may be denied and the user may be subject to disciplinary or legal action.

Terms and Conditions

Personal Responsibility. As a representative of this school, I will accept personal responsibility for using technology in acceptable ways and I will report any misuse to the teacher.

Acceptable Use:

- Technology, the computer and/or Internet must be used to meet the educational goals and objectives of ~~Audeo Charter School.~~ ASSC.
- Obtain bibliographic source information from any site you use for material or information to be included in a research paper or project. Make sure to include the reference in your work.
- Comply with the rules of the sites you use.
- Save personal academic material to disk, not to the hard drive.

Unacceptable Use:

- Do not copy material you find on the Internet and present it as your own. (That is plagiarism.)
- Do not download or install any program or file on ~~Audeo~~ ASSC computers.
- Do not delete programs.
- Do not change any computer settings.
- Do not visit any sites, send or receive any message(s) that indicate, suggest, or show pornography, unethical or illegal solicitation, racism, sexism, or inappropriate language.
- Do not upload or transmit any material in violation of the United States, state, or local regulations. This includes, but is not limited to: copyrighted material, threatening or obscene material or material protected by trade secrets.
- Do not use school resources for gambling, commercial purposes or political lobbying.
- Do not reveal your own or anyone else's home address, telephone number or e-mail address.

If you violate these provisions, access to the Internet and the school's computers may be denied and you may be subject to disciplinary or legal action.

I have read and understand proper use and restrictions. *I understand that I am personally responsible for the correct use of technology at all times when at ~~Audeo Charter School~~Altus Schools Southern California.*

.

Employee Signature:_____E-mail address:_____Date: _____

5220 Responsibility for Equipment Assigned to School Site Employees
Amended June 4, 2008; February 28, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California hereby adopts this amended Responsibility for Equipment Assigned to School Site Employees to apply to Audeo Charter School II, ~~Audeo Charter School III,~~ Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County~~-~~, Altus Schools North County, Altus Schools Mirus, ~~Secondary School~~ and Altus Schools South Bay, all hereafter collectively referred to as "Charter School."

All school equipment assigned to resource centers/sites is purchased and consigned to staff with the express intent that it be used in the delivery of instruction and/or services offered to students enrolled in the Charter School.

Equipment owned by the Charter School is considered an asset and under the protection of the teacher responsible for the coordination of their materials. Equipment such as computers, laptops, Ipads, radios, telephones, televisions, Virtual Reality headsets, 3D printers, etc.~~ -~~are to be used expressly for the purpose for which they were intended, that is, to enhance the teaching and learning that occurs in the resource center.

Equipment, other than employee's assigned laptop, should never be removed from the site without prior written notification, twenty-four hours in advance, directed to the Director of Operations ~~and~~, Technology, and Founding Director or designee. School property that the Charter School allows an employee to remove from the ~~Audeo~~ Charter School premises becomes the liability of that employee until the employee returns it to the Charter School in good working condition.

It is the responsibility of the employee to exercise reasonable care and appropriate precautions to prevent damage to or loss/theft of school property in their care. The terms "reasonable care and appropriate precautions" may mean, at minimum,

- The property is not left unattended.
- The property is secured in a locked facility.
- When being transported the property is locked in a vehicle out-of-sight, preferably in the trunk.
- Transporting of the property is limited primarily to between school sites, on school business, and to and from work.

The employee is liable for the payment of damages whenever his/her wrongful or negligent act or omission causes loss, theft, disappearance, damage to or destruction of school property for which he/she is responsible.

In the event that school property under the employee's care is lost or stolen, it must be reported to the local police AND the Director of Operations, ~~and~~ Technology, and Founding Director or designee immediately. A copy of police report must be sent to the Director of Operations, Technology, and

Founding Director ~~and Technology~~ or designee within *two working days* of the loss. Failure to secure and submit a police report automatically results in the employee's liability for the replacement cost.

Within *two working days* after notification that school property has been lost or damaged, the employee's supervisor will interview the employee, prepare a written report, and submit it to the Director of Operations, ~~-~~Technology, and Founding Director ~~and Technology~~ for review.

The Director of Operations, Technology, and Founding Director ~~and Technology,~~ in consultation with the Deputy Superintendent School Services and Founding Director will determine if the employee is deemed negligent, and whether or not financial liability and/or other sanctions are justified. This determination will be based on the facts established in each case. The Director of Operations, Technology, and Founding Director ~~and TechnologyTechnology~~ will inform the employee in writing as to the findings and any consequences. The employee has the option to request an appeal of the decision. The appeal must be submitted in writing, addressed to the Deputy Superintendent School Services and Founding Director~~and Founder~~, within *five working days* after the receipt of the findings.

After review, the Deputy Superintendent School Services and Founding Director ~~and Founder~~ will convey the decision, in writing, to all concerned.

If the finding of liability is upheld, the Director of Operations ~~and Technology=Director of Operations and Technology~~ , Technology, and Founding Director will be responsible for instituting the sanctions/consequences other than financial. If there is a financial liability, the Finance Department will submit a bill to the employee requesting payment due as soon as possible *AND* prior to the end of the employee's contract term.

This policy will be reviewed and signed by all employees upon hire.

I have read the above policy and I accept responsibility for the care and protection of school property.

I understand that I may be held financially liable for the repair/replacement costs of school property entrusted to me whenever my wrongful or grossly negligent act or omission causes loss, theft, disappearance, damage to or destruction of school property

_____	_____
Print Name of Employee	Location
_____	_____
Employee Signature	Date

5190 Telework Policy
Approved: June 22, 2023
Amended: February 28, 2024; June 24, 2025

Purpose
Altus Schools Southern California ("ASSC") recognizes approved teleworking as a work arrangement that may be available to employees who work in certain positions. This policy details conditions and requirements which apply to all telework assignments in the organization.

Definition
Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a school-wide benefit. This temporary arrangement in no way alters or changes the terms and conditions of employment with the School, and the promulgation of this Policy creates no employee rights in relation to teleworking. Furthermore, the School has the right to refuse to make telework available to an employee and to terminate a telework assignment without cause at any time in its sole and unreviewable discretion.

General Requirements
Employees shall not telework unless they receive advance written approval from the School. Employees shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor. Employees shall be responsible for following all School policies and procedures when teleworking. Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties is strictly prohibited.
Nonexempt employees will be required to (1) record all hours worked as assigned by the School and (2) take and document applicable meal/rest periods. Nonexempt employees must also receive written approval from a supervisor prior to working additional hours or overtime. Failure to comply with timekeeping and work hours requirements may result in disciplinary action, up to and including termination from employment.

Eligibility Considerations
Consideration will be given to employees who work in positions adaptable for telework assignments, particularly those who have demonstrated work habits and performance well-suited to successful teleworking. In the sole discretion of ~~ASSD~~ ASSC and its management, the following eligibility factors will be considered:

- The employee has a position where effective communication can be accommodated electronically;
- The employee's telework assignment will not be detrimental to the productivity or work quality of other employees or the effective operation of the School;
- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of School data, records, networks, or confidentiality generally;
- The employee's equipment and software must meet the School's guidelines/standards, and the employee's needs for Information Technology ("IT") support must be minimal;

- Telework sites must be in California unless authorized by the Superintendent School Services and Founder or a designee;
- The employee must be effective at working independently for extended periods of time;
- The employee has demonstrated or can demonstrate effective time-management skills by completing tasks efficiently and within any required deadlines;
- The employee must maintain connections with work groups or teams from their remote work location; and
- The employee has no recent or pending corrective or disciplinary actions.

Further, the Employee acknowledges that telework is not an entitlement and such assignments are within the sole discretion of the employer. Telework assignments may be rescinded at any time without cause at ASSC's sole discretion.

Supervisor Responsibilities
Supervisors managing employees who have been permitted to telework must effectively:

- Implement the telework policy/guidelines;
- Conduct remote supervision;
- Understand the technology and tools necessary for successful remote supervision; and
- Establish communication protocols with telework employees, including making continued efforts to involve teleworking employees in office/ department events, messages, etc. as applicable to preserve teamwork.

Supervisors will assess each employee's progress on a telework assignment periodically to ensure the employee's compliance with telework requirements, and address any work-related issues, including completing evaluations and other performance management as appropriate.

Communication and Accessibility
Employees and supervisors must determine how communication between the teleworking employee, the worksite, and/or other employees also teleworking will be handled. Employees shall keep their supervisor and as needed, their co-workers or other School stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment. Employees must be accessible by phone and email at all times to their supervisor, co- workers, School stakeholders, and the School generally during assigned work hours. Employees must notify their supervisors if they leave their telework site during agreed upon hours, aside from applicable meal and rest periods. Employees must post their telework schedule on their calendar, including applicable meal and rest periods. Employees must also remain flexible in their scheduling, and shall be available to attend staff meetings and other meetings as required by their supervisor.

Safety
Employees are responsible for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean, professional, and free of distractions (e.g., children, pets, electronic devices, etc.).

Supplies, Equipment, and Furniture
The Schools will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs for each telework assignment on a case-by-case basis.

All necessary technology equipment will be supplied and maintained by the Schools, subject to availability. Equipment supplied by the Schools is to be used for work purposes only. Employees must sign an inventory of School property and agree to protect the items from damage or theft. Employees shall not be entitled to reimbursement for their use of School property. Employees shall be held liable to the School whenever their wrongful or negligent act or omission causes loss, theft, disappearance, damage to, or destruction of School property. Upon cessation of a telework assignment, School property must be returned to the School.

Information Security and Confidentiality
Employees must never provide any third parties access to the ASSC's network or share network access passwords, and must comply with all policies and procedures related to information security and network access.

Consistent with ASSC's expectations of information security for employees working at the office, teleworking employees must ensure that their telework location is secure and communications provided or sensitive work performed from the telework location remain confidential, away from the presence of family members or guests. Any School materials taken home, such as confidential personnel or pupil records, must be kept in a secure space within the telework location and not be made accessible to any third parties, including the employee's family members or guests. Steps which employees may take to increase security of School materials/information include use of locked file cabinets and desks, regular password maintenance, shielding computer monitors, and any other actions appropriate for the position and the telework location.

Performance Standards
Employees must maintain the same or an improved level of productivity and work quality while teleworking. If productivity and/or work quality begin to decline, the telework assignment will be reevaluated to determine if changes can be made or termination of the telework assignment is warranted. Telework allows a high amount of flexibility for an employee to complete their work in a timely and proper manner, and it is expected that employees will not abuse this opportunity by allowing their productivity or work quality to decline.

Professional Boundaries
Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student's family members in full compliance with the ASSC's "Professional Boundaries: Staff/Student Interaction" policy and as summarized below:

- Limit communications with students to issues involving School activities or classes only;
- Ensure professional communications with students by avoiding conversations of an overly personal, inappropriate, sexual, offensive, or indecent nature;
- Respect the privacy rights of students by ensuring communications and/or documents involving confidential pupil information are safeguarded appropriately;
- Maintain the same degree of formality as would be appropriate when working on-site, including in manner of speech, tone, method of communication, and appearance and dress, particularly when the employee may be communicating with students via video chat; and
- Continue to comply with any and all ASSC policies, including enforcing appropriate student behavior and student discipline, child abuse and neglect reporting protocols, and prohibitions on harassment or other inappropriate conduct.

Employees who fail to demonstrate acceptable professional boundaries during a telework assignment may be subject to disciplinary action, up to and including termination from employment.

Return to Work
Telework assignments are temporary in nature and will only continue subject to ASSC approval. As such, employees must return to on-site work at their assigned work location when directed to do so by their supervisor. However, in limited circumstances and only upon a showing of hardship to ASSC , employees may be permitted to continue in their telework assignment for up to an additional thirty (30) days beyond the planned termination of their telework assignment.

Any employee requesting an extension of their telework assignment must submit such request in writing to the Deputy Superintendent School Services and Founding Director immediately upon being notified of the requirement to return to on-site work. The written request must explain in detail the basis for the hardship.

Upon completion of any approved extension of a telework assignment, ASSC may allow the extension to continue, subject to demonstrable ongoing hardship experienced by the employee and the overall needs of the School. The decision as to whether to grant any initial or continuing request to extend the telework assignment remains within the sole and unreviewable discretion of ASSC.

Evaluation & Duration
Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the supervisor, and weekly face-to-face and/or video meetings whenever possible to discuss work progress and problems, as needed.

ASSC may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, ASSC shall endeavor to provide seven (7) days' notice of the modification or termination of any telework assignment whenever possible. All telework assignments shall be subject to termination upon resumption of regular onsite duties at the Schools unless determined by the School that telework assignment may continue.

6010 Title I Parent and Family Engagement ~~Involvement~~ Policy
Amended: May 6, 2008, February 22, 2018, October 20, 2021, June 22, 2023, February 28, 2024, June 26, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California ("ASSC"), a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay, all hereafter collectively referred to as "Charter School" or "School" or "Altus Schools", hereby adopts this Title I Parent and Family Engagement Policy. ~~The Board of Directors of Altus Schools Southern California ("ASSC") hereby adopts this Independent Study Policy to apply to , Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School, all hereafter collectively referred to as "Charter School" or "School" or "Altus Schools"~~. The Charter School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. The policy will be reviewed and approved by the School Site Council. The School will notify all parents about the policy in an understandable and uniform format and, to the extent possible, in a language parents understand. This policy describes the means for carrying out the following Title I parent and family engagement requirements.

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman

Section I: Involvement of Parents in the Title I Program
To involve parents and family members in the Title I Program at the Charter School, the following practices have been established:

a) The School convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. This annual meeting will be held in the fall to review the requirements of the Title I Program.
b) The School offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. They will be held at flexible days and times to allow for increased parent participation.
c) The School involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the School's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. School data and input from all school community members will be used to review and develop the School Parent and Family Engagement Policy each year and approve them through the School Site Council.
d) The School provides parents of participating children with the following:
    1. Timely information about the Title I Program. Upon student enrollment, all parent will receive a Student and Parent Handbook that provides information related to the Title I

Program. Parents will have the opportunity to hear about the Title I Programs during School Site Council Meetings.

2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. The School will host Open House, Parent Night and Senior Night Events that provide parents with an explanation of the School's curriculum, academic assessments used to measure student progress and the proficiency levels students are expected to meet. The School Site Council Meetings provide a forum for school community members to review schoolwide progress by grade level and student groups. Teachers meet with parents and family members each semester, and at meetings upon request to provide detailed feedback on student progress, proficiency levels and assessment data.
3. If requested by parents, opportunities are made available for regular meetings to be held to formulate suggestions, to participate, as appropriate, in decisions relating to the education of their children, and to respond to any such suggestions as soon as practicably possible. Parents and family members receive monthly resource center calendars from the school detailing parent involvement opportunities. Parents can request meetings with a school administrator to ask questions, submit suggestions, provide input related to decisions and develop program goals. School administrators frequently meet with students and parents to discuss learning levels, trends and programs available to Title I students. Parent emails and inquiries are responded to in 24 business hours.
4. If the schoolwide program plan is not satisfactory to the parents of participating children, the School submits any parent comments on the plan when the School makes the plan available to the local educational agency. This policy will be amended annually based upon community member input and focused on improving family engagement and student achievement.

Section II: Building Capacity for Involvement

The Charter School engages Title I parents and family members in meaningful interactions with the School to ensure effective involvement of parents and to support a partnership among the school to improve student achievement. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the School has established the following practices:

a) The School provides parents with assistance in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. The School will provide parents with Open House, Parent Night and Senior Night events to explain content standards and grade level assessments. Parents will also be invited to mid-year conferences that focus on how to support students at home, monitor progress and prepare for assessments. Teachers will send progress reports home on a weekly basis, or upon parental request.
b) The School provides parents with materials and training to help parents work with their children to improve their children's achievement. The School provides parents with ongoing training opportunities through the Family Learning Series. The Family Learning Series is designed to teach parents how to use school instructional materials and resources to support their child's achievement. Topics for training include state academic content standards, state and local academic assessments, English Learner Reclassification criteria, how to

support their children at home, mental health, graduation requirements, college/career readiness and strategies to support Special Education students.

c) The School educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the School. Staff and faculty will be provided professional development sessions on how to effectively communicate and work with parents as equal partners. These professional development sessions are part of the School's professional learning system, Altus University.

d) The School, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Parent and family members are invited to participate in trainings offered through the Family Learning Series. The topics selected for the Family Learning Series are determined from input collected from parents and family members. The School will continue to encourage families of English Learners to participate in the English Learner Advisory Committee Meetings. Parents can also serve as a community panel member for students presenting their Pathways Portfolio.

e) The School ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. Information is disseminated via School Events, School Site Council Meetings, English Learner Advisory Committee Meetings, the Family Learning Series and Blackboard notifications. Spanish is the most prevalent language, other than English, spoken by parents and family members. School presentations, information and resources are translated and/or presented in Spanish. The School will also provide translation services in other languages, as requested, on important school information.

f) The School provides such other reasonable support for parental involvement activities under this section as parents may request. Parent and family members have an opportunity to provide input and suggestions during any formal meeting or can meet with school administrators. School administrators consider support for parental involvement activities requested by Title I parents wherein the requests align with the School's vision, mission and values. Additional factors of consideration include: fiscal feasibility, operational feasibility and cost/benefit analysis.

Section III: Accessibility

The Charter School to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports, in a format and, to the extent practicable, in a language such parents understand. School presentations, information, resources and materials are translated and/or presented in multiple languages of participants. Staff will meet with parents individually and in small groups to ensure parent participation and to support comprehension of information. The School will provide information in multiple methods and formats, including in-person, phone call, virtual conference, online, email, secure text and print.

Section IV: School-Parent Compact

As a component of the Title I School Parent and Family Engagement Policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below:

a) The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part I to meet the challenging state academic standards. The School will offer a broad and rigorous course of study that is aligned to content standards and is accessible to all students. Teachers will be trained through the School's professional learning system to be high-quality, effective and responsive to the needs of all students, but with added emphasis on underserved student groups. The School will provide parents and family members with multiple opportunities throughout the academic year to participate in School Events, Trainings, School Site Council and ELAC Meetings. These engagement events build the capacity of parents and family members to support their child's unique educational needs. Parents and family members will also be encouraged to participate in volunteering opportunities such as College/Career Week and Senior Portfolio Panels.

b) To address the importance of communication between teachers and parents on an ongoing basis, the School will provide the following:
    1. Parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
    2. Frequent reports to parents on their children's progress. Teachers will utilize multiple communication methods to timely report student progress to parents and family members. These methods include secure text message, email, phone calls, virtual conferences, in-person conferences and home visits.
    3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. The School will utilize multiple communication methods to ensure parents and family members know how to access staff, opportunities to volunteer and schedule time to observe Resource Center activities. These communication methods, to the extent practicable, will be in a language that family members can understand.
    4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

6015 Workplace Violence Prevention Policy

Formatted: Board Title

Approved: March 18, 2022
Amended: February 28, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California ("ASSC") . hereby adopts this Workplace Violence Prevention Policy to apply to Audeo Charter School II, ~~Audeo Charter School III,~~ Audeo Valley Charter School, Altus Schools Coachella Valley, ~~Mirus Secondary School, Altus~~ Schools East County, Altus Schools North County, Altus Schools Mirus, and Altus Schools South Bay, all hereafter collectively referred to as "Charter School." The Charter School expressly prohibits any acts or threats of violence by any current or former employees, students, parents, or visitors against any other school employees, students, parents, or visitors at any time, on or off school premises.

To ensure that the Charter School maintains a zero tolerance policy for workplace violence, it is the commitment of the Charter School:

1. To provide a safe and healthful work environment, in accordance with Charter School health and safety policies.
2. To take prompt corrective action, up to and including immediate termination of any employee who engages in threatening behavior or acts of violence or who uses any obscene, abusive, or threatening language or gestures.
3. To take appropriate action when dealing with employees, students, parents, or visitors to Charter School facilities who engage in such behavior. Such action may include notifying law enforcement, prosecuting violators of this policy to the maximum extent of the law, or taking other appropriate legal measures to protect an employee and other stakeholders from harm in the workplace.
4. To prohibit employees, former employees, students, parents, and visitors from bringing unauthorized firearms or other weapons onto Charter School premises or otherwise disrupting any sites or school facility.
5. To establish viable security measures to ensure that Charter School facilities are safe and secure to the maximum extent possible and to properly manage access to School facilities by the public, off-duty employees, and former employees.

Prohibited conduct specifically includes, but is not limited to:

1. Causing or attempting to cause physical injury to another person.
2. Making threatening remarks.
3. Aggressive or hostile behavior that creates a reasonable fear of injury to another person or subjects another person to emotional distress or causes disruption.
4. Possession of a weapon on the premises or the threat of using a weapon on any School premises.
5. Any other action, which violates School policies or threatens the safety and well-being of Charter School employees, students, parents, or other stakeholders.

Employees have a duty to warn their supervisors, Administration, or Human Resources of any suspicious workplace activity or incidents that they observe or have awareness of that involve other employees, former employees, parents, students, or visitors and that may be problematic. This includes threats or acts of violence, aggressive behavior, offensive acts, discussion of bringing weapons into the workplace, and threatening or offensive comments. The Charter School does not condone any form of retaliation against any employee for making a report under this policy.

6020 Resource Center and School Volunteer, Visitation, and Removal Policy

Formatted: Board Title

Approved: March 10, 2016
Amended: February 22, 2018; June 21, 2018; February 28, 2024; June 26, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California hereby adopts the Resource and School Volunteer, Visitation, and Removal Policy to apply to Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay~~Altus School East County, Altus Schools North County, Altus Schools South Bay, Audeo II Charter School, Audeo Valley Charter School, and Mirus Secondary School,~~, all hereafter collectively referred to as "Charter School."

While Charter School encourages parents/guardians and interested members of the community to visit the charter school and view the educational program, Charter School also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the resource center can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner.

Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, Charter School has established the following procedures, to facilitate volunteering and visitations during regular school days:

Definitions

- A "*visitor*" is defined as any person seeking to enter the school building who is not an employee or a current student at the Charter School. All visitors who are not parents or guardians of a student must have a specific and educationally relevant purpose for their visit.

- A "*volunteer*" is defined as any person who voluntarily offers and provides a service to the Charter School with Charter School approval without receiving compensation.

Volunteering

Parents or guardians who are interested in volunteering in the resource center must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

2. A volunteer shall also have on file with Charter School a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the Charter School Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils.

3. Volunteering must be arranged with the teacher and Deputy Superintendent School Services and Founding Director or designee, at least forty-eight (48) hours in advance.

4. A volunteer may not volunteer in the resource center for more than three (3) hours per month.

5. Prior to volunteering in the resource center, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Resource Center volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Resource Center volunteers must follow the instructions provided by the teacher, certificated teacher resource or resource center associate. Resource Center rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.

6. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. Volunteers must sign an agreement that they have read and understand and agree to follow the Family Educational Rights and Privacy Act ("FERPA") Policy.

7. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the resource center or at the administrative office as indicated below.

8. This Policy does not authorize the Charter School to permit a parent/guardian to volunteer or visit the resource center if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

9. Volunteerism by parents is encouraged but not mandatory. Any volunteer hours are tracked for purposes of maintaining data on the parent participation at the School.

Visitation

1. Visits during school hours should first be arranged with the teacher and Deputy Superintendent School Services and Founding Director or designee, at least forty-eight (48) hours in advance. If a conference is desired, an appointment should be set with the teacher during non instructional time, at least forty-eight (48) hours in advance. Parents seeking to visit a resource center during school hours must first obtain the approval of the teacher and the Deputy Superintendent School Services and Founding Director or designee.

2. All visitors shall register in the Visitors Log Book and complete a Visitor's Permit in the main office immediately upon entering any resource center or school administrative office and building during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Deputy Superintendent School Services and Founding Director or designee may design a visible means of identification for visitors while on school premises.

3. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or

U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. Charter School shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by Charter School, consistent with the law. The Charter School Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

4. All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g., fever, coughing) may be denied registration. When recommended or requested by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. Charter School reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.

5. Except for unusual circumstances approved by the Deputy Superintendent School Services and Founding Director, the Charter School visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester.

6. While Charter School site, offices, or resource center, visitors are to enter and leave as quietly as possible, not converse with any student, teacher, or other staff unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a resource center without the teacher's and Deputy Superintendent School Services and Founding Director's written permission.

7. Before leaving the resource center or administrative offices, the visitor shall return the Visitor's Permit and sign out of the Visitors Log Book in the main entrance.

Limitations of Volunteering or Visitation

1. The Deputy Superintendent School Services and Founding Director, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.

2. The Deputy Superintendent School Services and Founding Director may direct a visitor without lawful business on campus to leave campus when the visitor's presence or acts interfere with the peaceful conduct of the activities of the school, or disrupt the school or its students, or school activities. Any visitor who is directed to leave by the Deputy Superintendent School Services and Founding Director or designee will not be permitted to return to the Charter School campus for at least seven (7) calendar days.

3. The Deputy Superintendent School Services and Founding Director or designee may withdraw consent to be on the Charter School facility for up to fourteen (14) calendar days

even if the visitor has a right to be on site whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt the Charter School's orderly operation. Consent shall be reinstated whenever the Deputy Superintendent School Services and Founding Director has reason to believe that the presence of the person will not constitute a substantial and material threat to the orderly operation of the school campus.

4. The Deputy Superintendent School Services and Founding Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave resource center or any Charter School sites. When a visitor is directed to leave, the Deputy Superintendent School Services and Founding Director or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

5. Any visitor that is denied registration or has his/her registration revoked may request a conference with the Deputy Superintendent School Services and Founding Director. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the Deputy Superintendent School Services and Founding Director with fourteen (14) days of the denial or revocation of consent. The Deputy Superintendent School Services and Founding Director shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the Deputy Superintendent School Services and Founding Director shall be held within seven (7) days after the Deputy Superintendent School Services and Founding Director receives the request. If no resolution can be agreed upon, the Deputy Superintendent School Services and Founding Director shall forward notice of the complaint to the Charter School Board of Directors. The Charter School Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.

6. At each entrance to the resource center or administrative offices, signs shall be posted specifying the hours during which registration is required, stating where the office of the Deputy Superintendent School Services and Founding Director or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.

7. The Deputy Superintendent School Services and Founding Director or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to $500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.

2. Under California Education Code section 44811, any visitor whose conduct materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor and is punishable, upon the first conviction, by a fine of no less than

$500.00 (five hundred dollars) and no more than $1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both, the fine and imprisonment.

3. Disruptive conduct may lead to Charter School's pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto resource centers or administrative offices or attending school activities for any purpose for a period of up to three (3) years.

Altus SCHOOLS
SOUTHERN CALIFORNIA

EMPLOYEE MANUAL

2025-2026



Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County, Altus Schools Mirus, ~~Secondary School and~~ Altus Schools South Bay, and Altus Schools Coachella Valley ("Altus Schools Southern California" or "ASSC") are designed for students seeking to receive an individualized, personalized, and rigorous academic experience that demonstrates positive outcomes for every student. Altus Schools have been established to provide a quality education offered by high-level staff in a supportive environment that is solely focused on academic activities.

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE MANUAL

PLEASE READ THE EMPLOYEE MANUAL AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE HUMAN RESOURCES DEPARTMENT.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Manual. I have read and understood the contents of the Manual, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Manual. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Manual. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Manual are guidelines for employees concerning some of Altus Schools Southern California ("ASSC") policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with ASSC. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by ASSC.

I understand that other than the Superintendent School Services and Founder, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board Chairperson.

Employee's Signature:_____ Date: _____

Table of Contents

Welcome 6

What You Can Expect from Altus Schools Southern California Corporation 7

What Altus Schools Southern California Corporation Expects from You 8

Employment Policies 9
Statutory Provisions Relating to Charter School Employment
Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation
At-Will Employment Relationship
Child Abuse and Neglect Reporting
Code of Ethics
Integrity Statement
Focus on Teaching and Learning Policy
Confidential Information
Credentials
Driver's License, Insurance Liability Minimums, & Driving Record
Drug Free Workplace
Equal Employment Opportunity
Introductory Period
Job Descriptions and Responsibilities
Criminal Background Checks
Tuberculosis Testing
Immigration Compliance
Professional Boundaries: Staff/Student Interaction
Tobacco Free Workplace

Standards of Conduct 20
Unacceptable Activities
Process for Support and Remediation of Instructional Staff Performance Indicators
Disciplinary Actions
Off-Duty Conduct
Resignation
Return of School Property
Exit Interview
References
Reemployment of Former Employees
Also see Code of Ethics, Integrity Statement

Personnel Administration 24
Personnel File
Performance Feedback
Employee Reviews and Evaluations

Employment Classifications 26
Certificated Employees
Classified Employees
Full-Time Employees
Part-Time Employees
Monthly Salaried Employees
Hourly Employees
Temporary Employees
"Nonexempt" and "Exempt" Employees

Wage & Salary Policies 28
Overtime Pay
Pay Period and Hours
Pay Cycle and Paycheck Distribution
Salary Overpayment and Correction
Salary Placement for Teachers
Payroll Withholdings
Wage Attachments and Garnishments
Work Year
Workday, and Workweek
Expense Reimbursement
Mileage Reimbursement

Work Schedule 33
Meal and Rest Periods
Attendance
Absences
Record of Absence or Lateness
Excessive Absenteeism or Lateness
Timesheets/Records

Workplace Policies 35
Lactation Accommodation
Bulletin Boards
Communications
Communications with Press; Outside Agencies Computer Software (Unauthorized Copying)
Dress Code/Personal Appearance
First Aid
First Aid and CPR Certification
Intellectual Property
Personal Phone Calls
Personal Use of School Property
Property & Equipment Care
Responsibility for School Property Safety/Fire/Earthquake Drills
Safety Rules General
Security
Pandemic Response Procedures
Telework Policy

Staff/Professional Development
Traffic Violations
Violations of Policies

Benefits Information _____.46
Health and Welfare Benefits
Voluntary Insurance Benefits
Eligibility for Benefits Holidays
Floating Holiday – for Monthly Classified
Employees Vacation
Maternity Leave for Birth Mothers
Professional/Personal Improvement
Days Sick Leave
Transfer of Sick Leave

Leaves of Absence _____.51
Bereavement
Reproductive Loss
Leave
Jury Duty
Family Care and Medical
Leave Pregnancy Disability
Leave Unpaid Leave of Absence
Industrial Injury Leave (Workers Compensation)
Military and Military Spousal Leave of Absence
Voting Time Off
School Appearance and Organ Donor
Leave Victims of Abuse Leave

Internal Complaint Review Policy _____.63
We Need Your Ideas
Concerns
Employee Relations
Suggestions
Internal Complaints
Policy for Complaints Against Employees

Harassment/Discrimination/Retaliation Complaint Form _____.66
Internal Complaint Form _____.78

Welcome!

The purpose of this manual is to inform you about Altus Schools Southern California corporation ("ASSC"),its philosophy, employment practices, and policies, as well as the benefits provided to you as a valued employee and the conduct expected from you. This manual and all of the policies herein have been adopted by the Altus Schools Southern California Board of Directors on June 26, 20254.

We ask that you read this manual carefully and refer to it whenever questions arise. Policies, benefits, and rules, as explained in this manual, may be changed from time to time as operations, legislation, and economic conditions dictate.

No employee manual can answer every question, nor would we want to restrict the normal question and answer exchange among us. It is through our person-to-person conversations that we can better know each other, express our views, and work together in a harmonious relationship.

Our goal is to support you in guiding students to their success. **Our success is student success!** We hope this manual will help you feel more comfortable with the culture and expectations you will find at ASSC. We strongly believe you will find ASSC an amazing place to work that continues to stay focused on our core mission of ***TRANSFORMING LIVES!***

Notices

ASSC , at its option, may change, delete, suspend, or discontinue any part or parts of the policies in this manual at any time without prior notice. Any such action shall apply to existing as well as future employees with continued employment being the consideration between the employer and employee. Employees may not accrue eligibility for monetary benefits that they have not earned through actual time spent at work. Employees shall not accrue eligibility for any benefits, rights, or privileges beyond the last day worked. No one other than the Superintendent School Services and Founder, in writing, may alter or modify any of the policies in this manual. No statement or promise by a supervisor, manager, or department head may be interpreted as a change in policy nor will it constitute an agreement with an employee.

Should any provision in this Employee Manual be found to be unenforceable and invalid, such finding does not invalidate the entire Employee Manual, but only the subject provision. This manual replaces (supersedes) all other previous employee manuals for ASSC.

504 Coordinator:
Kirsten Henderson,
khenderson@altusschools.net

Title II, Title IX Coordinator:
Elizabeth Orona,
eorona@altusschools.net ~~Tim Tuter,~~
~~ttuter@altusschools.net~~

Title V Coordinator:
Lynne Alipio, lalipio@altusschools.net

Civil Rights Coordinator:
Lynne Alipio, lalipio@altusschools.net

What You Can Expect From Altus Schools Southern California Corporation

Our employee relations philosophy strives to:

- Select people on the basis of skill, training, ability, attitude, and character without discrimination with regard to age, gender, color, race, creed, religion, political belief, national origin, ancestry, marital status, sexual orientation, health condition, or disability that does not prohibit performance of essential job functions.
- Dedicate ourselves to student success through accountability and continuous improvement.
- Review wages, employee benefits, and working conditions continually with the objective of providing competitive benefits in these areas, consistent with sound business practices.
- Provide eligible employees with medical, disability, retirement, and other benefits.
- Develop competent people who understand and meet our objectives, and who accept with open minds the ideas, suggestions, and constructive criticisms of fellow employees.
- Assure employees, after talking with their supervisor, an opportunity to discuss any problem with ASSC'S leadership.
- Operate in an economically efficient manner to ensure that there are adequate resources available to meet the needs of our students.
- Make prompt and fair adjustment of any complaints that may arise in the everyday conduct of ASSC to the extent that is practicable.
- Respect individual rights and treat all employees with courtesy and consideration.
- Maintain mutual respect in our working relationship.
- Provide a workplace that is safe, supportive, attractive, comfortable, and orderly.
- Keep all employees informed of the progress of the overall Strategic Plan, Initiatives, Goals and targets.
- Do all these things in a spirit of friendliness and cooperation so that ASSC will continue to be known as "a great place to work!"

What ~~ASSC Charter School corporation~~Altus Schools Southern California

Your first responsibility is to know your own duties and how to do them promptly, correctly and pleasantly.
Secondly, you are expected to cooperate with ASSC leadership and your fellow workforce members and maintain a good team attitude. How you interact with fellow members and those within the communities we serve, can affect the success of your students and assignments. In turn, the performance of one resource center/department can impact the entire service offered by ASSC. Consequently, whatever your position, you have an important assignment: **perform every task to the very best of your ability. The result will be better success for our students, ASSC and your own personal satisfaction.**

You are encouraged to take advantage of opportunities for personal development that are offered to you. This manual offers insight on how you can positively perform to the best of your ability to meet and exceed expectations.

We believe in direct access to the leadership team, which includes members of ASSC leadership and supervisors. We are dedicated to making ASSC an organization where you can approach your supervisor, or any member of school leadership, to discuss any problem or question. We expect you to voice your opinions and offer your suggestions to improve the quality of the organization.

Remember, you help create the healthful, pleasant, and safe working conditions that ASSC intends for you. Your dignity and that of fellow employees, as well as that of our students, is important.

ASSC needs your help in making each working day enjoyable and rewarding so that we may transform the lives of our students, their families, and our community!

Employment Policies

Whether you are a new hire or a former employee returning, you may feel a little lost in your new surroundings. This is a normal feeling. Your fellow employees, especially the ASSC Leadership Team, want to help you get off to a great start. Feel free to ask them for help concerning anything you don't understand.

One of the first things you should do is carefully read this manual. It is designed to answer many of your questions about the practices and policies of ASSC, what you can expect from ASSC, and what ASSC expects from you.

Statutory Provisions Relating to Charter School Employment

The Schools that the ASSC corporation operate and manage has been established and operate pursuant to the Charter Schools Act of 1992, Education Code § 46700 et seq., and by actions of the authorizing agencies, such as ~~the State Board of Education ("SBE")~~Grossmont Union High School District ("GUHSD")which ~~has~~ approved the charter petitions for Altus Schools East County ("ASEC") , ~~and Altus Schools South Bay ("ASSB")~~ ; Escondido Union High School District ("EUHSD") which ~~has~~ approved the charter petition for Altus Schools North County ("ASNC"); Riverside County Office of Education ("RCOE") which ~~has~~ approved the charter petition for Audeo Valley Charter School ("Audeo Valley") and Altus Schools Coachella Valley ("Coachella Valley"); San Diego County Office of Education ("SDCOE") which ~~has~~ approved the charter petition for Audeo Charter School II ("Audeo II") and Altus Schools South Bay ("ASSB"); and Hesperia Unified School District ("HUSD") which ~~has~~ approved the charter petition for Altus Schools Mirus ~~Secondary School~~ ("Mirus").

Pursuant to Education Code section 47604, ASSC has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law (Part 2, commencing with section 5110 et seq. of the Corporations Code). As such, ASSC is considered a separate legal entity from GUHSD~~SBE~~, EUHSD, RCOE, SDCOE, and HUSD. The authorizers shall not be liable for any debts and obligations of ASSC or its schools.

Employees should recognize that they are being employed by ASSC and not SBE, EUHSD, RCOE, SDCOE, and HUSD.
Pursuant to Education Code section 47610, ASSC must comply with all of the provisions set forth in its charter petitions but is otherwise generally exempt from the laws governing school districts.

Pursuant to Education Code section 47605l(5) each school's petition has set forth the qualifications to be met by individuals to be employed.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

ASSC is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. ASSC'S policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits ~~historically~~ associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices);

marital/ registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U. S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

This policy protects qualified individuals based on the perception that the individual has any of these characteristics or any combination of these characteristics, or is associated with an individual who has, or is perceived to have, any of these characteristics or a combination of these characteristics

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

ASSC does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which ASSC does business). Supervisors and managers are to report any complaints of unlawful harassment to the ~~Deputy Superintendent School Services and Founding Director~~ Chief of Staff & Compliance Officer or designee.

When ASSC receives allegations of unlawful harassment, discrimination, or retaliation, the Board (~~if a complaint is about the Deputy Superintendent School Services and Founding Director~~ Chief of Staff & Compliance Officer) or the Deputy Superintendent School Services and Founding Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. ASSC is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

ASSC is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when:

(1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment;
(2) an employment decision is based upon an individual's acceptance or rejection of that conduct;
~~(2)~~(3) ~~(3)~~ that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

Formatted: Font color: Auto

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against ~~them him or her~~ him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of their hire or their assumption of a supervisory position and every two (2) years ~~annually~~ thereafter. All other employees will receive one (1) hour of sexual harassment prevention training every two (2) years and thereafter. ~~annually~~. ASSC will also provide sexual harassment prevention training to temporary or seasonal employees within ~~thirty (~~thirty (30) ~~business~~ days after the hire date or within one hundred (100) hours worked, ~~whichever is earlier,~~ if the employee works for less than six (6) months. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the ~~Deputy Superintendent School Services and Founding Director~~Chief of Staff & Compliance Officer. See **Appendix A** for the "Harassment / Discrimination / Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form." Complaints that fall within the scope of Title IX will be investigated in accordance with ASSC's Title IX Policy.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions, or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting, or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
  - Reading publicly or otherwise

Formatted

Formatted

Formatted

publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning, or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate ASSC policy.

Title IX Notice of Nondiscrimination

ASSC does not discriminate on the basis of sex and prohibits any acts of sex discrimination including sex-based harassment in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Charter School Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

All complaints and reports of conduct that may constitute sex discrimination including sex-based harassment should be submitted to our Title IX Coordinator, who can be reached at:

[INSERT TITLE IX COORDINATOR INFORMATION]

A copy of ASSC's Title IX Policy, which includes the specific rules and procedures for reporting sex discrimination and sex-based harassment occurring within ASSC's education program or activities and for pursuing available remedies, is available on the ASSC website at: [INSERT LINK]

At-Will Employment Relationship

While ASSC expects the employment relationship to be mutually beneficial, employment is entered into voluntarily and the employment relationship is considered at-will.

Given the at-will employment relationship, either ASSC or the employee may terminate the employment relationship at any time with or without cause, with or without notice, at the party's sole and unreviewable discretion.

Without impacting the at-will nature of the employment relationship, ASSC may attempt to remedy and address issues of unsatisfactory performance with the employee.

No employee has the authority to enter into any agreement for employment or employment for a specified period of time, or to make an agreement or contract contrary to the at-will employment relationship stated above. The only exception to this would be an employment relationship stated in a written contract signed by both the employee and the Deputy Superintendent School Services and Founding Director or Board of Director's Chairperson.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in ~~their~~ his or her professional capacity or within the scope of ~~their~~ his or her employment whom he or she ~~they he or she~~ know~~s~~ or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

ASSC will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school

Formatted: Underline

Formatted: Justified

Formatted: Justified

Formatted: Justified

Formatted: Highlight

Formatted: Highlight

year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Manual, employees acknowledge they are childcare custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Code of Ethics

Workforce members should always conduct themselves in a manner that reflects high standards of professionalism. The ASSC professional educator strives to create a learning environment that nurtures to fulfillment the potential of all students. The employee ~~He or she~~ acts with conscientious effort to exemplify the highest ethical standards.

The Code of Ethics contains four basic principles relating to the rights of students and educators; ethical conduct toward students, ethical conduct toward practices and performances, ethical conduct toward professional colleagues, and ethical conduct toward parents and the community. A document containing the Code of Ethics and Integrity Statement is signed by all workforce members annually.

Integrity Statement

ASSC is committed to servicing students and families in a manner which demonstrates integrity and honesty. This can be accomplished by leading our students and each other to success through being truthful, taking responsibility for one's actions, and knowing and working within the laws and regulations relevant to our daily work both in letter and spirit.

Please understand the high level of trust placed on all employees at ASSC. Commit yourself to the creation of a work and learning environment infused with integrity and respect.

Focus on Academics and Learning Policy

Audeo Charter School II ("Audeo II"), Altus Schools North County ("ASNC"), Audeo Valley Charter School ("Audeo Valley"), Altus Schools East County ("ASEC"), Altus Schools Mirus ~~Mirus Secondary School~~ ("Mirus"), ~~and~~ Altus Schools South Bay ("ASSB"), and Altus Schools Coachella Valley ("ASCV") which are operated by Altus Schools Southern California corporation ("ASSC"), are solely academic in nature. The schools consist of re-directive programs designed for all students seeking a learning approach better suited to their learning style. The development, growth, and expansion of the schools primarily involve the creation of instructional environments. These instructional environments support an individualized and personalized educational template that motivates and engages students. Extracurricular activities, such as sports, proms or other school sponsored dances, yearbooks, class rings, or anything unrelated to academics are not a part of the schools' operational design.

The schools' sole focus on academics and devotion to nurturing the intrinsic value and confidence gained by students successfully meeting academic goals that they once thought were beyond their reach, has resulted in notable academic achievements. Such achievements include but are not limited to: exceeding the one-year DASS graduation rates of San Diego County Dashboard Alternative School Status ("DASS")[1] schools and California DASS schools, outperforming comparable DASS schools in California assessments, maintaining a low one-

[1] DASS schools have at least 70% of the school's total enrollment comprised of unduplicated high-risk groups such as: those who have been expelled, credit deficient, highly transient, homeless, pregnant and/or parenting, have gaps in enrollment, recovered dropouts, and/or those who are habitually truant.

year dropout rate (below 5%), and increasing student confidence within 90 days of enrollment. The confidence gained by working directly with the schools' instructional staff, coupled with the support of family and community, leaves students better equipped to make good life decisions as they pursue self-sufficiency, productivity, and positive social relationships, and it is for these reasons that it is the prerogative of the Board to retain the sole focus on academics. Partners of the ASSC corporation schools support this vision and help collaborate to prepare students to better deal with and overcome the personal and social constraints that influence their lives. This model has been sufficiently proven effective and may be replicated.

Confidential Information

Our students and parents entrust ASSC with important and sensitive personal information. The nature of this relationship requires a high level of confidentiality. In maintaining and safeguarding the information received, ASSC earns the respect and further trust of our students and families.

Your employment with ASSC assumes an obligation to maintain confidentiality, even after you leave our employ. Any violation of confidentiality seriously injures ASSC's reputation and effectiveness. Therefore, please do not discuss school business with anyone who does not work for ASSC and never discuss transactions with anyone who does not have a direct association with the transaction. Even casual remarks can be misinterpreted and repeated, so develop the personal discipline necessary to maintain confidentiality. If you hear, see, or become aware of anyone else breaking this trust, consider what he or she ~~they he or she~~ might do with information they receive from you.

If someone outside ASSC questions you, and you are concerned about the appropriateness of giving them certain information, remember that you are not required to answer and that we do not wish you to do so. Instead, as politely as possible, refer the request to your supervisor or one of the leadership team members.

No one is permitted to remove or make copies of any ASSC or school records, reports, or documents without prior approval by the ~~Deputy~~ Superintendent School Services and Founder ~~-~~or designee.

Because of its seriousness, disclosure of confidential information as described above could lead to discipline, up to and including immediate termination.

Credentials

To meet the requirements of the State of California, teachers generally must possess a current teaching credential or credential appropriate to their position. ASSC supports teachers in their effort to obtain and renew teaching credentials. ASSC will facilitate evaluation of credentials by working closely with universities, county and state credentialing offices.

Instructional employees who begin work holding an emergency permit or intern certificate assume the responsibility to meet the requirements to maintain this credential and/or transition to a regular teaching credential.

It is the responsibility of instructional employees to maintain the required credential for their position as a condition of continued employment. Failure to maintain the required credential may result in suspension without pay or termination of employment.

Any changes of credential status related to their position must be reported to the Human Resources Department immediately.

Driver's License, Insurance Liability Minimums, & Driving Record

Employees whose work requires operation of a motor vehicle must maintain a valid driver's license, at least minimum private vehicle liability insurance, and an acceptable driving record. All Resource Center employees are required to have transportation available to carry out their duties. Employees must submit a

copy of driver's license, and proof of insurance annually. Employees may also be asked to submit a copy of their driving record. Any changes must be reported to the Human Resources Department immediately. Failure to do so may result in disciplinary action, including possible dismissal.

Drug and Alcohol Free Workplace

ASSC is committed to providing a drug- and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to workers and to other ASSC stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

This policy does not prohibit an employee's use of cannabis off the job and away from the workplace.

Equal Employment Opportunity

ASSC is an equal opportunity employer. It is the policy of ASSC to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or bout an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS); Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), or the Fair Employment and Housing Act ("FEHA") or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, ASSC will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship

would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she ~~they~~ ~~he or she~~ need~~s~~ to perform the job. ASSC then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her ~~their~~ ~~his or her~~ job. ASSC will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, ASSC will make the accommodation.

Introductory Period

For full-time employees only, your first sixty (60) actual workdays) of employment are considered an Introductory Period. This Introductory Period will be a time to get to know your fellow employees, your supervisor and the tasks involved in your position, as well as becoming familiar with ASSC'S program and services. The Leadership Team will work closely with you to help you understand the needs and processes, and expectations of your job.

During the Introductory Period, a member of the Leadership Team and/or your supervisor will discuss your job performance with you. This review will be similar to a performance review that is held for regular full-time or part-time employees. During the course of the discussion, you are encouraged to give your comments and ideas as well.

During this Introductory Period, ASSC will evaluate your suitability for employment, and you can evaluate ASSC as well. At any time during this introductory period, you may resign without any detriment to your record. If, during this period, your work habits, attitude, attendance or performance do not measure up to our standards, we may release you. If you take approved time off in excess of five (5) workdays during the Introductory Period, the Introductory Period may be extended by that length of time.

Please understand that completion of the Introductory Period does not guarantee continued employment for any specified period of time, nor does it require that an employee be discharged only for "cause."
Successful completion of the Introductory Period does not alter your status as an "at-will" employee of ASSC.
A former regular employee who has been rehired after a separation from ASSC of more than one (1) year is considered an introductory employee during his or her ~~their~~ ~~his or her~~ first sixty (60) days following rehire; however, the Superintendent School Services and Founder may reduce or waive the Introductory Period based on prior satisfactory work, length of separation, and school need.

Job Descriptions and Responsibilities

We maintain a job description for each position in ASSC. If you wish to see a copy of your job description which was provided to you upon hire with your employment agreement, please ask your supervisor or the Human Resources Department.

Criminal Background Checks

As required by law, all individuals working or volunteering at ASSC will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise ASSC'S commitment to the safety and the well- being of students takes precedence over all other considerations. Conditions that preclude working at ASSC include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at ASSC. Additionally, should an employee, be arrested for, charged with or convicted of any offense during his or her ~~their~~ ~~his/her~~ employment with the School, the employee must immediately report as much to the Human Resources Administrator.

Tuberculosis Testing

All employees of ASSC must submit written proof from a qualified health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test and all employees are required to undergo a tuberculosis (TB) risk assessment every four (4) years. If risk factors are identified, the employee must complete an approved TB test, which ~~The examination for TB consists of an approved TB test, which, if positive,~~ will be followed by an x-ray of the lungs if the test is positive. If skin testing is not performed, a chest X-ray will be required. ~~, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years.~~ Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with ASSC, and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to ASSC will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with ASSC students.

Immigration Compliance

ASSC will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her ~~their~~ ~~his or her~~ identity and legal authority to work in the United States. However, ASSC will not check the employment authorization status of current employees or applicants who were not offered positions with ASSC unless required to do so by law.

ASSC shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, ASSC shall not discriminate against any individual because he or she ~~they~~ ~~he or she~~ hold~~s~~ or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally- authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

Formatted: Font color: Custom Color(RGB(34,31,31)), Condensed by 0.55 pt

Professional Boundaries: Staff/Student Interaction Policy

ASSC recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning- conducive environment possible. This policy is posted on the School's website at INSERT LINK.

Formatted: Highlight

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following

examples are offered for direction and guidance of ASSC personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)
   1. Stopping a student from fighting with another student;
   2. Preventing a pupil from committing an act of vandalism;
   3. Defending yourself from physical injury or assault by a student;
   4. Forcing a pupil to give up a weapon or dangerous object;
   5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
   6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)
   1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
   2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
   3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all ASSC faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust. Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations, and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, the employee ~~he or she~~ must immediately report the matter to the Human Resources Administrator or Chief of Staff and Compliance Officer. ~~, a school administrator.~~ All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors
The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from ASSC.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student ~~in an attempt to gain their support and understanding~~.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
~~(j)~~(k) Communication with students via an employee's personal accounts such as email and/or social media.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.
(c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents' written consent for any after- school activity.
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c) E-mails, text, phone, and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f)) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.
(k) Informing the Deputy Superintendent School Services and Founding Director about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another staff member to be present if you will be alone with any type of special

Formatted: Font color: Auto

needs student.

(o) Asking another staff member to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives and handshakes are acceptable.
(r) Keeping your professional conduct a high priority
(s) Asking yourself if your actions are worth your job and career.

Tobacco Free Workplace

It is the policy of ASSC to prohibit smoking and vaping on all School premises and at off-campus School-sponsored events. Additionally, smoking is prohibited within 250 feet of any facility or park where a School sports event is taking place.

~~ASSC is a tobacco free environment for all sites/offices. Good health is recognized as a major factor in helping individuals, both students and adults, function at optimal levels. Research indicates that tobacco use, and passive smoke can be detrimental to the health and well-being of the individual and to our society in terms of economic costs.~~

~~ASSC recognizes the importance of providing educational programs and a school environment that discourages tobacco product use. ASSC, therefore, endorses the tobacco-free plan that emphasizes tobacco use prevention education, staff in service, appropriate employee assistance.~~

Standards of Conduct

ASSC is committed to servicing students and families in a manner which demonstrates integrity and honesty. This can be accomplished by leading our students and each other to success through being truthful, taking responsibility for one's actions, and knowing and working within the laws and regulations relevant to our daily work both in letter and spirit. A high level of trust placed is on all employees at ASSC. We expect employees to accept this trust and commit themselves to the creation of a work and learning environment infused with integrity and respect.

By accepting employment with ASSC, you have a responsibility to ASSC, your coworkers, the students, and their parents, to adhere to certain rules of behavior and conduct. The purpose of these rules is not to be restrictive, but rather to be certain that you understand what conduct is expected and necessary. When each person is aware that he or she ~~they he or she~~ can fully depend upon fellow workers to follow the rules of conduct, then ASSC will be a better place to work for everyone.

Unacceptable Activities

Employees must act in a mature and responsible way at all times. However, to avoid any possible confusion, some of the more obvious unacceptable activities are noted below. Your avoidance of these activities will be to your benefit as well as the benefit of ASSC. If you have any questions concerning any work or safety rule, or any of the unacceptable activities listed, please see your manager for an explanation.

Though not an all-inclusive list, occurrences of any of the following violations, due to their seriousness, may result in immediate dismissal without prior notice:

- Willful violation of any school rule; any deliberate action that is extreme in nature and is obviously detrimental to the school, its students, staff, and community.
- Dishonesty, willful falsification, or misrepresentation on student records and/or work, master agreements, alteration of school records or other school documents.
- Dishonesty, willful falsification, or misrepresentation on your application for employment or other work records; lying about sick or personal leave; falsifying a reason for a leave of absence or other data requested by ASSC.
- Violating the non-disclosure agreement; giving confidential or proprietary school information to unauthorized persons; breach of confidentiality of personnel/student information.
- Willful violation of security or safety rules or failure to observe safety.
- Negligence or any careless action that endangers the life or safety of another person.
- Being intoxicated or under the influence of alcohol or controlled substance drugs while at work; use or possession or sale of alcohol or controlled substance drugs in any quantity while on school premises except medications prescribed by a physician which do not impair work performance.
- Unauthorized possession of dangerous or illegal firearms, weapons, or explosives on school property or while on duty.
- Engaging in criminal conduct or acts of violence or making threats of violence toward anyone on school premises or when representing ASSC, fighting, or horseplay or provoking a fight on school property, or negligent damage of property.
- Insubordination or refusing to obey instructions properly issued by your manager pertaining to your work; refusal to assist on a special assignment.
- Threatening, intimidating, or coercing fellow employees or students on or off the premises at any time, for any purpose.
- Engaging in an act of sabotage; willfully or with gross negligence causing the destruction or damage of school property, or the property of fellow employees, students, suppliers, or visitors in any manner.

- Theft of school property or the property of fellow employees; unauthorized possession or removal of any school property, including documents, from the premises without prior permission from one of the directors; unauthorized use of school equipment or property for personal reasons;
- Using school equipment for profit.
- Malicious gossip and/or spreading rumors unrelated to ASSC operations; engaging in behavior designed to create discord and lack of harmony; interfering with another employee on the job; willfully restricting work output or encouraging others to do the same.
- Immoral conduct or indecency on school property.
- Unprofessional conduct.
- Conducting a lottery or gambling on school premises.
- Failure to possess or maintain the credential/ certificate required of the position.
- Inability to perform the essential functions of the job either with or without reasonable accommodations.
- Unsatisfactory or careless work; failure to meet production or quality standards as explained to you by your manager; mistakes due to carelessness or failure to get necessary instructions.
- Any act of harassment, sexual, racial, or other; telling sexist or racial-type jokes; making racial or ethnic slurs.
- Sleeping on the job; loitering or loafing during working hours.
- Excessive use of telephone for personal calls.
- Leaving your workstation during your work hours without the permission of your manager, except to use the restroom.
- Creating or contributing to unsanitary working conditions.
- Posting, removing, or altering notices on any bulletin board on school property without permission of the Leadership Team.
- Failure to report an absence or late arrival; excessive absence or lateness.
- Obscene or abusive language toward any manager, employee, parent, or student; indifference or rudeness towards a customer or fellow employee; any disorderly/antagonistic conduct on school premises.
- Failure to immediately report an accident or damage to school equipment.
- Soliciting during working hours and/or in working areas; selling merchandise or collecting funds of any kind for charities or others without authorization during business hours, or at a time or place that interferes with the work of another employee on school premises.
- Failure to maintain a neat and clean appearance in terms of the standards established by your manager; any departure from accepted conventional modes of dress or personal grooming; wearing improper or unsafe clothing.
- Failure to use your timesheet; alteration of your own timesheet or records or attendance documents; altering another employee's timesheet or records or causing someone to alter your timesheet or records.
- Allowing a visitor onto campus without prior authorization and without the appropriate clearances.
- Failure to disclose a pending action against the employee's credential by the California Commission on Teacher Credentialling.
- Failure to adequately supervise (e.g. employees must be free from distraction and are prohibited from personal cell phones while on supervision duty).

Formatted: Right: 0.53"

Formatted: Font: 12 pt

Formatted: Normal, Justified, Right: 0.47", Space Before: 0 pt, Tab stops: Not at 0.72"

Process for Support and Remediation of Instructional Staff Performance Indicators

The objective of this process is to assist the instructional staff in improving productivity indicators. Success for students and staff is ASSC'S primary goal. Data distributed to all instructional employees that reflects the status of individual and group performance indicators, i.e., participation, academic credit indicators (ratio and averages), records audit, test participation, pre- and post-test results, etc.

The following is a range of opportunities designed to assist staff in improving performance indicators. ASSC has no obligation to go through each step and reserves the right to determine the appropriate steps for each employee given the nature of the situation. Further, neither this policy nor any action taken pursuant thereto

alters the “at-will” nature of employment with ASSC.

Notice of Concern. The supervisor will send a written notice of concern to an employee whose performance indicator(s) are below expectations.

Deployed Assistance. If there is no significant improvement within a specified period as

determined by members of the Leadership Team, the team may deploy staff (which may include learning leads, mentor teachers, auditors, peer coaches, or designee) to assist the employee in remediating the indicator(s) that requires improvement.

Consultation/Criteria for Improvement. If there is no significant improvement within the specified period as determined by the Leadership Team, the supervisor consults with the employee. The employee will submit an action plan with timeline to the supervisor for review and approval by the Leadership Team.

Consultant/Criteria for Continued Employment. If there is no significant improvement within the specified timeline, the employee meets with the supervisor and/or designated school administrator to set criteria for continued employment.

Non-Renewal/Dismissal. If the criteria for continued employment are not met, the Deputy Superintendent School Services and Founding Director may send a written notice of non-renewal of contract or dismissal to the employee.

This process focuses on support for the remediation of performance indicators that do not meet standards. In the event that the employee engages in activities that breach the Standards of Conduct, immediate dismissal without prior notice may result.

Disciplinary Actions

Unacceptable behavior, which does not lead to immediate dismissal, may be dealt with in the following manner: Verbal Warning, Written Warning, Dismissal. Written warnings will include the reasons for the supervisor's dissatisfaction and any supporting evidence. You will have an opportunity to defend your actions and rebut the opinion of your supervisor at the time the warning is issued. Disciplinary actions may also include suspensions or other measures deemed appropriate to the circumstances. All pertinent facts will be carefully reviewed, and the employee will be given a full opportunity to explain his or her ~~their~~ ~~his or her~~ conduct before any decision is reached. The Superintendent School Services and Founder or another member of the Leadership Team will give a second opinion concerning the unacceptable behavior before dismissal occurs.

Notwithstanding the above process, employment remains "at-will." Accordingly, either the employee or ASSC may terminate the employment relationship at any time with or without advance notice, or with or without cause. Further, ASSC shall retain the discretion to deviate from the applicable level of disciplinary action in its sole discretion.

Off-Duty Conduct

While ASSC does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with ASSC'S legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect ASSC or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects ASSC's legitimate business interests or the employee's ability to perform ~~their~~ his or her ~~his or her~~ work will not be tolerated.

While employed by ASSC, employees are expected to devote their energies to their jobs with ASSC. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at ASSC.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with ASSC.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with ASSC.
- Additional employment that requires the employee to conduct work or related activities on ASSC's property during the employer's working hours or using ASSC's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of ASSC.

Employees who wish to engage in additional

employment that may create a real or apparent conflict of interest must submit a written request to ASSC explaining the details of the additional employment. If the additional employment is authorized, ASSC assumes no responsibility for it. ASSC shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Resignation

While we hope both you and ASSC will mutually benefit from your continued employment, we realize that it may become necessary for you to leave your job. If you anticipate having to resign your position, we ask that you please submit written notification to your supervisor as early as possible and at least two (2) weeks in advance of your final workday. Your supervisor will forward the notice to the Human Resources Department. You will be given direction from the Human Resources Department on the required checkout procedure.

Return of School Property

Any school property or materials issued to you, such as orientation manuals, equipment, and books, must be returned to ASSC at the time of your separation from employment, or whenever it is requested by your supervisor or a member of the Leadership Team. You are responsible for paying for any lost or damaged items.

Exit Interviews

In instances where an employee voluntarily leaves~~-~~ employment with ASSC~~our employment~~, ASSC would like to discuss your reasons for leaving and any other impressions that you may have about ASSC. If you decide to leave, you will be asked to grant us the opportunity to conduct an exit interview. During the exit interview, you can express yourself freely and provide insights into possible improvements we can make. All information will in no way affect any reference information that ASSC provides to prospective employers about you.

References

ASSC does not respond to oral requests for references. All requests must be in writing, on the prospective employer's official letterhead, and must include signed authorization from the employee allowing ASSC to release employment information.

As ASSC employees, you may not respond to any information requests for information regarding another employee unless it is part of your assigned job responsibilities. Forward the request to the Human Resources Department.

Reemployment of Former Employees

Former employees who wish to be considered for re-employment must submit an application. The former employee may be required to participate in an interview and workplace survey. If hired as a new employee, fingerprint and TB evaluation requirements must be met. Employees who were involuntarily separated from ASSC are not eligible for reemployment. Reemployment is solely within the discretion of ASSC.

Personnel Administration

The Human Resources Administrator is responsible for handling personnel records and related personnel administration functions at ASSC. Questions regarding insurance, wages, and interpretation of policies may be directed to the Human Resources Department.

Personnel File

Keeping your personnel file up-to-date can be important to you with regard to pay, deductions, benefits and other matters. If you have a change in any of the following items, please be sure to notify the Human Resources Department as soon as possible:

1. Legal name;
2. Home address;
3. Home telephone number;
4. Person to call in case of emergency;
5. Number of dependents;
6. Change of beneficiary;
7. Driving record or status of driver's license and auto insurance, if you operate any vehicle in the course of work for ASSC;
8. Military or draft status; and
9. Exemptions on your W-4 tax form.

Coverage or benefits that you and your family may receive under your school's benefits package could be negatively affected if the information in your personnel file is incorrect.

Since ASSC refers to your personnel file when we need to make decisions in connection with promotions, transfers, and dismissals, it is to your benefit to be sure your personnel file includes information about completion of educational or training courses, outside civic activities, and areas of interest and skills that may not be part of your current position here.

You have the right to inspect documents in your personnel file, as provided by law, in the presence of an ASSC representative, at a mutually convenient time. You also have the right to obtain a copy of your personnel file as provided by law. Please make arrangements with the Human Resources Department when you wish to review your file.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

Performance Feedback

Performance feedback is a vital part of each individual's professional development. Honest and open dialog is valued as an integral part of its success. ASSC leadership is continuously evaluating your job performance. Day- to- day interaction between you and your supervisor/ school leadership should give you a sense of how your performance is perceived. In addition, data are distributed for instructional employees on a regular basis that reflect individual and staff performance indicators, i.e., student attendance participation, credit indicators, growth targets, records compliance audit of records, etc. Additional performance indicators may be created, and current ones may be adjusted based on programmatic needs.

ASSC will conduct a formal review of its employees at regular intervals. New employees may be reviewed more frequently. A review may also be conducted in the event of a promotion or change in duties and responsibilities.

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by their supervisor or designee. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of ASSC and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with their supervisor or designee, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by their supervisor or designee within the first one hundred twenty (120) work days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the supervisor will review employee job performance with an employee in order to establish goals for future performance and to discuss your current performance. ASSC's evaluation system, or any failure to evaluate, will in no way alter the at-will employment relationship.

Employment Classifications

At the time of your hire, your position is listed as certificated or classified. Your position may be full-time, part- time, or temporary. You will be paid on an hourly rate, contract-based days, or monthly salary.

Certificated Employees

An employee that is working in a position that requires a professional ~~credential or~~credential or certificate issued by the California Commission on Teacher Credentialing ("CTC") or license issued by the state of California. Positions include: Teacher, Counselor, Education Specialist, selected administrators, Substitute Teacher, Learning Associate, Healthy Youth School ~~and~~Therapist, School Psychologist, School Nurse, and Certificated Teacher Resource ("CTR").

Classified Employees

An employee working in the school that does not require a professional credential or certificate issued by the CTC. Employees in these positions are generally administrative, and non-instructional. Positions include: administrative assistants, clerical staff, and selected managers.

Full-Time Employees

Except for purposes of benefits eligibility, an employee who is regularly scheduled to work at least forty (40) hours per week is considered a full-time employee.

Part-Time Employees

An employee who is regularly scheduled to work less than a regular forty (40) hour workweek for an ASSC school(s) is considered a part-time employee. Part-time employees are not eligible for benefits described in this manual, except to the extent required by applicable law.

Monthly Salaried Employees

Monthly salaried employees are primarily full-time. There are selected positions that may be less than full-time to serve the needs of ASSC. Employees in these positions are paid monthly based on their placement on ASSC's salary scale related to the position.

Hourly Employees

Hourly employees are paid twice a month based on the time worked, as reported on the employee timesheet at the hourly rate designated for the position.

Temporary Employees

From time to time, ASSC may hire employees for specific periods of time or for the completion of a specific project. An employee hired under these conditions will be considered a temporary employee. The job assignment, work schedule and duration of the position will be determined on a case-by-case basis.

Normally, a temporary position will not exceed six (6) months in duration, unless specifically extended by a written agreement. An extension of a temporary position will be evidenced by a written agreement executed by both the temporary employee and the Deputy Superintendent School Services and Founding Director or designee.

If you are a temporary employee, you are not eligible for benefits described in this manual, except to the extent required by provision of applicable law. Those temporary employees classified as "nonexempt" (see the definition that follows) who work more than eight (8) hours in one day or more than forty (40) hours during any workweek are not eligible for overtime pay.

"Nonexempt" and "Exempt" Employees

At the time you are hired, all employees are classified as either "exempt" or "nonexempt." By law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of eight (8) hours per day or forty hours (40) per workweek. These employees are referred to as "nonexempt" in this manual. This

means that they are not exempt from (and therefore should receive) overtime pay.

Exempt employees include directors, managers, professional staff (teachers), and others whose duties and responsibilities allow them to be “exempt” from overtime pay provisions as provided by applicable laws. If you are an exempt employee, you will be advised that you are in this classification at the time you are hired, transferred, or promoted.

Wage & Salary Policies

Overtime Pay

From time to time, it may be necessary for you to perform overtime work (hours in excess of your regular, full-time assignment) in order to complete a job on time. **The appropriate Administrator must approve all overtime IN ADVANCE**. Failure to obtain approval in advance may result in disciplinary action. When it is necessary to work overtime, you are expected to cooperate as a condition of your employment.

If you are a "nonexempt" employee and you perform overtime work, you will be compensated one and one- half (1 1/2) times your regular hourly pay rate for time worked over eight (8) hours per day or forty (40) hours per week that you work. Employees are entitled to double time compensation for those hours worked in excess of twelve (12) hours in any one day or for any hours worked beyond the eighth (8th) hour on the seventh consecutive workday in a workweek. If, during that week, you were away from the job because of a job- related injury, paid holiday, jury duty, vacation taken in single-day increments, or paid sick time, those hours not worked will not be counted as hours worked for the purpose of computing eligibility for overtime compensation.

Pay Period and Hours

The payroll workweek begins on Sunday at 12:01 a.m. and ends on Saturday at 12:00 midnight. The monthly employees' pay period for the month begins at 12:01 on the first day of the month and ends on the last workday (as noted in ASSC's official calendar) of the month. Non-exempt monthly employees have bi-monthly pay period wherein pay period one is between the 1st and 15th of the month and pay period two is between the 16th and the last working day of the month. The hourly employees have bi-monthly pay periods wherein pay period one is between the 1st and the 15th of the month and pay period two is between the 16th and last working day of the month.

Pay Cycle/Paycheck Distribution

For exempt monthly employees, payday is the last workday of the month. Employees are strongly encouraged to set up direct deposit for their paycheck to their preferred banking institution.

For hourly employees, payroll checks, if not direct deposit, will be sent to the mailing address indicated on the payroll system on the 10th and 26th of each month, or the last business day preceding those dates when they fall on a weekend or holiday. It is critical that employees report address changes at least thirty (30) day prior to the payday to the Human Resources Department. For non-exempt monthly employee, payroll checks, if not direct deposit, will be sent to the mailing address indicated on the payroll system on the 15th and last working day of the month.

Payday date changes will be made and announced in advance whenever holidays or closings interfere with the normal payday.

Salary Overpayment and Correction

Overpayment can result from early termination of employee contracts, delays or inaccuracies in pay-related information, system failures, and human error. Regardless of the origin of the error, there is a shared responsibility between employee and the school to correct errors and recover the funds in a timely manner.

"*Overpayment*" is defined as compensation paid to an employee in excess of the amount owed to them and to which the employee is not entitled.

"*Repayment*" is the process by which an employee or former employee returns the overpayment to ASSC.

Employees are expected to review their salary payments each pay period for accuracy and promptly report any discrepancies to their supervisor and/or the Human Resources Department. When overpayments have been

identified, employees must work with Finance-Payroll to promptly repay the debt to ASSC. Failure to do so may result in disciplinary action, up to and including dismissal from employment, and/or legal action against the employee to recover the debt owed and costs incurred in doing so.

The Human Resources Department ("HR") is responsible for maintaining accurate employee records. HR is responsible for the timely reporting when employee separates employment or takes leave of absence. HR will fully cooperate with and assist Finance-Payroll in the effort to recover funds in a timely manner.

The Finance-Payroll Department is responsible for timely and accurate salary payments to employees. When an overpayment is identified, Payroll will review records to determine the source of error and calculate net overpayment amount, accounting for taxes and withholdings. Finance-Payroll will manage the recovery process, including: correspondence, repayment arrangements, receipt of funds, etc.

Notification and Repayment
Finance-Payroll will notify active and terminated employees of the overpayment as soon as it is discovered and confirmed. This notification will be in writing through email and/or letter (may be certified mail). Notification will include: amount of overpayment, dates of overpayment, reasons, and employee options for repayment.

Options for repayment may include:

- Personal check payable to ASSC either one-time payment, or multiple payment plans established with Payroll.
- Payment plan, as agreed upon with Finance-Payroll, through a series of payroll deductions for a period not to exceed six (6) months.

Other options may be submitted in writing to Chief Business Officer, CFO, & Founding Director for consideration.

Salary Placement for Teachers

Placement on the salary schedule is based on review of the employee's official transcripts and employment history documents.

It is the employee's responsibility to ensure that education and experience documents are submitted by the specified due date provided in the notification from Human Resources. ~~to HR within fifteen (15) days from the date of signing the initial employment contract~~. Official transcripts and previous employment verification documents must be submitted to Human Resources within 30 days of the initial salary placement notification from Human Resources. The documents include official sealed transcripts, verification of previous teaching experience, and unused sick hours from previous school employers. ~~teaching experience verification from previous school employers and original sealed coursework transcripts.~~

Failure to submit documents by the specified due date may result in the employee ~~within fifteen (15) days of employment could result in the employee~~ remaining on the initial placement as an hourly employee ~~(Column A, Step 1)~~ until complete documentation is submitted, even after the employee has satisfactorily completed the Introductory Period. ~~Note that this also delays the effective date of benefits eligibility.~~

If, after initial placement on the salary scale, the employee submits additional education, adjustments may ~~will~~ be made during the next open period described below. Experience credit is allowed only in the initial~~original~~ placement on the salary schedule. All creditable experience must be verified by official documents or statements from employers ~~or other disinterested persons~~ before advanced step placement will be made.

Academic Credits Earned
We encourage our teachers' efforts in continuing education that supports student learning and builds subject matter expertise.

Eligible employees may advance to a higher column provided that the minimum number of *qualifying units* or the advanced degree are earned and verified by official sealed transcripts submitted to HR within the designated open periods as defined below.

There are two periods open to submit *Ssalary*

Formatted: Font: Italic

Aadvancement Aapplication forms and transcripts: June 1 through July 30 and January 1 through February 28.

The effective date of the advancement will be the first workday of the next month following submission and approval of education documentation. (July 1, August 1, February 1, or March 1 effective dates only)

Example: Ffor documents submitted/approved in June, the effective date of the advancement will be July 1; for documents submitted/approved in July, effective date will be August 1.

Employees are encouraged to submit their application and official transcripts for salary advancement as early in the open period as possible. If the documentation submitted is incomplete, eligibility for salary advancement may be delayed to the next month or the next open period.

Employees may submit the *Salary Advancement Application* forms and official transcripts for evaluation only ONCE during each this period.

Qualifying Credits

Allowable academic units or credits must come from an accredited college or university. Only coursework that was taken post-bachelor's degree conferred date (i.e., graduate level) date will be accepted. Courses are reviewed for content and posted based on support of professional growth and/or advanced degree that aligns with the professional field of education. Units for salary placement refer to semester units. Quarter units are valued at two-thirds (2/3) of semester units.

Payroll Withholdings

As required by law, ASSC shall withhold Federal Income Tax, State Income Tax, and Social Security/Medicare (FICA), as well as the employee's contributions to STRS or PERS, as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.

3. FICA: The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by ASSC.

4. STRS/PERS: All eligible employees shall be enrolled in the appropriate retirement system, and ASSC shall withhold the legally required percentage of the employee's wages representing the employee's contribution to the retirement system.

In addition to the deduction described above, ASSC shall also withhold any voluntary deductions (e.g., deferred compensation, disability insurance, etc.).

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, the employee he or she he or she should ask the Human Resources Department to explain them.

Formatted: Font: Italic

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the HR Department. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire, and it is the employee's responsibility to report any changes in filing status to the HR Department and to fill out a new W-4 form. From time-to-time tax law, and tax rates, change which may affect your tax returns. ASSC recommends that all employees review their tax withholdings annually and complete a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Wage Attachments and Garnishments

Under normal circumstances, ASSC will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies, or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Human Resources Administrator ~~Department Administrator~~ will discuss the situation with the employee.

Work Year

When hired, employees are assigned a work year. The number of days/hours in a work year is prorated for part- time employees based on their full-time equivalency (FTE). Work years for the following employees are:

- Teachers, Education Specialist, Certificated Teacher Resource: 12-month/228 days from July 1 to June 30.
- Certificated and Classified Management: July 1 to June 30 inclusive; 12 months
- Classified, non-management: July 1 to June 30 inclusive; 12 months

The work year for several specialized positions will be determined by the needs and requirements of the program, particularly those funded by grants and outside funding sources. ASSC reserves the right to adjust position work year, full or part-time hours, based on the needs of the school.

Employees may be required to submit a work year calendar to designate workdays, non- workdays, vacations, floating holidays, and professional/ personal improvement days, if applicable. Changes to this calendar are subject to the approval of your supervisor and the Deputy Superintendent School Services and Founding Director.

Workday and Workweek

The operating hours of the administrative offices are generally 7:30 a.m. to 4:00 p.m. Monday through Friday but may vary based on the needs of the school and community. The hours of Resource Centers may vary according to the needs of the students as developed by the assigned teacher in consultation with the School Administrator. Some Resource Centers have been designated as extended-day sites.

Your particular hours of work and the scheduling of your lunch period will be determined by your location and the school's program needs. Full-time and hourly teachers are required to conduct business (instruction, visits to home, agencies, office, etc.) within the assigned hours, not to exceed eight (8) hours in one (1) day or forty (40) hours in a week.

Expense Reimbursement

Prior to incurring an expense on behalf of your school and/or Resource Center, you must have written authorization (requisition/purchase order, etc.) from your supervisor or School Administrator.

To be reimbursed for all authorized expenses, you must submit an expense report/voucher in the proper form accompanied by signed original receipts and approved by your manager. Please submit your expense report/ voucher as you incur authorized reimbursable expenses. Failure to meet prescribed due dates and deadlines may result in rejection of your request for reimbursement.

Mileage Reimbursement

Employees in elected administrative positions or persons involved in designated activities that are required to conduct school business using their personal vehicle may be reimbursed at the current Internal Revenue Service (IRS) rate per mile. Use school form Mileage Claim Form and

Mileage Information Report. Claims must be submitted by the first Friday of the month for the previous month's mileage. Each claim report should terminate at the end of a month to avoid duplication in succeeding claims. Claims received after the due date will not be reimbursed.

In computing school business mileage, the starting and finishing points will be your regular, assigned workplace. For employees' mileage reimbursement claims, their first school business location for the day and their "last" is their "regular workplace".

Claims involving weekends or other non-workdays shall include a statement explaining the need to work on that day. For travel in excess of one hundred (100) miles per day, which has been pre-approved, a brief explanatory note shall be included on the mileage form.

Submission of Claims

Claims should be submitted monthly. Your report is due each month on the first Friday of the month. (Example your September mileage report must be completed and submitted on the first Friday of October) If you do not submit the forms by the due date, you will not be reimbursed. Each claim report should terminate at the end of a month to avoid duplication in succeeding claims. Since ASSC's fiscal year ends on June 30, claims for June mileage shall be submitted no later than employee's last workday in June. Employees should expect a reimbursement check on the 26th of each month.

Auditable Records

School and department internal records must be kept indicating: employee name, date of travel, and actual mileage traveled. Record of destination and/or purpose of trip are required. Include total dollar amount of requests for review by the School administrator or designee. For claiming mileage to and from the office/s, signing in and out at the front desk is required; failure to do so may result in rejection of claim. Such records shall be subject to audit and will be retained for a period of one (1) year after close of the fiscal year during which a claim is submitted.

Work Schedule

Meal and Rest Periods

Nonexempt employees working more than five (5) hours~~, or more~~ are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday, but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and ASSC mutually consent to the waiver.

Nonexempt employees are also provided with a fifteen (15) minute rest period for every four (4) hours worked or major fraction thereof, which should be scheduled towards the middle of the ~~four (4) hour~~ work period as practicable. An employee's supervisor must be aware of and approve scheduled meal and rest periods.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees are prohibited from combining meal and rest period time. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods.

Attendance

You are expected to be at your work site and ready to work at the beginning of your assigned daily work hours, and you are expected to remain at your work site until the end of your assigned work hours, except for approved breaks and lunch.

Be aware that excessive time off or repeated lateness may result in disciplinary action.

Absences

From time to time, it may be necessary for you to be absent from work. We are aware that emergencies, illnesses, or pressing personal business that cannot be scheduled outside your work hours may arise. Report all absences to your supervisor and email attendance at attendance@altusschools.net.

Planned Absences

If you know in advance that you will be absent, you are required to request this time off from your supervisor and the School Administrator *in advance and in writing* and copy your supervisor and the Human Resources Department. Email is an appropriate means of doing so. Include in your request the dates of absence and type of leave to be used (basic reason for request). If you are a Resource Center employee, include a recommendation or plan for student coverage.

Your supervisor will work with you to determine the feasibility and timing for the planned absence, and also the need for a substitute. Upon approval, the employee submits "Leave of Request/Absence Request" to the Human Resources attendance email.

Employees who plan to attend a professional development or continuing education event must request authorization from their supervisor and the School Administrator *in advance and in writing*.

Unexpected Absences

In the event of incapacity to attend work on the designated day, time or tardiness, it is imperative to promptly notify both your immediate supervisor and the Human Resources Office at (858) 678-2039~~8~~ or attendance@altusschools.net no later than 8:00am. Please provide information detailing your circumstances.

Report the absence due to illness or personal emergency and estimate when you expect to return. Update the Human Resources Department daily. If you are unable to make the call yourself for an absence or late arrival, for whatever reason, be sure to have someone call on your behalf.

Notifying a fellow employee does not fulfill this requirement.

Absence from work for three (3) consecutive days without notifying your manager or the personnel administrator may be considered a voluntary resignation effective the close of business on the third day of absence.

Record of Absence or Lateness

Your supervisor and/or the School Administrator may require you to submit written documentation from your physician for *any absence*. If you are absent five (5) or more days because of illness, you may be required to provide written documentation from a doctor that you are able to resume normal work duties before you will be allowed to return to work.

ASSC documents absence or lateness, and the reason, in personnel files. Your attendance record will be considered when evaluating requests for leaves of absence and approved time off.

Absence Reporting Period for Monthly, Salaried Employees

For monthly, salaried employees, absences are calculated based on the period from the 16th of the previous month through the 15th of the current month. For example, any absences taken between July 16 and August 15 will be reflected in the August payroll.

Excessive Absenteeism or Lateness

In general, a consistent pattern of absence will be considered excessive, and the reasons for the absences may come under question. Tardiness or leaving early is as detrimental to ASSC as an absence. Be aware that excessive absenteeism, lateness or leaving early may lead to disciplinary action, including possible dismissal.

Timesheets/Records

By law, we are obligated to keep accurate records of the time worked by "nonexempt" hourly employees.

Your timesheet is the only way the Payroll Department knows how many hours you worked and how much to pay you.

You are responsible for your timesheet, which contains your hours worked, meal periods taken, vacation or sick pay used, and other information needed by Payroll. Remember to record your time daily. The employee submits their

Formatted: Indent: Left: 0"

timesheet to their direct supervisor or designee for approval. Employees and supervisors are expected to verify that all information entered on the timesheet is correct.

Signed or electronically signed timesheets are due to your supervisor by the last day of that reporting period. Late or incomplete timesheets can have an impact on the amount you are paid and require subsequent corrections.

No one may record hours work on another employee's timesheet except for the immediate supervisor or designee of the employee and only with the employee's consent. For example, if an employee has an emergency and cannot be at work to submit their timesheet when it is due, then they can contact their immediate supervisor and request that this be done on their behalf.

Tampering with another employee's timesheet is cause for disciplinary action, including possible dismissal, of both employees. Do not falsify another person's record, or influence anyone else to alter your record for you. In the event of an error in recording your time, please report the matter to your supervisor immediately.

The utilization of Resource Center sign-in sheets designated for staff and visitors is crucial for maintaining precise documentation of individuals present on the premises. It is your responsibility to adhere to the protocol by signing in and out accurately, noting the correct time of arrival and departure. It is strictly prohibited for any individual to record the sign-in or sign-out on behalf of another employee Any form of tampering with the sign-in sheet or intentionally document~~at~~ing~~ion~~ inaccurate hours constitutes grounds for disciplinary measures, including termination of employment.

Workplace Policies

Lactation Accommodation

In accordance with California law, we will provide employees who wish to express breast milk for nursing infants with a reasonable opportunity to take breaks for the purpose of expressing breast milk, which can be timed with the employee's regular break schedule; and reasonable access to a private location to express breast milk, other than public restrooms if possible, that is in close proximity to the employee's regular work area. Such room/location shall have electricity, shall not contain any toxic or hazardous materials, and shall include a surface to place a breast pump and a place to sit. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Contact your supervisor if you have any questions or need assistance in making these arrangements.

Board Meetings

Although some ASSC Board meetings are held during working hours of the Schools, employees are welcome to attend such meetings. School facilities are one of the host locations for Board meetings and can accommodate the attendance of employees, parents, students, other stakeholders, and members of the public. Should an employee wish to attend a Board meeting, they must notify their supervisor at least four (4) hours in advance of the meeting, including for the purpose of ensuring appropriate student supervision is secured as applicable.

Bulletin Boards

Bulletins and bulletin board(s) are an "official" way of keeping everyone informed about new policies, changes in procedures and special events. Information of general interest is posted regularly on the bulletin board(s). Please make it a habit of reading the bulletin board(s) regularly so that you will be familiar with the information posted on it.

Only authorized personnel are permitted to post, remove or alter any notice on the bulletin

board(s). If you want to have notices posted on bulletin board(s), see the Human Resources Department for instructions.

Communications

Successful working conditions and relationships depend upon successful communication. Not only do you need to stay aware of changes in procedures, policies and general information, you also need to communicate your ideas, suggestions, personal goals or problems as they affect your work.

In addition to the exchanges of information and expressions of ideas and attitudes which occur daily, make certain you are aware of and utilize all school methods of communication, including this Employee Manual, bulletin boards, discussions with your supervisor and members of the Leadership Team, memoranda, meetings (faculty, department, teams), newsletters, training sessions, etc.

In addition, you may receive correspondence from ASSC. There is no regular schedule for distribution of information. The function of each correspondence is to provide you and your family with interesting news and helpful information that will keep you up-to-date on the events here at ASSC.

Communications with the Press; Other Outside Agencies

From time to time, there may be events at ASSC that invite interest from the media or other outside agencies. To maintain a coherent, centrally organized public relations policy which is consistent with the philosophy and vision for ASSC, all requests to faculty, staff, general or advisory board members made by the media, electronic or print, must be referred to the Chief of Staff and Compliance Officer for approval and coordination.

Computer Software (Unauthorized Copying)

ASSC does not condone the illegal duplication of software.

The law protects the exclusive rights of the copyright holder and generally does not give users the right to copy software. Unauthorized duplication of software is a Federal crime. Penalties include fines and imprisonment. Further, employees who make, acquire, or use unauthorized copies of computer software shall be disciplined as appropriate under the circumstances. Such discipline may include dismissal from employment.

Even the users of unlawful copies suffer from their own illegal actions. They receive no documentation, no customer support, and no information about product updates.

ASSC licenses the use of computer software from a variety of outside companies. ASSC does not own this software or its related documentation and, unless authorized by the software manufacturer, does not have the right to reproduce it.

With regard to use on local area networks or on multiple machines, employees shall use the software only in accordance with the license agreement.

Employees learning of any misuse of software or related documentation within the company shall notify the department manager.

Dress Code/Personal Appearance

You are expected to dress and groom yourself in accordance with accepted social and business standards. Your job involves dealing with students, parents, and the community. In many cases, you serve as a role model. You must use good judgment in determining what is a reasonable dress code appropriate to the job you perform. Clothing that exposes bare backs, midriffs, and/or shoulders, T-shirts, undershirts, jeans, shorts, sneakers, running shoes, flip-flops, and beach sandals are not appropriate.

A neat, tasteful appearance contributes to the positive impression you make on our community. You are expected to be suitably attired and groomed during working hours or when representing ASSC. A good clean appearance bolsters your own poise and self- confidence and greatly enhances our school image.

Personal appearance should be a matter of concern for each employee. If your supervisor feels your attire is inappropriate, you may be asked to leave your workplace until you are properly attired. You will not be paid for the time you are off the job for this purpose. The support team has the sole authorization to determine an appropriate dress code, and anyone who violates this standard will be subject to appropriate disciplinary action.

First Aid

If you hurt yourself or become ill, please contact your manager for assistance. If you fail to report an injury, you may jeopardize your right to collect workers' compensation payments as well as health benefits. Should you have any questions or concerns, contact the Human Resources Department or your supervisor for more information.

First Aid and CPR Certification

To ensure the safety of its students and employees, it is highly recommended that staff maintain a current cardio-pulmonary resuscitation ("CPR") and First Aid certification. All candidates applying for a preliminary teaching credential are required to obtain certification in CPR. The Commission on Teacher Credentialing states that CPR certification shall meet the criteria of the American Heart Association or the American Red Cross. Submit a copy of your certification to the Human Resources Department for inclusion into your personnel file.

Intellectual Property

ASSC shall own any employee-created intellectual property under the following circumstances:

1. The intellectual property was created within the scope of employment;
2. The intellectual property was created on ASSC time with substantial use of ASSC equipment, services, or resources; or
3. The intellectual property was commissioned by ASSC
   - Pursuant to a signed contract; or
   - Within a specific category of works considered works-for-hire under copyright law.

A copyright work is "created within the scope of employment" if it is the kind of work the employee is employed to do and the employee creates it, at least in part, for the employee's use at work, or for use by co-workers, ASSC, and/or the students and families ASSC serves. Such works related to an individual's job responsibilities, even if ~~the employee he or she~~ is not specifically requested to create them, will be- long to ASSC as "works-for-hire."

The use of personal time or other facilities to create the work will not change its basic nature if it is related to job duties as described above. Works that have nothing to do with job duties will remain the property of the employee, so long as the employee ~~he or she~~ does not make substantial use of ASSC facilities to do so. "Substantial use" is the use of resources other than those "ordinarily available" to most or all staff and/or students. Such ordinarily available resources include office space and personal office equipment, office computer, general use information re- sources, and the means of network access to such re- sources.

If an employee creates intellectual property other than a scholarly work and which may lead to commercial development, then the employee ~~he or she~~ is expected to immediately notify the Leadership Team in order to provide ASSC with sufficient information to permit it to evaluate the work, both its ownership and its commercial potential, and, if appropriate, to take steps to protect ASSC's intellectual property rights. If ownership rests with ASSC, but ASSC elects not to exercise its ownership rights, then ownership rights and responsibilities related to patenting, copyrighting and licensing shall revert to the author(s). In such case, ASSC shall retain a nonexclusive, royalty-free right to use the work for non-commercial purposes.

Research Activities

ASSC is committed to supporting a strong, active research component for the School. As a critical part of the ADLI (Approach, Deploy, Learn, Integrate) approach to strategic growth, professional development, and innovation, ASSC holds as an expectation that every employee's scope of work shall include observation and exploration and sharing of instructional, educational, operational and related activity at the national, state, and local levels.

The activities surrounding ADLI may include, but are not limited to attending local, state, and national conferences on a unique variety of subject areas including the charter movement, charter law, charter school development and management, personal interviews, meetings, the preparation of white papers, technical manuals, other major publications, working with consultants, and producing or coordinating projects that include the sharing of information (data, operational, or process) with other entities interested in the work relating to the Altus Model. Consistent with the organization's charitable purpose, it is the intent of ASSC that its involvement in active research and study not only benefits and promotes the Schools directly, but inspires and engages employees at every level in the promise of working for an entity which is oriented to process improvement, innovative non-traditional approaches, and futuristic development of programs that benefit students everywhere.

Personal Phone Calls

School telephones are a vital tool in communicating with parents, community resources, and to conduct official school business. Please keep personal phone calls, using school phones or your personal cell phones, to a minimum; they must not interfere with your work.

If calls are made from a school phone to areas that incur toll or long-distance charges, the employee responsible for initiating the calls must complete the appropriate school form to report the call. Employees are responsible for payment of any fees incurred for toll or long-distance personal phone calls.

Personal Use of School Property

If you want to use school equipment or tools during or after work hours for personal benefit, you must have written authorization from the School Administrator. ASSC is not liable for personal injury incurred during the use of school property for personal projects. As an employee of ASSC, you accept full responsibility for any and all liabilities for injuries or losses that occur, and for the malfunction of equipment. You are responsible for returning the equipment or tools in good condition, and you agree that you are required to pay for any damage that occurs while using the equipment or tools for personal projects.

Property and Equipment Care

It is your responsibility to understand the equipment/ machines you need to use to perform your duties. Good care of any machine that you use during the course of your employment, as well as the conservative use of supplies, will benefit you and ASSC. If you find that a machine and/or piece of equipment is not working properly or in any way appears unsafe, please notify your supervisor immediately so that repairs or adjustments may be made. Under no circumstances should you start or operate a machine you deem unsafe, nor should you adjust or modify the safeguards provided.

Responsibility for School Property

All school equipment assigned to RC/locations is purchased and consigned to staff with the express intent that it be used in the delivery of instruction and/or services offered to students enrolled in the school.

Equipment owned by ASSC is considered an asset and under the protection of workforce members. Equipment such as computers, telephones, radios, laptops/ computers, televisions, etc. are to be used expressly for the purpose for which they were intended, that is, to enhance the teaching and learning that occurs in the RC and support to job functions.

Equipment, other than employee's assigned laptop, should never be removed from the site without prior written notification, twenty-four (24) hours in advance, directed to the School Administrator/Site Coordinator or designee. School property that the employee is allowed to remove from school premises becomes the liability of that employee until the employee returns it to ASSC in good working condition.

It is the responsibility of the employee to exercise reasonable care and appropriate precautions to prevent damage to or loss/theft of school property in their care. The terms "reasonable care and appropriate precautions" may mean, at minimum:

- The property is not left unattended.
- The property is secured in a locked facility.
- When being transported the property is locked in a vehicle out-of-sight, preferably in the trunk.
- Transporting of the property is limited primarily to between school sites, on school business, and to and from work.

The employee is liable for the payment of damages whenever his/her wrongful or negligent act or omission causes loss, theft, disappearance, damage to or destruction of school property for which he/she is responsible.

In the event that school property under the employee's care is lost or stolen, it must be reported to the local police AND the supervisor, School Administrator~~,/ School Coordinator~~ or designee immediately. A copy of the police report must be sent to the supervisor, School Administrator~~,/School Coordinator~~ or designee within *two (2) working days* of the loss. Failure to secure and submit a police report automatically results in the employee's liability for the replacement cost.

Within *two (2) working days* after notification that

school property has been lost or damaged, the employee's supervisor will interview the employee, prepare a written report, and submit it to the Deputy Superintendent School Services and Founding Director ~~School Administrator~~ for review.

The Deputy Superintendent School Services and Founding Director will determine if the employee is deemed negligent, and whether or not financial liability and/or other sanctions are justified. This determination will be based on the facts established in each case. The supervisor or School Administrator will inform the employee in writing as to the findings and any consequences. The employee has the option to request an appeal of the decision. The appeal must be submitted in writing, addressed to the Deputy Superintendent School Services and Founding Director, within *five (5) working days* after the receipt of the findings.

After review, the Deputy Superintendent School Services and Founding Director will convey the decision, in writing, to all concerned.

If the finding of liability is upheld, the supervisor or School Administrator will be responsible for instituting the sanctions/ consequences other than financial. If there is a financial liability, the Finance Department will submit a bill to the employee requesting payment due as soon as possible *AND* prior to the end of the employee's contract term.

Safety/Fire/Earthquake Drills

The safety of our students and employees is a priority. Drills are scheduled throughout the year. The Safety Coordinator and/or School Administrator will advise you about the requirements and expectations.

Safety Rules (General)

Safety is everybody's business. Safety must be given primary importance in every aspect of planning and performing of all school activities. We want to protect you and our students from injury and illness.

Please report all injuries (no matter how slight) to your supervisor immediately, as well as anything that needs repair or is a safety hazard. Below are some general safety rules:

- Avoid overloading electrical outlets with too many appliances or machines.
- Use flammable items, such as cleaning fluids, with caution.
- Use stairs one at a time.
- Ask for assistance when lifting heavy objects or moving heavy furniture.
- Smoke and/or vape only in designated smoking areas, but not on school property.
- Keep cabinet doors and file and desk drawers closed when not in use.
- Sit firmly and squarely in chairs that roll or tilt.
- Avoid “horseplay” or practical jokes.
- Keep your work area clean and orderly; keep aisles clear of obstructions.
- Stack materials only to safe heights.
- Watch out for the safety of fellow employees and students.
- Use the right tool for the job and use it correctly.

Remember, failure to adhere to these rules will be considered a serious infraction of safety rules and will result in disciplinary actions, up to and including immediate termination.

Security

Maintaining the security of school assets and buildings is every employee’s responsibility. Develop habits that ensure security as a matter of course. For example:

- Always keep cash properly secured. If you are aware that cash is insecurely stored, immediately inform the person responsible and/or your supervisor. Do not keep cash in the resource center. Turn in any school cash at the end of the school day to the Finance

Department; issue receipts.
- Know the location of all alarms and fire extinguishers and familiarize yourself with the proper procedure for using them should the need arise.
- When you leave the school's premises make sure that all entrances are properly locked and secured and that, where applicable, security alarms are set.

Pandemic Response Procedures

ASSC has developed pandemic response procedures in order to be prepared in such emergency circumstances. Viruses such as influenza are a group of highly contagious diseases that can be fatal. A pandemic differs from both seasonal influenza (flu) and other known influenza viruses in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new virus of which little is known and to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu, with a higher death rate, and can affect and be spread by young, healthy people as well as older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily by region or state to contain spread of the virus.

Deputy Superintendent School Services and Founding Director Actions:

- Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- Ensure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette.
- Monitor bulletins and alerts from the Department of Health and Human Services.
- Keep staff informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- Respond to media inquiries regarding school attendance status.
- Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

Staff and Student Actions:

- Stay home when ill with cough or other flu-like symptoms (chills, fever, aches, cough, sore throat).
- Practice "respiratory hygiene etiquette," including but not limited to covering your cough and sneezing with a tissue, washing hands with soap and water or a waterless hand hygiene product, and placing used tissues into a sealed bag.
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Implement distance learning and online homework assignments so that students can maintain academic progress during shelter in place orders.

Additional Steps for the School:

- Identify Essential Employees (Teachers, Administrators, etc.).
- Provide modified distance learning for periods of school closure.
- Direct custodial staff to thoroughly clean and sanitize school facilities.

Emergency Preparedness

Every school must have emergency preparedness procedures readily on hand, including a list of up-to-date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all school staff meeting just when the teachers return to duty. Administrators will conduct regular trainings with staff and students to

ensure that disaster procedures will be followed in the event of an emergency.

Essential Employees

Functioning critical infrastructure is imperative during the response to a public health or other emergency for the health and safety of staff and students as well as community well-being. Certain critical infrastructure industries have a special responsibility in such times to continue operations.

The Department of Homeland Security's (DHS) Cybersecurity & Infrastructure Security Agency (CISA) has prepared a list of 14 critical industry sectors. Employees that fall under these categories are referred to as "Essential Critical Infrastructure Workers" and are generally required to deliver services during an emergency. Included among these sectors are community-based government operations and essential functions. This category refers to critical government workers, as defined by the employer, and includes most staff members of ASSC, as follows:

- Educators supporting public and private K-12 schools for purposes of facilitating distance learning or performing other essential functions, if operating under rules for social distancing.
- Administrators of public and private K-12 schools for purposes of supporting the work of educators to deliver distance learning and to perform other essential functions, if operating under rules for social distancing.

ASSC shall designate essential employees who are required to work and provide services during any pandemic, emergency, or natural disaster.

Telework Policy

Purpose

Altus Schools Southern California corporation ("ASSC") recognizes approved teleworking as a work arrangement that may be available to employees who work in certain positions.

This policy details conditions and requirements which apply to all telework assignments in the organization.

Definition

Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a school-wide benefit. This temporary arrangement in no way alters or changes the terms and conditions of employment with the School, and the promulgation of this Policy creates no employee rights in relation to teleworking. Furthermore, the School has the right to refuse to make telework available to an employee and to terminate a telework assignment without cause at any time in its sole and unreviewable discretion.

General Requirements

Employees shall not telework unless they receive advance written approval from the School. Employees shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor. Employees shall be responsible for following all School policies and procedures when teleworking. Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties is strictly prohibited.

Nonexempt employees will be required to (1) record all hours worked as assigned by the School and (2) take and document applicable meal/rest periods. Nonexempt employees must also receive written approval from a supervisor prior to working additional hours or overtime. Failure to comply with timekeeping and work hours requirements may result in disciplinary action, up to and including termination from employment.

Eligibility Considerations

Consideration will be given to employees who work in positions adaptable for telework assignments, particularly those who have demonstrated work habits and performance well-suited to successful teleworking. In the sole

discretion of ASSC and its management, the following eligibility factors will be considered:

- The employee has a position where effective communication can be accommodated electronically;
- The employee's telework assignment will not be detrimental to the productivity or work quality of other employees or the effective operation of the School;
- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of School data, records, networks, or confidentiality generally;
- The employee's equipment and software must meet the School's guidelines/standards, and the employee's needs for Information Technology ("IT") support must be minimal;
- Telework sites must be in California unless authorized by the Superintendent School Services and Founder or a designee;
- The employee must be effective at working independently for extended periods of time;
- The employee has demonstrated or can demonstrate effective time-management skills by completing tasks efficiently and within any required deadlines;
- The employee must maintain connections with work groups or teams from their remote work location; and
- The employee has no recent or pending corrective or disciplinary actions.
- Further, the employee acknowledges that telework is not an entitlement and such assignments are within the sole discretion of the employer. Telework assignments may be rescinded at any time without cause at the ASSC's sole discretion.

Supervisor Responsibilities

Supervisors managing employees who have been permitted to telework must effectively:

- Implement the telework policy/guidelines;
- Conduct remote supervision;
- Understand the technology and tools necessary for successful remote supervision; and
- Establish communication protocols with telework employees, including making continued efforts to involve teleworking employees in office/ department events, messages, etc. as applicable to preserve teamwork.

Supervisors will assess each employee's progress on a telework assignment periodically to ensure the employee's compliance with telework requirements, and address any work-related issues, including completing evaluations and other performance management as appropriate.

Communication and Accessibility

Employees and supervisors must determine how communication between the teleworking employee, the worksite, and/or other employees also teleworking will be handled. Employees shall keep their supervisor and as needed, their co-workers or other School stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment. Employees must be accessible by phone and email at all times to their supervisor, co- workers, School stakeholders, and the School generally during assigned work hours. Employees must notify their supervisors if they leave their telework site during agreed upon hours, aside from applicable meal and rest periods. Employees must post their telework schedule on their calendar, including applicable meal and rest periods. Employees must also remain flexible in their scheduling, and shall be available to attend staff meetings and other meetings as required by their supervisor.

Safety

Employees are responsible for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean, professional, and free of distractions (e.g., children, pets, electronic devices, etc.).

Supplies, Equipment, and Furniture

The Schools will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs for each telework assignment on a case-by-case basis.

All necessary technological equipment will be supplied and maintained by the Schools, subject to availability. Equipment supplied by the Schools is to be used for work purposes only. Employees must sign an inventory of School property and agree to protect the items from damage or theft. Employees shall not be entitled to reimbursement for their use of School property. Employees shall be held liable to the School whenever their wrongful or negligent act or omission causes loss, theft, disappearance, damage to, or destruction of School property. Upon cessation of a telework assignment, School property must be returned to the School.

Information Security and Confidentiality

Employees must never provide any third parties access to the ASSC network or share network access passwords and must comply with all policies and procedures related to information security and network access.

Consistent with ASSC's expectations of information security for employees working at the office, teleworking employees must ensure that their telework location is secure, and communications provided or sensitive work performed from the telework location remain confidential, away from the presence of family members or guests. Any School materials taken home, such as confidential personnel or pupil records, must be kept in a secure space within the telework location and not be made accessible to any third parties, including the employee's family members or guests. Steps which employees may take to increase security of School materials/information include use of locked file cabinets and desks, regular password maintenance, shielding computer monitors, and any other actions appropriate for the position and the telework location.

Performance Standards

Employees must maintain the same or an improved level of productivity and work quality while teleworking. If productivity and/or work quality begin to decline, the telework assignment will be reevaluated to determine if changes can be made or termination of the telework assignment is warranted. Telework allows a high amount of flexibility for an employee to complete their work in a timely and proper manner, and it is expected that employees will not abuse this opportunity by allowing their productivity or work quality to decline.

Professional Boundaries

Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student's family members in full compliance with the ASSC's "Professional Boundaries: Staff/Student Interaction" policy and as summarized below:

- Limit communications with students to issues involving School activities or classes only;
- Ensure professional communications with students by avoiding conversations of an overly personal, inappropriate, sexual, offensive, or indecent nature;
- Respect the privacy rights of students by ensuring communications and/or documents involving confidential pupil information are safeguarded appropriately;
- Maintain the same degree of formality as would be appropriate when working on-site, including in manner of speech, tone, method of communication, and appearance and dress, particularly when the employee may be communicating with students via video chat; and
- Continue to comply with any and all ASSC policies, including enforcing appropriate student behavior and student discipline, child abuse and neglect reporting protocols, and prohibitions on harassment or other inappropriate conduct.

Employees who fail to demonstrate acceptable professional boundaries during a telework

assignment may be subject to disciplinary action, up to and including termination from employment.

Return to Work

Telework assignments are temporary in nature and will only continue subject to ASSC approval. As such, employees must return to on- site work at their assigned work location when directed to do so by their supervisor. However, in limited circumstances and only upon a showing of hardship to ASSC, employees may be permitted to continue in their telework assignment for up to an additional thirty (30) days beyond the planned termination of their telework assignment.

Any employee requesting an extension of their telework assignment must submit such request in writing to the Deputy Superintendent School Services and Founding Director immediately upon being notified of the requirement to return to on-site work. The written request must explain in detail the basis for the hardship.

Upon completion of any approved extension of a telework assignment, ASSC may allow the extension to continue, subject to demonstrable ongoing hardship experienced by the employee and the overall needs of the School. The decision as to whether to grant any initial or continuing request to extend the telework assignment remains within the sole and unreviewable discretion of ASSC.

Evaluation & Duration

Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the supervisor, and weekly face-to-face and/or video meetings whenever possible to discuss work progress and problems, as needed.

ASSC may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, ASSC shall endeavor to provide seven (7) days' notice of the modification or termination of any telework assignment whenever possible.

All telework assignments shall be subject to termination upon resumption of regular onsite duties at the Schools unless determined by the School that telework assignment may continue.

Staff/Professional Development

The goal of professional development at ASSC is to ensure a well-trained and well-rounded staff. ASSC offers a variety of staff development opportunities that include:

- New employee orientation.
- Meetings and trainings held during the year focused on effective methods of instruction for a broad range of grade levels and subject areas.
- Professional development sessions for teachers appropriate to their needs.
- Workshops offered within regular meetings (faculty, team, all-staff, department chair, advisory group meetings), plus specially scheduled meetings as needed.
- Participation in outside conferences on subject area-specific topics, including math, science, English/ reading, independent study, health issues, technology, etc.
- Most outside professional development opportunities are paid by ASSC. Staff may be selected by school leadership or may apply to their supervisor to attend a conference or staff development opportunity.

Employees who attend professional development on a workday must have prior approval from their supervisor.

Traffic Violations

Employees are required to obey all traffic laws and shall be expected to operate their vehicles in a safe manner. If you operate your own vehicle in performing your job, you will be considered completely responsible for any accidents, fines or traffic violations incurred. In the event of a vehicular accident, notify your immediate supervisor as soon as you are able.

Violations of Policies

You are expected to abide by the policies in this manual. Failure to do so will lead to appropriate

disciplinary action being taken against you, up to and including termination. A written record of all policy violations is maintained in each individual's personnel file.

A partial list of causes for possible disciplinary action ("Unacceptable Activities") is presented under "Standards of Conduct" in the "Employment" section of this manual. This list is not to be considered all-inclusive.

Benefits Information

The Benefits Package

A good benefits program is a solid investment in ASSC and its employees. It serves as an incentive for current employees and also helps to attract talented newcomers. School benefits programs are evaluated regularly and altered, as appropriate, to meet our employees' changing needs and to offer the advantages of future trends in employee benefits. ASSC offers a benefits program designed to address the individual and family needs of our employees.

ASSC is committed to maintaining and delivering a comprehensive and competitive benefits program that: provides a "safety net" of basic benefits protection against the financial impact of catastrophic life events; reflects principles of sound financial management, fiscal responsibility, regulatory compliance, administrative efficiency, and sustainability; is dynamic and innovative, evolving as necessary to meet the changing needs and balancing of work/ life issues of both employees and ASSC; and is communicated effectively to promote full understanding and value.

ASSC contracts with providers for employee health and welfare programs, including, but not limited to, medical, dental, vision, retirement, savings, vacation, sick, workers compensation, life insurance, liability insurance and disability benefits. The following sections are only a brief description of the leaves and benefits available to employees. Any questions with respect to benefits programs should be directed to the Human Resources Department.

Health and Welfare Benefits

ASSC is interested in the health and well-being of both you and your family. ASSC offers a comprehensive benefits package to eligible employees and their eligible dependents, including medical, dental, vision, chiropractic, employee assistance, basic life insurance and professional liability insurance for certificated teachers, certificated administrators and classified administrators..

After completion of the Introductory Period, you become eligible for coverage. At that time, you may choose to accept the insurance coverage, or waive them. For detailed information on these benefits and eligibility requirements, contact the Human Resources Department.

Voluntary Insurance Benefits

School employees may elect additional benefits through several providers. Premium payments may be deducted from your monthly salary. Hourly employees may elect this insurance, but premiums are not payroll deductible. Employees may elect this benefit during the annual open

enrollment period in May. ASSC has negotiated special discounted rates for employees. Though other options may be adopted by ASSC, the current list of insurance available includes:

- Additional coverage for employee life insurance, plus dependent life insurance and accidental death and dismemberment coverage;
- Short & Long Term Disability;
- Flexible Spending Accounts (Section 125);
- Long Term Care;
- Legal Assistance;
- Automobile, Homeowners, and Renter's Insurance;
- Cancer Insurance; and
- Critical Illness.

Questions regarding this benefit may be directed to the Human Resources Department.

Eligibility for Benefits

If you are an active employee in a monthly salaried position of half time or more, you will enjoy all of the benefits described in this manual

as soon as you meet the eligibility requirements for each particular benefit.

If you are an active employee in an hourly and/or temporary position, you will enjoy only those benefits that are required by law, provided that you meet the minimum requirements set forth by law and in the benefit plan(s).

No benefits are available to you during your Introductory Period, except as otherwise provided by law.

Holidays

Only regular full-time monthly classified and administrative employees are eligible for paid holidays. You are not eligible for paid holidays during your Introductory Period. Nor are you eligible for paid holidays if you are part-time hourly or temporary employee.

Holidays and vacation breaks are incorporated into the school calendar, i.e., Thanksgiving observance, winter, and spring break, etc.

ASSC observes the following holidays:

- Independence Day
- Labor Day
- Veterans' Day
- Thanksgiving Holiday/Post-Thanksgiving Holiday
- Pre- or Post-Christmas Holiday/Christmas Day
- New Year's Eve Holiday/New Year's Day
- Martin Luther King Jr. Day
- Lincoln's Birthday
- Presidents' Day
- Memorial Day
- Juneteenth Day

Floating Holiday – for Monthly Classified Employees

A classified monthly employee and a selected ~~employee~~administrative employee who is ~~is~~ in a paid status on September 9 (California Admission Day) is entitled to a floating holiday in lieu of Admission Day. This benefit may not be taken before it is earned. It may be taken any time (after it is earned) during the work year with prior approval from your supervisor.

This benefit is non-accumulative and must be taken in increments of not less than one-half day. It must be taken by June 30.

Vacation

Only monthly-salaried full-time classified, and selected administrative employees are eligible for paid vacation. (You are not eligible for paid vacation during your Introductory Period. Nor are you eligible for paid vacation if you are an hourly or temporary employee. Full-time monthly instructional employees are not eligible for vacation days. Holidays and vacation breaks are incorporated by the school calendar, i.e., Thanksgiving observance, winter, and spring breaks, etc.)

Purpose

The primary objective of our vacation policy is to facilitate essential periods of rest and recreation for our employees. This is designed to provide a necessary respite from work-related pressures. We firmly believe that such periods of rest enhance the overall well-being of Altus Schools employees, enabling them to return to their respective roles rejuvenated and better equipped to fulfill the responsibilities of their assignments. We encourage all employees to make full use of their vacation entitlements in order to maintain a healthy work-life balance.

Vacation Accumulation

The total vacation entitlement will be advanced on July 1 of each year. **It is strongly encouraged that all vacation is taken in a fiscal year it is earned**. If an employee is unable to utilize their vacation in the fiscal year it is earned due to extenuating circumstances, the carry-over of vacation leave is capped at one and one-half (1 ½) times the amount of vacation leave the employee would accrue.

If any employee separates before the year ends, all earned and unused vacation for the year will be paid in one lump sum.

Vacation Entitlement

~~M~~*Managers (classified and selected certificated)* ~~*and Resource Center management*~~ *employees* with a 228-day work year accrue 1.75 days (14 hours) of vacation for each month of service. Entitlement for full year of service is 21 days.

Monthly salaried classified office/ administrative employees accrue vacation days based on years of service. (See Classified Vacation Chart below.)

Years of Employment Service	Vacation Hours Per Month	Vacation Days Per Year		
		12-Month	11-Month	10-Month
1-4	8.0	12.0	11.0	10.0
5-9	11.0	16.5	15.1	13.8
10-12	13.0	19.5	17.9	16.3
13+	14.0	21.0	19.3	17.5

Vacation Scheduling

Employees complete a calendar at contract signing *to request vacation days* for the school year. Preliminary approval is given by the immediate supervisor, and then submitted to the School Administrator for review and final approval. The Deputy Superintendent School Services and Founding Director (or designee) approves vacation/non-workday requests for managers and directors. Vacations will be authorized with due consideration given to maintaining adequate administrative coverage.

Maternity Leave for Birth Mothers

Employees (birth mothers) who have been employed with ASSC for at least twelve (12) months shall be granted three (3) consecutive work weeks of leave with pay immediately following the birth of her child.

Changes in vacation dates must be submitted in writing and approved in the same manner as the original schedule. ASSC reserves the right to cancel/ change vacation days based on critical and unforeseen needs of ASSC. ASSC will make every effort to give the employee as much advanced notice as possible.

Professional/Personal Improvement Days

Every fiscal year, managers (both classified and certificated) accrue four (4) Professional/Personal Improvement days. You may carry over no more than four (4) days per year. Your balance cannot exceed eight (8) days. Request for use of these days must be submitted in advance and is subject to the approval of the Deputy Superintendent School Services and Founding Director.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, ASSC offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e. children, parents, spouses/ domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., one who is related to the employee by blood or whose association with the employee is the equivalent of a family relationship) who must receive preventative care or a diagnosis, treatment, or care for an existing

health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address ~~instances~~ qualifying acts of violence, including but not limited to~~of~~ domestic violence, sexual assault, or stalking that are committed against themselves or a family member. Additionally, employees may also take paid sick leave when ASSC is closed due to a public health emergency or to care for a child whose childcare or school is closed due to a public health emergency.

Paid sick leave is available to all ASSC employees (including employees who are still on their Introductory Period) who work at least two (2) hours in a calendar week.

Eligible full-time, salaried monthly employees shall receive forty (40) hours of paid sick leave by the time the employee ~~he/she~~ begins work for the fiscal year and will accrue additional hours per month worked until that employee accrues their ~~his/her~~ full allocation of paid sick leave for the fiscal year. Salaried monthly employees shall earn no more than eight (8) hours of sick leave per month worked for each fiscal year as follows:

Months Worked	Maximum Sick Leave Per Fiscal Year
10	80 hours
11	88 hours
12	96 hours

Eligible full-time, salaried monthly employees should speak to the HR Department if there are any questions regarding sick leave. All other employees shall accrue sick leave at the rate of one (1) hour for every thirty (30) hours worked.

Sick leave must be taken by eligible employees in increments of two (2) hours. Accrued sick leave shall carry over from year to year. Unused, accrued sick leave shall not be paid out upon separation from employment.

Employees are required to notify ASSC as soon as possible when using sick leave. A request to use sick leave and/or confirm the absence must be submitted to the Human Resources Department within ten (10) days upon return to duty.

If an employee is absent longer than five (5) days due to illness, medical evidence of illness and/or medical certification of fitness to return to work satisfactory to ASSC may be required. ASSC will not tolerate abuse or misuse of sick leave privileges. If ASSC suspects abuse of sick leave, ASSC may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by ASSC.

Personal Necessity Leave

You may use not more than seven (7) days of accumulated full-salary sick leave in any school year for personal necessity leave. Absence~~s~~ exceeding these limits, or beyond the available full-time sick leave, may be taken as unpaid personal leave and is subject to approval by the Deputy Superintendent of School Services and the Founding Director or designee.~~in excess of these limits, or in excess of full-time sick leave, must be taken as unpaid personal leave upon approval of the Deputy Superintendent School Services or designee.~~ Approved use of this leave includes:

- Death of a member of immediate family. Full-salary sick leave may be used after bereavement leave benefits are exhausted (see *Bereavement*). Additionally, you may use one (1) day per year of full pay sick leave for the purpose of attending the funeral of a close friend or relative not included in the definition of immediate family.
- Serious or critical illness of a member of the immediate family. You may be required to

furnish a physician's statement and any other proof requested by the Deputy Superintendent School Services and Founding Director.

- Accident involving you, your immediate family, your property, or property of your immediate family.
- Appearance in court, not part of school business, as a litigant or as a witness under an official order. You must furnish proof of court appearance.
- Observance of a religious holiday of your faith, limited to three (3) days per year. A request must be filed in advance.
- Unpredictable and verifiable acts of nature.
- Parental leave due to the birth, adoption, or foster placement of a child.
- Family School Partnership leave for your participation as a parent, guardian, or custodial parent in school activities. Up to forty (40) hours each school year and not more than eight (8) hours in any calendar month may be used. Reasonable advance notice and approval of supervisor is required.

For purposes of this section, immediate family includes relatives of the employee or employee's spouse: parents and stepparents, son, daughter, brother, sister, spouse, grandparents, grandchildren, son- and daughter-in-law, aunt, uncle, niece, nephew, domestic partner, or any relative living in your immediate household.

ASSC may request a signed statement or additional proof to substantiate the absence or personal necessity.

Employees must request personal necessity leave at least one (1) week in advance unless an emergency situation occurs. Approval shall be at the discretion of the Deputy Superintendent School Services and Founding Director and shall not serve as precedent for any other request. Personal necessity leave is not vacation, does not carry over from year to year, and is not paid out upon separation from employment.

Personal Business Time

Monthly salaried classified employees and selected administrative employees are entitled to up to two (2) hours per of paid time month of personal business time to complete necessary tasks outside of work. This time is not cumulative and does not roll over from month to month. Personal business time must be used in increments of one (1) hour.

Employees must request personal business time at least 48 hours in advance before the desired time off. The request must be approved by the employee's supervisor before submitting to HR. Once approved by the supervisor, the employee must submit the request to HR for final approval and record-keeping. Please note that personal business time is intended for situations that are necessary but not urgent, and should be planned in advance whenever possible. Personal business time is not vacation. Employees who abuse personal business time may be restricted from utilizing excessive time and may be subject to disciplinary action if. This is an Altus School specific policy and not a requirement of the law. ASSC reserves the right to amend or rescind it.

Transfer of Accumulated Sick Leave

Teachers who previously worked for another California school that participated in CalSTRS, or Classified staff who previously worked for another California school that participated in CalPERS, may transfer their accumulated sick leave to the school provided that the following conditions are met:

(1) Employment in the previous district was for one (1) calendar year or more.
(2) Employment with ASSC began within one (1) year of termination from the previous school.

Leaves of Absence

Bereavement

All employees who have worked for ASSC for at least thirty (30) days shall be eligible to take up to five (5) days of bereavement leave due to the death of a covered family member. Monthly salaried employees are entitled to pay during bereavement leave. For all other employees, bereavement leave shall be unpaid unless an employee elects to use available accrued/unused paid leave. Bereavement leave must be utilized within three (3) months of the covered family member's date of death. Bereavement pay will not be used in computing overtime pay. Upon request, an employee may be required to provide documentation of the death of a covered family member. If additional time is required, the employee may request Personal Necessity Leave as described above.

For purposes of this section, covered family includes relatives of the employee or employee's spouse: parents and stepparents, son, daughter, brother, sister, spouse, grandparents, grandchildren, son- and daughter-in-law, parents-in-law, aunt, uncle, niece, nephew, domestic partner, or any relative living in your immediate household.

Reproductive Loss Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. Reproductive loss leave must be used within three (3) months of a reproductive loss event. Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee elects to use available accrued/unused paid leave. Reproductive loss leave shall not be used in computing overtime pay.

Jury Duty

If you receive a summons or other notice requiring you to report for Jury Duty, inform your supervisor immediately, and provide Human Resources with a copy of your notice to report for Jury Duty.

Monthly employees called for Jury Duty are granted paid leave of absence for the days actually served and are permitted to keep any jury stipend received. Employees are expected to return to work when they only serve a partial day. Employees who are placed on "telephone standby" must report to work during those days.

At the end of each day of Jury Duty, notify your supervisor of your status. At the end of jury service submit your jury attendance documents to Human Resources.

Hourly employees called for Jury Duty may receive postponement of service or cancellation due to financial hardship. Contact the Human Resources Department if documentation of your employment status is needed.

Family Care and Medical Leave

This policy explains how ASSC complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require ASSC to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

Employee Eligibility Criteria

To be eligible for FMLA/CFRA leave, the employee must have been employed by ASSC for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

Events That May Entitle an Employee To FMLA/CFRA Leave

The twelve (12) weeks (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by ASSC, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.

2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her ~~their~~ ~~his or her~~ job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by ASSC's separate pregnancy disability policy).

    a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

    b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her~~them him/her~~ to the facility with the expectation that he/she ~~they~~ ~~he/she~~ will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

    c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

    d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is equivalent to a family relationship. Employees are limited to one (1) designated person per twelve (12) month period.

4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.

5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.

3. The "twelve month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/ CFRA leave.

4. If a holiday falls within a week taken as FMLA/ CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, ASSC's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days ASSC's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of ~~their his/her~~ own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, ASSC and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.

2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.

3. ASSC does not participate in State Disability Insurance or Paid Family Leave programs offered through the Employment Development Department ("EDD"), instead for monthly salaried employees, ASSC offers halftime sick leave pay once the accrued paid sick time has been exhausted. Half-Time Sick Leave are as follows:

   - 12-Month Employees: (896 hours) = 112 days
   - 11-Month Employees: (888 hours) = 111 days
   - 10-Month Employees: (880 hours) = 110 days

4. If an employee has exhausted ~~their his/her~~ sick leave and halftime sick leave, leave taken under FMLA/CFRA shall be unpaid leave.

5. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month

in which unpaid or partial pay leave began.

Health Benefits

The provisions of ASSC's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by ASSC during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, ASSC will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of ~~their~~ his/her ~~his/her~~ group health coverage, ASSC will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

ASSC may recover the health benefit costs paid on behalf of an employee during ~~their~~ ~~his/her~~ FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if ~~the employee~~ he/she ~~he/she~~ works less than thirty (30) days after returning from FMLA/ CFRA leave; and

2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority ~~the employee~~ he/she ~~he/she~~ had when the leave commenced.

Medical Certifications

1. An employee requesting FMLA/CFRA leave because of his/her ~~their~~ his/ her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by ASSC. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of ASSC's request for certification) may result in denial of the leave request until such certification is provided.

2. ASSC will notify the employee in writing if the certification is incomplete or insufficient and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. ASSC may contact the employee's health care provider to authenticate a certification as needed.

3. If ASSC has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, ASSC may request a second opinion by a health care provider of its choice (paid for by ASSC). If the second opinion differs from the first one, ASSC will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA/ CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Human Resources

Administrator. An employee asking for a Request for Leave form will be given a copy of ASSC's then- current FMLA/CFRA leave policy.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her ~~their his/her~~ qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt ASSC's operations.

4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that ASSC will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which ~~the employee~~ he or she ~~he or she~~ is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. ASSC will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, ASSC will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the FMLA/ CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.

2. When a request for FMLA/CFRA leave is granted to an employee, ASSC will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her ~~their his/ her~~ own serious health condition, the employee must obtain a certification from ~~their his/her~~ his/her health care provider that he/she ~~the employee he/ she~~ is able to resume work.

4. If an employee can return to work with limitations, ASSC will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from ASSC.

Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without ASSC's written permission. An

employee who accepts such employment without ASSC's written permission will be deemed to have resigned from employment at ASSC.

Pregnancy Disability Leave

This policy explains how ASSC complies with the California Pregnancy Disability Act, which requires ASSC to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

2. The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five
(5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for ASSC. ASSC is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.

2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.

3. Vacation and sick pay accrues during any period of unpaid or partial pay pregnancy disability leave only until the end of the month in which the unpaid or partial pay leave began.

4. ASSC does not participate in State Disability Insurance or Paid Family Leave programs offered through the Employment Development Department ("EDD"), instead for monthly salaried employees, ASSC offers halftime sick leave pay once the accrued paid sick time has been exhausted. Half-Time Sick Leave are as follows:

   • 12-Month Employees: (896 hours) = 112 days
   • 11-Month Employees: (888 hours) = 111 days
   • 10-Month Employees: (880 hours) = 110 days

Health Benefits

ASSC shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) - month period. ASSC can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
   - The employee is taking leave under the California Family Rights Act.
   - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
   - There is a non-pregnancy related medical condition requiring further leave.
   - Any other circumstance beyond the control of the employee.

Seniority

An employee on pregnancy disability leave remains an employee of ASSC and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by ASSC.

2. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

3. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Human Resources Administrator. An employee asking for a Request for Leave form will be referred to ASSC's then current pregnancy disability leave policy.

2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt ASSC's operations.

4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule

when medically advisable, as determined by the employee's healthcare provider.

5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which ~~the employee~~ he or she ~~he or she~~ is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6. ASSC will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, ASSC will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

7. Pregnancy Disability Leave and Family Medical Leave Act (FMLA) will run concurrently as both leaves cover pregnancy-related medical conditions per Gov. Code, § 12945.2(s).

Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

   The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

   There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. ASSC will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

   A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, ASSC will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

3. In accordance with ASSC policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

4. If the employee can return to work with limitations, ASSC will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from ASSC.

Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without ASSC's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Unpaid Leave of Absence

ASSC recognizes that special situations may arise where an employee must leave ~~their his or her~~ his or her job temporarily. At its discretion, ASSC may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by ASSC.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered, medical and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/ medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Industrial Injury Leave (Workers' Compensation)

ASSC, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Human Resources Administrator;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Human Resources Administrator~~s~~; and
- Provide ASSC with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is ASSC's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. ASSC, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to ASSC's operation.

- If an employee is injured on the job, ~~the employee he/she~~he/she ~~is~~ is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Human Resources Administrator and to the individual responsible for reporting to ASSC's insurance carrier. Failure by an employee to report a work-related injury by the end of ~~their his/her~~his/her ~~shift~~ could result in loss of insurance coverage for the employee. An employee may choose to be treated by ~~their~~his/her ~~his/her~~ personal physician at ~~their his/her~~his/her ~~own~~ expense, but ~~the employee he/she~~ he/she is still required to go to ASSC's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
  - When there is a job-related injury that results in lost time, the employee must have a medical release from ASSC's approved medical facility before returning to work.
  - Any time there is a job-related injury, ASSC's policy requires drug/alcohol testing along with any medical treatment

provided to the employee.

Military and Military Spousal Leave of Absence

ASSC shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re- Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, ASSC shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, ASSC will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if ~~they~~ ~~he or she~~ he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if ~~the employee~~ ~~he or she~~ he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her ~~their~~ ~~his or her~~ covered service obligation under the USERRA or California law shall be credited, upon his or her ~~their~~ ~~his or her~~ return to ASSC, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA- covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

ASSC shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide ASSC with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Human Resources Administrator at least two (2) days' notice.

School Appearance and Activities Leave

As required by law, ASSC will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of

unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of ASSC, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by ASSC for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to ASSC that ~~the employee he or she~~he or she ~~is~~ a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. ASSC may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/ CFRA Leave.

Victims of Abuse Leave

ASSC provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime has been committed in California by a competent adult, an act of terrorism against a resident of California whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide ASSC with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide ASSC one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including by not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, ASSC will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Human Resources Department.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Human Resources Administrator thirty (30) days' notice before returning from leave. Whenever ASSC is notified of an employee's intent to return from a leave, ASSC will attempt to place the employee in their ~~his~~ former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re- employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult the Human Resources Administrator.

Internal Complaint Review Policy

The purpose of the "Internal Complaint Review Policy" is to afford all employees of ASSC the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Deputy Superintendent School Services and Founding Director or Board Chairperson to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the ASSC's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

We Need Your Ideas

Ask any of our employees who have worked with us for a long time and they will probably tell you of the many changes and improvements that have come about since they first joined us. We believe the person doing the job is in the best position to think of ways of doing it more easily, more efficiently, and more effectively. If you think of a better way of doing your job or the job of a fellow employee, discuss it with your supervisor, who will welcome your suggestions and ideas.

Remember, there may be areas in ASSC's operations that can be improved. These could be in service, programs, equipment, communications, safety, ways to reduce costs, losses, and/or waste, or other improvements you may see a need for. Please give us the benefit of your unique experience and thoughts.

Concerns

Our goal is to maintain a comfortable working environment for everyone. We do this in several ways:

- By treating each of you as an individual and encouraging your maximum development;
- By recognizing that each of you is essential to the success and growth of the school; and
- By maintaining direct communications with all of our employees and ensuring that each and every one of you can speak directly and openly with the Leadership Team.

If something about your job is bothering you or if you feel that you have not been treated fairly or in accordance with school policy, you should discuss you concerns with your immediate

supervisor. If you still have questions after this discussion, request a meeting with the Superintendent School Services and Founder, Deputy Superintendent School Services and Founding Director, or Human Resources Administrator. The Leadership will listen to your concerns and will attempt to provide a response as soon as possible. It may not always be possible to achieve the results you want, but if it is not, ASSC will attempt in each case to explain why. No employee will be disciplined or otherwise penalized for raising a good faith concern.

Employee Relations

One of ASSC's primary goals is to successfully meet its responsibilities to you, our employees, both as individuals, and as contributing members of ASSC. This is accomplished by managing in such a way that you will always be treated with respect and dignity. We believe every person deserves to be treated in this manner, in any situation. We also believe this principle helps make ASSC successful. And, in this environment, we can work together to solve any problems that may arise.

Suggestions

We encourage all employees to bring forward their suggestions and good ideas about how the school can be made a better place to work, our programs and services improved, and our service to students, parents, and community enhanced. When you see an opportunity for improvement, please talk it over with your immediate supervisor. Your supervisor ~~He or she~~ can help you bring your idea to the attention of the people in the school who will be responsible for possibly implementing it.

All suggestions are valued and listened to. When a suggestion from an employee has particular merit, we provide for special recognition of the individual(s) who had the idea.

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when an ASSC employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Deputy Superintendent School Services and Founding Director or designee:

- The complainant will bring the matter to the attention of the Deputy Superintendent School Services and Founding Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce ~~the employee's his or her~~ his or hercomplaint to writing, indicating all known and relevant facts. The Deputy Superintendent School Services and Founding Director or designee will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Deputy Superintendent School Services and Founding Director, the complainant may file ~~their his or her~~ complaint in a signed writing to the President of ASSC's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board Chairperson or investigator will report ~~their his or her~~his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, ASSC values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about an ASSC employee.

Formatted: Not Expanded by / Condensed by
Formatted: Not Expanded by / Condensed by
Formatted: Not Expanded by / Condensed by
Formatted: Not Expanded by / Condensed by
Formatted: Not Expanded by / Condensed by
Formatted: Not Expanded by / Condensed by
Formatted: Not Expanded by / Condensed by
Formatted: Not Expanded by / Condensed by
Formatted: Not Expanded by / Condensed by
Formatted: Not Expanded by / Condensed by
Formatted: Not Expanded by / Condensed by
Formatted: Not Expanded by / Condensed by

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Deputy Superintendent School Services and Founding Director or Board Chairperson (if the complaint concerns the Deputy Superintendent School Services and Founding Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Deputy Superintendent School Services and Founding Director (or designee) shall abide by the following process:

- The Deputy Superintendent School Services and Founding Director or designee shall use ~~their his or her~~his best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Deputy Superintendent School Services and Founding Director (or designee) finds that a complaint against an employee is valid, the Deputy Superintendent School Services and Founding Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Deputy Superintendent School Services and Founding Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Deputy Superintendent School Services and Founding Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the Deputy Superintendent School Services and Founding Director) or the Deputy Superintendent School Services and Founding Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Appendix A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of Altus Schools Southern California corporation ("ASSC") that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that ASSC may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of ASSC, you may file this form with the Deputy Superintendent School Services and Founding Director or Board Chairperson.

Please review ASSC's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

ASSC will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, ASSC will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, ASSC will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize ASSC to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that ASSC will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by ASSC both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

_____

_____

List any witnesses that were present:

_____

_____

Where did the incident(s) occur?

_____

_____

_____

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

_____

_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize ASSC to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ _____

Signature of Complainant Date

_____

Print Name

To be completed by ASSC:

Received by: _____ *Date:* _____

Appendix B

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

_____

Where did the incident(s) occur?: _____

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize Altus Schools Southern California corporation ("ASSC") to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ _____

Signature of Complainant Date

_____

Print Name

To be completed by ASSC:

Received by: _____ *Date:* _____



ASSC has been established for providing quality education and making a difference in the lives of its students and their families. We hope you will find satisfaction and pride in your work here. ASSC is committed to doing its part to assure you of a satisfying work experience. If you have questions after reviewing this manual, please feel free to contact the Human Resources Department at (858) 678-20240.

Formatted: Tab stops: 6.25", Left

Altus SCHOOLS SOUTHERN CALIFORNIA

2025-26 Student/Parent Handbook & Policies

Adopted by the Board of Directors for the following schools:

Audeo Charter School II

Audeo Valley Charter School

Altus Schools Coachella Valley

Altus Schools East County

Altus Schools Mirus

Altus Schools North County

Altus Schools South Bay

Formatted: Font: (Default) +Body (Calibri), 10 pt

Formatted: Normal, Tab stops: Not at 6.88"

Formatted: Normal

Formatted: Font: (Default) +Body (Calibri), 10 pt

Table of Contents

General Information **5**
Welcome Message 5
Contact Us 6
About Our School 7
Instructional Program **10**
Teacher Qualifications 11
Home/School Partnership 12
Title I Parent and Family Engagement Policy *(Full Board Policy)* 13
Attendance, Lessons, and Course Credits 17
Year-round School Year 17
Student Assessments 17
California Assessment of Student Performance and Progress ("CAASPP") 17
High School Graduation Options 18
College Admission Requirements 21
NCAA Eligibility 22
Grant Program Notice 22
Grade Suppression 22
Grade Validation 22
College Course Credit 23
Graduating Class Year Determination 23
Graduation Ceremony 23
Senior Exit Orientation 23
Pathways: Education with a Purpose 24
Pathways/Naviance Family Connection 24
Availability of Prospectus 24
Involuntary Removal Process 24
Enrollment, Student Health & Safety **25**
Resource Center Transfer Requests 25
Enrollment/Transfer Process 25
Transcript and Records Requests 25
Attendance Verification 26
Work Permits 26
Health Program 26
Health Screenings 26
Health Curriculum and Sexual Health Education 27
Administration of Medications Policy *(Full Board Policy)* 31
California Universal Meals Program and Student Wellness 39
Student Wellness Policy *(Full Board Policy)* 39
Human Trafficking Prevention Policy *(Full Board Policy)* 45
Mental Health Services 46
Pregnant and Parenting Students 47

Dangers of Synthetic Drugs 48
Cancer Prevention Act 49
Safe Storage of Firearms Annual Notification 56
Suicide Prevention Policy *(Full Board Policy)* 57
Limitations on Restraint and Seclusion of Students with Disabilities *(Full Board Policy)* 67
Special Populations 72
Education for Homeless Children and Youth Policy *(Full Board Policy)* 72
Education for Foster and Mobile Youth Policy *(Full Board Policy)* 81
Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation, and Education *(Full Board Policy)* 92
Special Education/Students with Disabilities/Child Find 103
English Learners 104
Student/Family Rights, Conduct Expectations, and Complaint Procedures 104
Student Responsibilities 104
Student Academic Integrity & Citizenship 104
Student Use of Technology Policy and Acceptable Use Agreement *(Full Board Policy)* 105
Loitering Law 110
Suspension and Expulsion Policy *(Full Board Policy)* 110
Dress Code 147
Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy *(Full Board Policy)* 148
Lost or Damaged School Property 149
Parents' Responsibilities 149
Non-Discrimination Statement 150
Educational Equity and Immigration Status Policy *(Full Board Policy)* 172
Student Freedom of Speech and Expression Policy *(Full Board Policy)* 178
Communication 184
Student Fees Policy *(Full Board Policy)* 15
Education Records and Student Information Policy *(Full Board Policy)* 19
Professional Boundaries: Staff/Student Interaction Policy *(Full Board Policy)* 32
Resource Center and School Volunteer, Visitation, and Removal Policy *(Full Board Policy)* 38
~~**General Information ..... 4**~~
~~Welcome Message ..... 4~~
~~Contact Us ..... 5~~
~~About Our School ..... 5~~
~~**Instructional Program ..... 8**~~
~~Teacher Qualifications ..... 9~~
~~Home/School Partnership ..... 10~~
~~Title I Parent and Family Engagement Policy (Full Board Policy) ..... 11~~
~~Attendance, Lessons, and Course Credits ..... 14~~
~~Year-round School Year ..... 15~~
~~Student Assessments ..... 15~~
~~California Assessment of Student Performance and Progress ("CAASPP") ..... 15~~
~~High School Graduation Options ..... 16~~

Formatted: Default Paragraph Font, Check spelling and grammar

Formatted: Default Paragraph Font, Check spelling and grammar

Formatted: Default Paragraph Font, Check spelling and grammar

Formatted: Default Paragraph Font, Check spelling and grammar

Formatted: Default Paragraph Font, Check spelling and grammar

Formatted: Default Paragraph Font, Check spelling and grammar

Formatted: Default Paragraph Font, Check spelling and grammar

Formatted: Default Paragraph Font, Check spelling and grammar

Formatted: Default Paragraph Font, Check spelling and grammar

Formatted: Default Paragraph Font, Check spelling and grammar

Formatted: Default Paragraph Font, Check spelling and grammar

College Admission Requirements 18
NCAA Eligibility 19
Grant Program Notice 19
Grade Suppression 19
Grade Validation 19
College Course Credit 20
Graduating Class Year Determination 20
Graduation Ceremony 20
Senior Exit Orientation 21
Pathways: Education with a Purpose 21
Pathways/Naviance Family Connection 21
Availability of Prospectus 21
Involuntary Removal Process 21
Enrollment, Student Health & Safety 22
Resource Center Transfer Requests 22
Enrollment/Transfer Process 22
Transcript and Records Requests 23
Attendance Verification 23
Work Permits 23
Health Program 23
Health Screenings 23
Health Curriculum and Sexual Health Education 24
Administration of Medications Policy (Full Board Policy) 29
California Universal Meals Program and Student Wellness 36
Student Wellness Policy 36
Human Trafficking Prevention Policy 42
Mental Health Services 42
Pregnant and Parenting Students 44
Dangers of Synthetic Drugs 44
Cancer Prevention Act 45
Safe Storage of Firearms Annual Notification 52
Suicide Prevention Policy (Full Board Policy) 53
Limitations on Restraint and Seclusion of Students with Disabilities (Full Board Policy) 63
Special Populations 68
Education for Homeless Children and Youth Policy (Full Board Policy) 68
Education for Foster and Mobile Youth Policy (Full Board Policy) 77
Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation, and Education (Full Board Policy) 87
Special Education/Students with Disabilities/Child Find 99
English Learners 99
Student/Family Rights, Conduct Expectations, and Complaint Procedures 100
Student Responsibilities 100
Student Academic Integrity & Citizenship 100
Student Use of Technology Policy and Acceptable Use Agreement (Full Board Policy) 100

Formatted ...
Formatted ...
Formatted ...

~~Loitering Law ..... 105~~
~~Suspension and Expulsion Policy (Full Board Policy) ..... 105~~
~~Dress Code ..... 125~~
~~Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy (Full Board Policy) ..... 126~~
~~Lost or Damaged School Property ..... 127~~
~~Parents' Responsibilities ..... 127~~
~~Non-Discrimination Statement ..... 128~~
~~Educational Equity and Immigration Status Policy (Full Board Policy) ..... 152~~
~~Student Freedom of Speech and Expression Policy (Full Board Policy) ..... 159~~
~~Communication ..... 164~~
~~Student Fees Policy (Full Board Policy) ..... 15~~
~~Education Records and Student Information Policy (Full Board Policy) ..... 19~~
~~Professional Boundaries: Staff/Student Interaction Policy (Full Board Policy) ..... 32~~
~~Resource Center and School Volunteer, Visitation, and Removal Policy (Full Board Policy) ..... 36~~

Formatted: Default Paragraph Font, Check spelling and grammar

General Information

Welcome Message

Welcome to Altus Schools Southern California

Transforming Lives

You are enrolled in one of the best charter schools in California. Altus Schools Southern CA, a nonprofit public benefit corporation (501 (C)(3), operates the following charter schools, hereinafter collectively referred in this handbook to as "Altus Schools" or "Charter School":

- Altus Schools Coachella Valley
- Altus Schools East County
- Altus Schools Mirus
- Altus Schools North County
- Altus Schools South Bay

- Audeo Charter School II
- ~~Audeo Valley Charter School~~
- ~~Mirus Secondary School~~
- ~~~~

Formatted: Tab stops: 6.25", Left

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Our schools have been repeatedly recognized for their quality instructional program and strong operational performance.

Here at ~~CHARTER SCHOOL~~Charter School, we focus on academic improvement, high caliber teaching, and safe and supportive learning environments. By developing our students into role models, we can achieve educational reform!

This booklet offers an overview of the expectations we have of our students and parents and key information for the success of students at ~~charter~~ Charter S~~s~~chool. Our students' progress and academic achievement is important to us. We ask that students and parents commit to working closely with your teachers. They will guide you toward the achievement of the goals you have identified as your own.

Charter School ~~CHARTER SCHOOL~~ is proud to offer safe and supportive environments that are conducive to learning. Teachers are trained to focus on specific student needs, and parent involvement is welcomed. Our school's standards and expectations are high. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. Our "university model" is an excellent preparation for future study.

We look forward to working with our new students. Please do not hesitate to keep in touch with us and let us know how we are doing.

Formatted: Tab stops: 6.25", Left

Contact Us

Official School Correspondence:

All correspondence for the school and its staff should be mailed to:

1. **Altus Schools Coachella Valley**
   72840 Highway 111
   Palm Desert, CA 92260

~~1.~~2. **Altus Schools East County**

111 Fletcher Parkway
El Cajon, CA 92020

3. **Altus Schools Mirus**
14135 Main Street
Hesperia, CA 92345

~~2.~~4. **Altus Schools**
North County
200 E. Via Rancho Parkway, Suite 143
Escondido, CA 92025

~~3.~~5. **Altus Schools**
South Bay
3252 Bonita Rd.
Chula Vista, CA 91910

~~4.~~6. **Audeo Valley**
Charter School
27130 Eucalyptus Avenue, Suite A
Moreno Valley, CA 92555

~~5.~~7. **Audeo Charter**
School II
3821 Plaza Drive, Suite 402
Oceanside, CA 92056

~~6. Mirus Secondary School~~
~~14135 Main Street~~
~~Hesperia, CA 92345~~

Formatted: Indent: Left: 0.5", First line: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

About Our School

~~CHARTER SCHOOL~~Charter School is a public school designed for students who seek an alternative option to the traditional approach to education. Students receive a personalized and rigorous academic experience from a high-quality staff in a safe and supportive environment. As a charter school, ~~CHARTER SCHOOL~~Charter School is a school of choice, with open enrollment policies that serve a diverse student community. The flexible scheduling and around-the-year calendar better serves many students who seek a non-traditional environment in which to learn.

Core Competency: Transforming Lives

Mission - Why We Exist

- To implement personalized educational programs to facilitate student achievement.
- To provide a prototype for changing the way teachers teach and students learn in the future.

Vision - What We Strive to Be

- An educational option that offers a personalized instructional program that demonstrates positive outcomes for each student.
- A prototype for educational reform that creates instructional, service, organizational, and governance role models.
- A collaboration of efforts that improve the quality of life for students, their families, our employees, and the Southern California community-at-large.

Values - How We Do Our Work

- Kids come first.
- Education is personalized, individualized and high quality.
- Highly professional individuals are accountable for their work, and are independent, self-motivated, high-energy people who speak for themselves.
- We create a positive, challenging environment that is centered on teaching and learning.
- People-centered teams focus on supporting quality teaching and learning.
- Manage the school with proven business principles focusing on continuous improvement.
- Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of Charter School.
-

Formatted: Bulleted + Level: 1 + Aligned at: 0" + Indent at: 0.25", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Focus on Academic Teaching and Learning

Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, and Audeo Valley Charter School ~~and Mirus Secondary School~~, ("Altus Schools" or "Charter School") are operated by Altus Schools Southern California corporation and are solely academic in nature. The schools were originally created as re-directive programs designed for all students seeking a learning approach better suited to their learning style. The development, growth, and expansion of the schools primarily involve the creation of instructional environments. These instructional environments support an individualized and personalized educational template that motivates and engages students. The Altus Schools are designed to be expanded and potentially replicated in a manner consistent with this model sufficiently proven effective.

Formatted: Right: 0", Tab stops: 6.25", Left

Extracurricular activities such as sports, proms or other school sponsored dances, yearbooks, class rings, or anything unrelated to academics which may create distractions for students or staff are not a part of the operational design. The schools' sole focus on academics and devotion to nurturing the intrinsic value and confidence gained by the students successfully meeting academic goals that they once thought were beyond their reach, has resulted in notable academic achievements. Such achievements include but are not limited to: exceeding the one-year DASS graduation rates of San Diego County Dashboard Alternative School Status ("DASS")[1] schools and California DASS schools, outperforming comparable DASS schools in California assessments, maintaining a low one-year dropout rate (below 5%), and increasing student confidence within 90 days of enrollment.

[1] DASS schools have at least 70% of the school's total enrollment comprised of unduplicated high-risk groups such as: those who have been expelled, credit deficient, highly transient, homeless, pregnant and/or parenting, have gaps in enrollment, recovered dropouts, and/or those who are habitually truant.

The confidence gained by committing time to working directly with Altus instructional staff, coupled with the support of family and community, leaves students better equipped to make good life decisions as they pursue positive self-sufficiency, productivity, and positive social relationships, and it is for these reasons that it is the prerogative of the Board to retain the sole focus on academics. Partners of the Charter School support this vision and help collaborate to prepare students to better deal with and overcome personal and social constraints that influence their lives.

Holidays and School Breaks

Independence Day

July 4, 2025~~4~~

Labor Day

September ~~2~~1, 2025~~4~~

Veterans Day

November 11, 2025~~4~~

Thanksgiving Break and Holidays

November 2~~5~~4-2~~9~~8, 2025~~4~~

Winter Break and Holidays

December 2~~3~~2, 2024~~5~~ – January ~~6~~5, 2026~~5~~

Martin Luther King, Jr. Day

January 19~~20~~, 2026~~5~~

Presidents' Day Holiday

February 1~~3~~4 & 1~~6~~7, 2026~~5~~

Spring Break

March 3~~1~~0 – April ~~3~~4, 2026~~5~~

Memorial Day

May 25~~6~~, 2026~~5~~

Juneteenth

June 19, 2026~~5~~

Altus Schools are designed for students seeking to receive an individualized, personalized, and rigorous academic experience that demonstrates positive outcomes for every student. Altus Schools have been established to provide a quality education offered by high-level staff in a supportive environment that is solely focused on academic activities.

On June 22, 2023, the Altus Schools Southern California Board adopted the Focus on Academics and Learning Policy found on page 5 of the Student & Parent Handbook.

Formatted: Tab stops: 6.25", Left

Instructional Program

Our schools are accredited by the Western Association of Schools and Colleges ("WASC"). At ~~CHARTER SCHOOL~~Charter School, students receive a rigorous curriculum based on the California Common Core standards. We provide University of California ("UC") approved courses for those students planning to attend a UC or California State University ("CSU") school after the completion of high school. Additionally, we offer National Collegiate Athletics Association ("NCAA") - approved courses for students who are interested in pursuing NCAA athletic scholarships. Our "university model" is an excellent preparation for future studies.

The primary method of instruction is independent study supplemented with in-person participation at one of our Resource Centers. Each Resource Center location provides a professional, quiet environment for one-on-one learning with a credentialed teacher who is available on-demand. Resource Centers are located at major retail centers or office buildings and may include work-study employment opportunities. Guest speaker events, tutoring, and field trips are also available. These activities are a required part of the curriculum and provide opportunities for basic skills development, career exploration, higher-level thinking skills, interpersonal relationship skills, and enrichment within the core curriculum. This method of instruction is very similar to university studies in which students take one course at a time and are required to take charge of their education.

Upon enrollment, a credentialed "On-Demand" teacher is assigned to each student who, in collaboration with the student and parents, assesses the student's current needs and goals and creates a plan for rapid advancement, focusing solely on one or two subjects at a time. Assigned to each student for a full year or more, the teacher supervises all subjects studied and is personally held accountable to inspire and produce self-motivated and self-disciplined students who succeed not only academically, but also socially through teamwork and community service. As a result, On-Demand teachers adjust assignments to align with the goals and interests of the student and also personally act as necessary to ensure achievement. For example, if a student is late to an appointment, teachers contact either the student or the parents within minutes to identify and address any needs and teach accountability.

To further support students working on courses in core subject areas (English, mathematics, sciences, social science, and the fine and practical arts), additional certificated teachers with subject-matter expertise are available to students at their assigned Resource Center, via email or telephone within 24 hours.

Charter School offers a blended learning option for its students. Blended learning is a formal educational program in which a student learns at least in part through online delivery of content with some element of student control over time, place, path, and pace. This option allows students to complete the majority of their academic coursework at home.

Upon enrollment, a Pathways Personalized Education Plan ("PPEP") is prepared by a school counselor that outlines high school graduation requirements. This PPEP is delivered to the teacher. The student, parents/guardians, and teacher complete the planning with a discussion of the student's short and long-term goals, transcripts from previous schools, learning styles, current interests, academic achievement, career interests, skills development, and standardized test scores. The PPEP is reviewed and updated by the parents, student, and teacher on a regular basis throughout the student's enrollment.

Students study one or two subjects/courses at a time and are expected to complete an average of one course every three-to-four weeks. Within these parameters students can progress at an individualized pace, receiving tutoring or enrichment as needed.

Charter School students earn course credits and attendance by successfully completing the prescribed lessons that demonstrate mastery of the state standards.

The student's primary academic support person for student success is the teacher. The teacher becomes fully acquainted with his/her students, their families, and other factors that affect their learning and academic success. In addition to the services provided by staff, Charter School has many partnerships and alliances to provide community resources for students and their families.

Teacher Qualifications

Our school focuses on delivering a strong standards-based and personalized educational program. Professional development for teachers, communication with parents, and opportunities for tutoring have always been common practice at the school.

We have a rigorous selection process and we believe our teachers are outstanding. We not only hire teachers who are strong academically, we choose people:

- who will work with both the family and the student,

Formatted: Font: (Default) +Body (Calibri), Font color: Text 1

Formatted: List Paragraph,Bullet Paragraph,list, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5", Tab stops: 6.25", Left

- who will go above and beyond in helping your child develop workplace skills like responsibility and dependability,
- who will assess your child's strengths and build on them,
- who will provide support for their areas of weakness, and
- who will help your child succeed both personally and academically.

Formatted: Tab stops: 6.25", Left

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

Whether the student's teacher:

Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and

Is teaching in the field of discipline of the certification of the teacher.

Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parents are invited to seek further information on their specific teacher's or paraprofessional's professional qualifications.

Home/School Partnership

The most important relationship we build is the one between the teacher, student, and the student's family. Charter School encourages parent/guardian involvement through the monitoring of his/her student's regular and required attendance of Resource Center appointments, completion of high-quality work according to scheduled dates, and attendance on testing days and field trips. With parents actively involved in their student's lives, we can create a successful learning environment.

Two-way communication between all staff and parents is a building block for student success. Teachers are available for parent-student conferences, phone calls, interventions and home visits. In addition, there are scheduled opportunities throughout the year for dialogue. These opportunities include Open House nights, master agreement signings, college information meetings, and senior meetings. A climate that continually promotes open communication and dialogue is expected and supported.

Parent Involvement Policy

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy

leverages and promotes active involvement of all families as partners with schools to ensure student success.

Title I Parent ~~Involvement~~ and Family Engagement Policy *(Full Board Policy)* ~~**(Full Board Policy)**~~
Policy #: 6010
Approved: September 7, 1995
Amended: May 6, 2008, February 22, 2018, October 20, 2021, June 22, 2023, February 28, 2024, June 26, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California ("ASSC"), a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay, all hereafter collectively referred to as "Charter School" or "School" or "Altus Schools", hereby adopts this Title I Parent and Family Engagement Policy. ~~The Board of Directors of Altus Schools Southern CA, Inc. hereby adopts this Independent Study Policy to apply to Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, , and Mirus Secondary School, all hereafter collectively referred to as "Charter School" or "School" or "Altus Schools".~~ The Charter School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. The policy will be reviewed and approved by the School Site Council. The School will notify all parents about the policy in an understandable and uniform format and, to the extent possible, in a language parents understand. This policy describes the means for carrying out the following Title I parent and family engagement requirements.

Section I: Involvement of Parents in the Title I Program

To involve parents and family members in the Title I Program at the Charter School, the following practices have been established:

a) The School convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. This annual meeting will be held in the fall to review the requirements of the Title I Program.
b) The School offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, childcare, or home visits, as such services relate to parental involvement. They will be held at flexible days and times to allow for increased parent participation.
c) The School involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the School's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. School data and input from all school community members will be used to review and develop the School Parent and Family Engagement Policy each year and approve them through the School Site Council.
d) The School provides parents of participating children with the following:

Formatted: Right: 0", Tab stops: 6.25", Left
Formatted: Font: (Default) +Body (Calibri)
Formatted: Tab stops: 6.25", Left
Formatted: Font: (Default) +Body (Calibri)

1. Timely information about the Title I Program. Upon student enrollment, all parents will receive a Student and Parent Handbook that provides information related to the Title I Program. Parents will have the opportunity to hear about the Title I Programs during School Site Council Meetings.
2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. The School will host Open House, Parent Night and Senior Night Events that provide parents with an explanation of the School's curriculum, academic assessments used to measure student progress and the proficiency levels students are expected to meet. The School Site Council Meetings provide a forum for school community members to review schoolwide progress by grade level and student groups. Teachers meet with parents and family members each semester, and at meetings upon request to provide detailed feedback on student progress, proficiency levels and assessment data.
3. If requested by parents, opportunities are made available for regular meetings to be held to formulate suggestions, to participate, as appropriate, in decisions relating to the education of their children, and to respond to any such suggestions as soon as practicably possible. Parents and family members receive monthly resource center calendars from the school detailing parent involvement opportunities. Parents can request meetings with a school administrator to ask questions, submit suggestions, provide input related to decisions and develop program goals. School administrators frequently meet with students and parents to discuss learning levels, trends and programs available to Title I students. Parent emails and inquiries are responded to in 24 business hours.
4. If the schoolwide program plan is not satisfactory to the parents of participating children, the School submits any parent comments on the plan when the School makes the plan available to the local educational agency. This policy will be amended annually based upon community member input and focused on improving family engagement and student achievement.

Section II: Building Capacity for Involvement

The Charter School engages Title I parents and family members in meaningful interactions with the School to ensure effective involvement of parents and to support a partnership among the school to improve student achievement. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the School has established the following practices:

Formatted: Left, Tab stops: 6.25", Left

a) The School provides parents with assistance in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. The School will provide parents with Open House, Parent Night and Senior Night events to explain content standards and grade level assessments. Parents will also be invited to mid-year conferences that focus on how to support students at home, monitor progress and prepare for assessments. Teachers will send progress reports home on a weekly basis, or upon parental request.
b) The School provides parents with materials and training to help parents work with their children to improve their children's achievement. The School provides parents with ongoing training opportunities through the Family Learning Series. The Family Learning Series is designed to teach

parents how to use school instructional materials and resources to support their child's achievement. Topics for training include state academic content standards, state and local academic assessments, English Learner Reclassification criteria, how to support their children at home, mental health, graduation requirements, college/career readiness and strategies to support Special Education students.

c) The School educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the School. Staff and faculty will be provided professional development sessions on how to effectively communicate and work with parents as equal partners. These professional development sessions are part of the School's professional learning system, Altus University.

d) The School, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Parent and family members are invited to participate in trainings offered through the Family Learning Series. The topics selected for the Family Learning Series are determined from input collected from parents and family members. The School will continue to encourage families of English Learners to participate in the English Learner Advisory Committee Meetings. Parents can also serve as a community panel member for students presenting their Pathways Portfolio.

e) The School ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. Information is disseminated via School Events, School Site Council Meetings, English Learner Advisory Committee Meetings, the Family Learning Series and Blackboard notifications. Spanish is the most prevalent language, other than English, spoken by parents and family members. School presentations, information and resources are translated and/or presented in Spanish. The School will also provide translation services in other languages, as requested, on important school information.

f) The School provides such other reasonable support for parental involvement activities under this section as parents may request. Parent and family members have an opportunity to provide input and suggestions during any formal meeting or can meet with school administrators. School administrators consider support for parental involvement activities requested by Title I parents wherein the requests align with the School's vision, mission and values. Additional factors of consideration include: fiscal feasibility, operational feasibility and cost/benefit analysis.

Section III: Accessibility

Formatted: Tab stops: 6.25", Left

Formatted: Left, Tab stops: 6.25", Left

The Charter School to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports, in a format and, to the extent practicable, in a language such parents understand. School presentations, information, resources and materials are translated and/or presented in multiple languages of participants. Staff will meet with parents individually and in small groups

to ensure parent participation and to support comprehension of information. The School will provide information in multiple methods and formats, including in-person, phone call, virtual conference, online, email, secure text and print.

Section IV: School-Parent Compact

As a component of the Title I School Parent and Family Engagement Policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below:

a) The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part I to meet the challenging state academic standards. The School will offer a broad and rigorous course of study that is aligned to content standards and is accessible to all students. Teachers will be trained through the School's professional learning system to be high-quality, effective and responsive to the needs of all students, but with added emphasis on underserved student groups. The School will provide parents and family members with multiple opportunities throughout the academic year to participate in School Events, Trainings, School Site Council and ELAC Meetings. These engagement events build the capacity of parents and family members to support their child's unique educational needs. Parents and family members will also be encouraged to participate in volunteering opportunities such as College/Career Week and Senior Portfolio Panels.
b) To address the importance of communication between teachers and parents on an ongoing basis, the School will provide the following:
    1. Parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
    2. Frequent reports to parents on their children's progress. Teachers will utilize multiple communication methods to timely report student progress to parents and family members. These methods include secure text message, email, phone calls, virtual conferences, in-person conferences and home visits.
    3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. The School will utilize multiple communication methods to ensure parents and family members know how to access staff, opportunities to volunteer and schedule time to observe Resource Center activities. These communication methods, to the extent practicable, will be in a language that family members can understand.
    4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

****

Formatted: Tab stops: 6.25", Left

Formatted: Left, Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Attendance, Lessons, and Course Credits

Unlike traditional schools where attendance is measured by being physically present in a classroom, Charter School measures attendance by completion of a work product, a student's average daily attendance ("ADA") is determined by the professional judgment of the teacher as it relates to the time spent on the successful completion of each lesson. This is based on the documented time value of completed assignments and/or participation in synchronous instruction. A full school day in Independent Study equates to approximately 6 hours of learning activities. Students should be engaged in learning activities for approximately 6 hours per day, Monday through Friday, totaling around 30 hours per week. Students are expected to complete an average of 12 courses every 12 months at an acceptable level of competency to demonstrate learning and proficiency of state standards. To meet this expectation at Charter School, students should complete an average of 7 assignments per week and complete 1 semester course in 3-to-4 weeks.

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Font: Not Italic

A complete copy of Charter School's Independent Study Policy is available on the school website.

Year-round School Year

Charter School has a year-round school year that is designed to maximize the amount of days and time that a student is able to earn credits. (See school holiday calendar on your School's website.)

Student Assessments

Students at Charter School are part of the public school system in the State of California. Participating in the state testing system is a requirement. All students must take state mandated assessments which include the California Assessment of Student Performance and Progress ("CAASPP"), English Language Proficiency Assessments for California ("ELPAC"), and Physical Fitness Test scheduled throughout the school year. Additionally, all students who enroll in our Charter School program take the school mandated NWEA Measures of Academic Progress ("MAP"). These tests are very critical. They tell us how students are progressing in their learning.

Charter School staff members are dedicated to making sure students receive the instruction they need to do well on these tests to demonstrate learning. Students are offered many opportunities for special assistance if it is needed. These opportunities include diagnostic assessment and one-to-one tutoring. Please review your student's test results and be sure he or she is working on improving his/her weak areas. It is important that we work together to help your student succeed.

If you have any questions about testing and/or a specific test you may contact your student's teacher. The table below provides basic information about the standardized tests and approximate administration dates. Additional information about state tests is posted on the California Department of Education ("CDE") website at http://www.cde.ca.gov/ta/tg.

California Assessment of Student Performance and Progress ("CAASPP")

The School shall annually administer required state testing to the applicable grades (e.g., the CAASPP). Pursuant to California *Education Code* Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all the CAASPP assessments. *This exemption does not exist for the ELPAC or Physical Fitness Test.*

Assessments	Subject(s)	Grade Level(s)	Approximate Dates

NWEA Measures of Academic Progress (MAP)		Reading, Language Usage, Mathematics	~~6~~K-11	Sept.-Oct. & March-April
English Language Proficiency Assessments for California (ELPAC)		English Language-Reading, Writing, Listening and Speaking	K-12 English Learners	February-May
Physical Fitness Test (PFT)		Physical Fitness Evaluation	5, 7, 9	February
California Assessment of Student Performance & Progress (CAASPP)	Smarter Balanced	English Language Arts, Mathematics	3 -8, 11	April-May
	California Science Tests (CAST) /California Alternate Assessments (CAA)	Science	~~5,~~ 8, 10-12	April-May

High School Graduation Options

Charter School provides multiple graduation options for our students. As part of our pathways personalized education plan, we seek to ensure that our students pursue the best option for their needs. The staff at Charter School is dedicated to offering many opportunities for students to succeed. Charter School offers three options for graduation:

1. Option 1 High School Diploma
2. Option 2 High School Diploma
3. HiSET Option

Option 1 High School Diploma

Students graduating with an Option 1 High School Diploma from Charter School must complete 42 Semester Credits in grades 9-12. Charter School's graduation requirements may fulfill the UC and CSU admissions requirements. Items that have an asterisk (*) are the courses that UC or CSU-bound students should take.

High School Graduation Course Requirements

Formatted: Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Left, Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Left, Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

English *(8 semester credits)*	Mathematics *(6 semester credits)*
4 credits - English 1-4* 2 credits - American Literature* or Honors American Literature* 2 credits - World Literature*, Contemporary Voices in Literature*, English Literature*, AP English Language & Composition*, AP English Literature & Composition* **4 years required*	2 credits - Algebra or Integrated Math 1 2 credits - Geometry or Integrated Math 2 2 credits - Intermediate Algebra* or Integrated Math 3 2 credits - Pre-calculus* or Honors Pre-calculus 2 credits - Statistics* **3 years required, 4 years recommended*
Science *(4 semester credits)*	**History-Social Science *(6 semester credits)***
2 credits - Physical Science (Earth Science, Physics*, Chemistry*, or Honors Chemistry*) 2 credits - Life Science (Biology*) **2 years required, 3 years recommended*	2 credits - World History*, Geography & Economics* 2 credits - US History* or Honors US History* 1 credit - Government* 1 credit - Economics 2 credits - AP Human Geography (elective)

General Electives *(9 semester credits)*	Physical Education *(4 semester credits)*	Pathways Portfolio *(1 semester credit)*
Students have the option of choosing from a wide range of general elective options. UC/CSU: 2 credits - Approved electives in the same area	All students will complete 4 semester credits of Physical Education.	All students must present a senior portfolio (met through the Pathways Exhibition course).

World Language OR Visual/ Performing Arts *(2 semester credits)*		
Option A: 2 credits - World Language (both semesters must be the same language)	***Option B:*** 2 credits - Visual/Performing Arts	***UC/CSU Option:*** 4 credits - World Language (all semesters must be the same language; 2 years required, 3 years recommended) 2 credits - Visual/Performing Arts (both semesters need to be the same course)

CTE/Service Learning/WEE *(2 semester credits)*		
Option A: 2 credits - CTE (Career Technical Education)	***Option B:*** 2 credits - Service Learning (120 hours total of community service)	***Option C:*** 2 credits - Work Experience Education (240 hours of paid employment)

Grade Point Average *(GPA)*
All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.
****Courses required for UC/CSU Admissions.* Students planning on applying to a UC or CSU can request a meeting with a college counselor to develop a course plan.**

Formatted: Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Option 2 High School Diploma

Our Option 2 High School Diploma seeks to assist those students who will have reached their 18th birthday by the graduation deadline and have at least 26 credits in the required courses and a minimum 2.0 GPA in those courses designated for the state of California Option 2 diploma.

Eligibility Criteria
The eligible student is at least 17 and has less than 20 credits. Option 2 allows students to obtain a high school diploma, participate in vocational training and/or attend the community college of their choice. The process is selective and is monitored by the Charter School Option 2 Committee, consisting of school counselors, learning leads, administrators, and/or teacher representative.

Admission Requirements and Process
- Student must be enrolled at Charter School and must be earning credits at the rate of one per month, with a minimum attendance rate of 75% per month.
- The teacher/school counselor recommends student for Option 2 diploma.
- School counselor meets with parent, teacher, and student to review eligibility of requirements.
- The teacher presents the student records, which includes parent consent documents, to the Charter School Option 2 Committee, outlining why this option best meets the needs of this student.
- Charter School Option 2 Committee may decide to accept the recommendation of the teacher or may decide to deny the request to admit the student as a candidate for this diploma.
- When the student is accepted as a candidate, the School counselor develops a new course plan.

Additional requirements include:
- Senior Exhibition
- One year of Career Technical Education, service learning, or work experience education

Option 2 Graduation Course Requirements

English ***(6 semester credits)***	**Mathematics** ***(4 semester credits)***	
English 1,2 or higher	Including Algebra 1, 2 OR Integrated Math 1, 2 or higher	
Science ***(4 semester credits)***	**History - Social Science** ***(6 semester credits)***	
Including Biology 1, 2, and one year of a physical science	World History Geography & Economics 1, 2 US History 1, 2 Government 1 Economics 1	
General Electives ***(1 semester credit)***	**Pathways Portfolio** ***(1 semester credit)***	**Physical Education** ***(4 semester credits)***
Recommended courses from our current General Electives list	All students must present a senior portfolio (met through the Pathways Exhibition course).	All students will complete 4 semester credits of Physical Education.
World Languages and Visual/Performing Arts ***(2 semester credits)***		
Option A:	***Option B:***	

Formatted: Left, Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left

2 credits - World Language (both semesters must by the same language)	2 credits - Visual/Performing Arts	
CTE/Service Learning/WEE *(2 semester credits)*		
Option A: 2 credits - CTE (Career Technical Education)	***Option B:*** 2 credits - Service Learning (120 hours total of community service)	***Option C:*** Work Experience Education (240 hours of paid employment)
Grade Point Average *(GPA)*		
Students must have a minimum GPA of 2.0 in the required courses for Option 2.		

Formatted: Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

HiSET Option

The HiSET is a state approved High School Equivalency Exam and is included as an option for students to finish their secondary education with "Completer" status. Charter School students will be able to take this web-based exam on-site at a Charter School resource center, exclusively open to Charter School students. If you are interested in this option, please contact your teacher and counselor.

College Admission Requirements

At Charter School, we provide a rigorous curriculum that prepares students for higher education. The admission requirements to the local community colleges, CSU, and UC are listed in the table below. For more information about the college entrance requirements and exams, contact the college counselor (with assistance from your teacher as needed) and/or visit the following websites: www.act.org or www.collegeboard.org

Elements	Community College	California State University (CSU)	University of California (UC)
High School Education	Diploma, GED, or CHSPE	Diploma *(including UC/CSU-approved coursework)*	Diploma *(including UC/CSU-approved coursework)*
GPA	Any	Calculated from UC a-g list courses taken after 9th grade	Calculated from UC a-g list courses taken after 9th grade
Entrance Exams	No entrance exam; assessments for course placement	ACT or SAT Reasoning Test with Reading & Math - optional	ACT Assessment plus Writing ***OR*** SAT Reasoning Test with Critical Reading, Math & Writing - optional

Formatted: Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

NCAA Eligibility

The NCAA Eligibility Center has launched a new website at ncaa.org/student-athletes/future to help high school student-athletes successfully transition to college. The enhanced online content gives student-athletes and counselors a broad look at the initial eligibility process and detailed information about common eligibility situations.

The new content is part of the NCAA Eligibility Center's continuing response to customer requests for key pieces of information student-athletes should know as they consider college. Student-athletes are guided through current and upcoming initial eligibility requirements, recruiting guidelines, and timelines for staying on track in high school. Additional webpages address initial eligibility situations unique to international, home-school and non-traditional students.

A wide range of frequently-asked questions addressing issues from academic and amateurism eligibility to high school and core-course review are easily searchable and will be expanded in the future.

To ensure your student is taking the right courses for NCAA eligibility, please contact your student's teacher/counselor.

Grant Program Notice

The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student over age 18 years of age or parent/guardian for those under 18 years of age opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

Grade Suppression

Students wishing to suppress a "D" or "F" grade earned from a Charter School-approved accredited school or district outside of Charter School must repeat the same course/s based on course descriptions from the school or district where the course/s originated. The course/s must be approved by a school counselor or administrator.

Grade Validation

If a student earns an "F" grade for the first semester of a year-long course but earns a passing grade of "C" or better for the second semester of that same course, credit shall be assigned for both semesters and a passing grade of "D" shall be recorded for the first semester. This applies only to students designated as 11th or 12th graders by a school counselor or administrator from Charter School.

If a student earns a passing grade for the first semester of a year course and an "F" grade for the second semester of that course, credit (and passing grade) shall be allowed for the first semester only. The second semester "F" grade shall be recorded as a final grade.

Charter School will accept for credit full or partial coursework satisfactorily completed by a pupil while attending a public school, juvenile court school, a school in a country other than the United States, and/or nonpublic, nonsectarian school or agency.

College Course Credit

With school counselor or administrator approval, college courses may be taken in lieu of high school courses. One 2-unit college course is equivalent to two semesters of high school credit.

Graduating Class Year Determination

Students who satisfy graduation requirements by the end of July of the school year (i.e., ~~2023-24~~2024-25, ~~2024-25~~2025-26, etc.) will be designated graduates of the school year.

Students who did not complete all the graduations requirements by the end of July will receive their diploma with the next year's graduating class.

Graduation Ceremony

Graduation is a special and dignified event. Charter School commencement ceremonies are typically held at the beginning of June. Graduation is a privilege not a right.

Students wishing to participate in a graduation ceremony from Charter School must complete the following requirements:

- Complete all stated requirements for a high school diploma ~~,~~ ***OR*** complete all stated requirements for the California High School Proficiency Exam ("CHSPE"), ***OR*** complete all requirements for and pass all portions of a High School Equivalency Test (General Education Development ("GED") or HiSET that has been approved by the State Board of Education and the CDE.
- Attend a Senior Exit Orientation.
- Complete all requirements by the official due dates as listed on the Annual Master School Calendar.
- Attend required graduation rehearsals.
- Follow all graduation ceremony rules and regulations.

Graduation Ceremony Expectations

- The graduates must wear the designated cap and gown.
- Acceptable clothing:
  - Tops: white collared dress shirt with a tie, blouse
  - Bottoms: dark slacks (not jeans), skirt, dress, pantsuit (no jeans).
- No decorations on caps or gown are permitted.
- Dress appropriately for the occasion.
- No flip-flops or tennis shoes are permitted.
- Dress shoes are encouraged.
- No air-horns, beach balls, or anything else that will take away from this dignified event.
- Guests must act appropriately and be respectful of the event and its participants.

Senior Exit Orientation

Students and a parent or guardian are required to attend this important meeting. During this meeting, graduation requirements are reviewed, and expectations and logistics for the graduation ceremony are presented. Information is also available to prepare parents and students for ~~post-high~~post-high school options, including financial aid filing, scholarship information, college application process (with a focus on post-secondary pathways). Attendance at this meeting may be waived for students who do not plan to participate in a Charter School June graduation ceremony.

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Pathways: Education with a Purpose

Upon enrollment at Charter School and with support from counselors and teachers, students focus on their future through various *Pathways*. *Pathways* is designed to introduce and engage students in grades 9-12 in formal post-high school planning and to improve student learning and high school completion rates. Working with counselors and teachers, students will focus on post-graduation choices and options, including four-year colleges and universities, community college, military, and vocational studies.

Students are further supported in this explorative process by Naviance, a web-based resource. Naviance provides students and parents access to information from colleges and vocational schools, scholarship and financial aid application tools, extensive career research, and learning styles tools. Targeted student activities are available to support *Pathways.* These include career days, college days, military days, guest speaker events, field trips, work experience, service learning, and internships.

Pathways/Naviance Family Connection

Our PATHWAYS/Naviance Family Connection program uses a variety of interest and personality type surveys and research tools to help you develop your chosen path. No test, questionnaire, survey, or examination containing any questions about a student's personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil's parents' or guardians' beliefs and practices in sex, family life, morality, and religion, shall be administered to any student without written permission from a parent/guardian.

Availability of Prospectus

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony,

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days. A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Enrollment, Student Health & Safety

Resource Center Transfer Requests

Students may apply for a transfer to another Resource Center under the following conditions:

- Parent approval
- Student is currently meeting attendance requirements
- Reasonable justification
- Resource Center availability

Contact the teacher to initiate the Resource Center transfer process.

Enrollment/Transfer Process

Students who choose to discontinue enrollment at Charter School may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or area of residence.

Student and/or the parent/guardian need to notify the teacher about the desired transfer. The teacher will work with the parent and counselor to process the transfer. Students are expected to continue to meet Charter School attendance requirements until the student is officially transferred to the new school.

For any student that transfers to another high school, please be informed that it is as the sole discretion of the new school district or charter school to decide which completed credits they will accept on their transcripts. Additional information can be found on the school website.

Transcript and Records Requests

Transcript and educational records requests must be made in writing. Transcript requests may be submitted using the online form found on the School's website.

Attendance Verification

Students and families that need official verification of the student's status (attendance, enrollment, projected graduation dates, etc.) should make a request with their teachers. Parent/-guardian signatures are required before these verifications can be provided. Please allow at least one week lead time.

Work Permits

Work permit applications are available for students who meet and maintain the following eligibility requirements:

- Currently meeting Charter School attendance requirements
- 14 years or older
- Parent and teacher approval

Work permit applications can be obtained from the teacher. The application must be filled out completely by the student, parent and employer. Incomplete applications will not be considered. Work permit applications must be returned to the teacher. It will take approximately 3-5 days to receive a temporary 30-day work permit from the school counselor if the application is approved. This is a temporary permit and the Work Permit Office has the right to decline any student from receiving an official approved work permit.

Health Program

Our comprehensive health program is designed to promote wellness and to support the educational mission of our school. The role of the school nurse is to promote student attainment of optimum physical and mental health to achieve student success. Since the student's health status and needs may affect his or her school performance, the school nurse may provide education on health promotion and illness prevention practices, perform mandated health screenings, provide counseling, crisis management, referrals and information regarding community health resources.

Health Screenings

State-mandated assessments will be provided for the following grade levels: -Vision Screening (Transitional Kindergarten, Kindergarten, 2nd-, 5th-, 8th and students with an Individualized Health Plan/IEP), Color Vision (1st grade) and Hearing Screening (Transitional Kindergarten, Kindergarten, 2~~nd~~-,nd, 5th-, 9th-, 10th-, 11th and students with an IEP). New students and students referred by parents, student or school staff will be assessed, as indicated.

Note: A student needs a written parent request to be excused from health assessment screenings. A parent/guardian having control or charge of any student enrolled in the Charter School may file annually with the Deputy Superintendent School Services and Founding Director of the school in which the student -is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the student (California Education Code 49451)-. Thereupon the student -shall be exempt from any physical examination, but whenever there is a good reason to believe that the student -is suffering from a recognized contagious or infectious disease, the student -shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Health Curriculum and Sexual Health Education

Health education encompassing nutrition, dental health, disease processes, life skills, community health, physical fitness, drugs, alcohol, and tobacco, mental and emotional health, human reproduction and sexuality, sexually transmitted diseases and HIV/AIDS, peer pressure resistant skills, problem solving and decision-making is incorporated into the curriculum.

Formatted: Right: 0", Tab stops: 6.25", Left

The Charter School offers comprehensive sexual health education to its students in grades 6-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

Formatted: Tab stops: 6.25", Left

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
  - The date of the instruction
  - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 6-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Immunizations and Control of Communicable Disease Policy *(Full Board Policy)*
Board Policy #: 1756
Approved: June 24, 2022
Amended: June 22, 2023~~,~~; February 28, 2024~~,~~; June 26, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California, a nonprofit public benefit corporation hereby adopts this Immunization Policy to apply to Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, and Altus Schools Mirus ~~Secondary School~~, all hereafter collectively referred to as ("Charter School"). The Charter School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

Required Immunizations, Records and Reports

California law requires that an immunization record be presented to Charter School staff before a child can be unconditionally enrolled in school. Entering students who are not exempt must provide Charter School written verification from a doctor or immunization clinic of the following immunizations:

Child's Grade	Immunization	Dosage
TK/K-12[2]	Diphtheria, Pertussis, and Tetanus (DTaP)	Five (5) doses
	Polio	Four (4) doses
	Measles, Mumps, and Rubella (MMR)	Two (2) doses
	Hepatitis B (Hep B)	Three (3) doses
	Varicella (chickenpox)	Two (2) doses
Entering 7th Grade[3]	Tetanus, reduced Diphtheria, and ~~acellular~~ Pertussis (Tdap)	One (1) dose

Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent student record and shall be kept in accordance with Charter School's Educational Records and Student Information Policy. Charter School will file a written report on the immunization status of all new entrants to Charter School with the California Department of Public Health, on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

Charter School shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child's immunization records are not available or are missing. However, this does not alter Charter

[2] **NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

[3] **NOTE:** In order to begin seventh grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for the TK/K-12 grade levels (i.e., polio, MMR, chickenpox/varicella and primary series for diphtheria, tetanus, and pertussis), **in addition to** the seventh grade requirements for Tdap (at least one dose of pertussis-containing vaccine on or after the seventh birthday)

Commented [LA1]: You originally crossed out the word "reduced" here—I recommend keeping it. The "reduced" designation refers to the lower dosage of the diphtheria and pertussis components in the vaccine, which differentiates it from the full-dose version required for TK/K–12 admission.
This distinction is what separates the **Tdap** vaccine (used for 7th grade entry) from **DTaP** (used in early childhood). The lowercase "d" in **Tdap** indicates the reduced diphtheria component.

Commented [LA2]: It's fine if WE want to remove the term "acellular" here, but please note that keeping it is also correct. The U.S. does not administer the whole-cell pertussis vaccine (wP); it only uses the **acellular** version (aP). So, by default, all pertussis vaccines administered in the U.S. are acellular.
For 7th grade admission, the vaccine is labeled **Tdap**—with lowercase **d** and **aP**—because it contains **reduced doses** of the diphtheria and acellular pertussis components. It essentially serves as a **booster** of the **DTaP** vaccine used in early childhood.

Commented [EP3]: Update to: Tetanus, Diphtheria, Pertussis (Tdap)

Commented [AR4R3]: Per CDPH, starting July 1, 2025, varicella is no longer a gateway requirement. Source: Regulations (2019 Changes)

Admission: Students admitted to any grade, including 7th grade, are subject to the 2-dose varicella requirement.
Advancement: For 7th grade advancement, the 2-dose varicella requirement expires after June 30, 2025. Schools will no longer be required to check for varicella vaccine at 7th grade advancement because most students would have already been subject to the 2-dose varicella requirement prior to 7th grade. If a school discovers a student has been subject to the 2-dose requirement and only has one dose so far, then the student is required to complete the series in accordance with the conditional admission schedule.

Formatted: Font: (Default) +Body (Calibri), 12 pt

Formatted: Font: 9 pt

School's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If Charter School discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, Charter School will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by the School. If the student does not provide documentation of having received all required immunizations within the time period designated by the School, Charter School shall exclude this student from attendance. The student shall remain excluded from Charter School until the student provides proper documentation of the student's compliance with the immunization requirements as required by law. The student shall also be reported to the School Services Coordinator.

Commented [EP5]: Extra space between the 2 words

The Deputy Superintendent School Services and Founding Director or designee, may arrange for a licensed physician or a qualified registered nurse to administer immunizations at a Charter School resource center to any student whose parent/guardian has consented in writing.

Conditional Admittance

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Deputy Superintendent School Services and Founding Director or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Deputy Superintendent School Services and Founding Director or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted an exemption. If a student conditionally admitted fails to fulfill the conditions of admission, Charter School will prohibit the student from further attendance until that student provides proper documentation of the student's compliance with the immunization requirements as required by law.

Documentary Proof

The Deputy Superintendent School Services and Founding Director shall maintain the student's immunization information in the student's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

Exemptions from Immunization Requirements

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

1. Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370-120372.
    a. ~~Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the~~

Formatted: Font: (Default) +Body (Calibri), Strikethrough

~~School~~ shall accept. Beginning January 1, 2021 all ~~new~~ medical exemptions for school and child care entry must be issued through the California Immunization Registry - Medical Exemption website (CAIR-ME). Medical exemptions can only be issued via CAIR-ME by MDs or DOs licensed in California and must meet applicable Centers for Disease Control and Prevention (CDC), Advisory Committee on Immunization Practices (ACIP), and American Academy of Pediatrics (AAP) criteria.

b. On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or ~~files~~issued a ~~California Department of Public Health standardized~~ medical exemption through CAIR ME ~~form~~ as required by law.

c. Medical exemptions remain valid until the earliest of: 1) the child's enrollment in the next grade span, defined below; 2) the expiration date specified in a temporary medical exemption, which shall not exceed one year; or 3) revocation of the exemption pursuant to Health and Safety Code Section 120372

2. Independent study students who do not attend ANY resource center classes or activities.

   a. A student who has not received all of the required immunizations will not be eligible to attend classes at a Charter School resource center unless the student is otherwise exempt under #1 or #3.

3. Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the Charter School, shall be allowed to enroll at the Charter School without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g).

   a. "Grade span" means each of the following:
      i. Birth to Preschool.
      ii. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
      iii. Grades 7 to 12, inclusive.

If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 of the Health & Safety Code and his or her documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from a resource center site until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

This Policy does not prohibit a student who qualifies for an individualized education program ("IEP"), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by the student's IEP.

Kindergarten Oral Health Assessment

California Education Code Section 49452.8 states that all school districts shall submit a report each year to the county office of education of the county in which the school district is located. This section requires public school students in grades Transitional Kindergarten "TK" and kindergarten or enrolled in first grade if

Commented [EP6]: Will need to updated: reference Exemption FAQs and CDPH CAIR ME replace with: Beginning January 1, 2021 all new medical exemptions for school and child care entry must be issued through the California Immunization Registry - Medical Exemption website (CAIR-ME). Medical exemptions can only be issued by MDs or DOs licensed in California and must meet applicable Centers for Disease Control and Prevention (CDC), Advisory Committee on Immunization Practices (ACIP), and American Academy of Pediatrics (AAP) criteria.

Formatted: Font: (Default) +Body (Calibri)

Formatted: Font: (Default) +Body (Calibri), 12 pt, Underline

Formatted: Font: (Default) +Body (Calibri), Not Highlight

Formatted: Font: (Default) +Body (Calibri), 12 pt, Underline

Formatted: Font: (Default) +Body (Calibri), 12 pt, Underline

Formatted: Font: (Default) +Body (Calibri), Underline

Formatted: Font: (Default) +Body (Calibri), Font color: Red

not previously enrolled in kindergarten, to present proof of having received an oral health assessment completed by a licensed dentist or other licensed or registered dental health professional that was performed within 12 months of the student's initial enrollment in a public school.

School Entry Health Exam Recommendation for 1st Graders

The State of California recommends a health examination for children entering 1st grade as an optional step for ensuring children's health and readiness for school. The forms are available for families who wish to use them as a resource.

Diabetes

Charter School provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Administration of Medications Policy *(Full Board Policy)*
Board Policy #: 5160

Commented [A7]: The Kindergarten Oral Health Assessment (KOHA) requirement was passed into law in 2005 by Assembly Bill 1433 (AB1433) under the California *Education Code* (*EC*) Section 49452.8. In 2025, Assembly Bill 2630 amended the law to specify "Kindergarten" includes both transitional kindergarten (TK) and kindergarten, requiring children enrolled in public school for their first year in TK, kindergarten or by first grade to have an oral health screening completed by a licensed dental professional.

Commented [A8]: Per CHDP- this requirement is no longer mandatory and should be removed as a mandatory requirement as of July 1, 2024.

Formatted: Border: Bottom: (Dotted, Auto, 3 pt Line width), Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Approved: February 22, 2018
Amended: February 16, 2021; June 22, 2023; February 28, 2024; June 26, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern CA, Inc. hereby adopts this Administration of Medication Policy to apply to Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay~~Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School~~, hereafter collectively referred to as "Charter School."

Charter School staff is responsible for overseeing the administration of medication to students attending Charter School during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

Definitions

- "*Authorized health care provider*" means an individual who is licensed by the State of California to prescribe medication.
- "*Authorizing physician and surgeon*" may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director.
- "*School nurse*" means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.
- "*Designated personnel*" *or "volunteer"* means an individual employed by the Charter School who has consented to administer the particular medication or emergency assistance to individuals as permitted by this policy and may legally administer the medication or emergency assistance to the individual receiving it. For the purposes of administering epinephrine auto-injectors, this also includes a holder of an Activity Supervisor Clearance Certificate who has specifically volunteered to administer epinephrine auto-injectors to a person if the person is suffering, or reasonably believed to be suffering, from anaphylaxis. To be eligible, the "designated personnel" or "volunteer" must have been designated by Charter School and have received the required training as set forth in this policy.
- "*Medication*" includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies. Sunscreen is not considered a medication.
- "Epinephrine auto-injector ("Epi-Pen") means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction.
- "Anaphylaxis" means a potentially life-threatening hypersensitivity to a substance. Symptoms of

Formatted: Right: 0", Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Right: 0", Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Right: 0", Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Right: 0", Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Font: (Default) +Body (Calibri)
Formatted: Normal, Indent: Left: 0", Tab stops: 6.25", Left
Formatted: Indent: Left: 0", Right: 0", Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Font: (Default) +Body (Calibri)
Formatted: Normal, Indent: Left: 0", Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left

anaphylaxis may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. Causes of anaphylaxis may include, but are not limited to, an insect sting, food allergy, drug reaction, and exercise.

- "*Opioid antagonist*" means naloxone hydrochloride ("NARCAN") or another drug approved by the federal Food and Drug Administration ("FDA") that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body, and has been approved for the treatment of an opioid overdose.

- "*Regular school day*" includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

Formatted: Font: (Default) +Body (Calibri)

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5", No widow/orphan control, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers, Tab stops: 6.25",

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Administration of Medication with Charter School Assistance

Any student who is or may be required to take, during the regular school day, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school nurse or designated Charter School personnel.

In order for a student to be assisted by the school nurse or other designated Charter School personnel in administering medication, Charter School shall obtain both:

1. A written statement from the student's authorized health care provider detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and

2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that Charter School assist the student in the matters set forth in the statement of the authorized health care provider.

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

Self-Administration of Medication (without Charter School Assistance)

Students will be permitted to self-carry and self-administer prescription medication if an authorized health care provider has indicated that a student may need to take this medication or is required to take this medication during the regular school day. Prescription medication includes an auto-injectable epinephrine ("EpiPen") and inhaled asthma medication. In order to carry and self-administer this medication, Charter School must receive the following:

1. A written statement from the student's authorized health care provider (1) detailing the name of the medication, method, dosage/amount, and time schedules by which the medication is to be taken, and (2) confirming that the student is able to self-administer an EpiPen or inhaled asthma medication, and

2. A written statement from the parent, foster parent, or guardian of the student (1) consenting to the self-administration, (2) providing a release for the school nurse or designated Charter School personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing Charter School and Charter School personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

Charter School may elect to observe and document the student's ability to safety and competently self-carry and self-administer prescription medication as directed by the authorized health care provider. A student may be subject to disciplinary action if the student uses this prescription medication in a manner other than as prescribed.

Any student requiring insulin shots must establish a plan for administration of insulin shots with the Deputy Superintendent of School Services and Founding Director ("Deputy Superintendent") in consultation with the parent or guardian and the student's medical professional.

Staff Training and Emergency Response

Additional information about staff trainings and the Charter School's response to emergencies may be located within the Employment Handbook and/or the School Safety Plan.

A. Response to Anaphylactic Reaction

The school nurse or designated personnel may use an EpiPen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. Charter School will ensure it has the appropriate type of EpiPen on site (i.e., regular or junior) and stored in an accessible location to meet the needs of its students. Charter School will ensure staff properly store, maintain, and restock the EpiPen as needed.

Charter School will ensure any designated personnel are appropriately trained regarding the storage and emergency use of an EpiPen. Adequate training shall include all of the following:

1. Techniques for recognizing symptoms of anaphylaxis.

2. Standards and procedures for the storage, restocking, and emergency use of EpiPens.

Formatted: Tab stops: 6.25", Left
Formatted: Right: 0", Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Right: 0", Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Right: 0", Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Right: 0", Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Right: 0", Tab stops: 6.25", Left

3. Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/guardian(s) and physician.

4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.

5. Instruction on how to determine whether to use an adult EpiPen or a EpiPen, which shall include consideration of a student's grade level or age as a guideline of equivalency for the appropriate student weight determination.

6. Written materials covering the information required pursuant to the training. A copy of these written materials shall be made accessible, such as through publicly posting at the location of the Epi-Pens.

Charter School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an EpiPen to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive and shall indicate the location of the Epi-Pens on campus.

B. Response to a Diabetic or Hypoglycemic Emergency

Charter School provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.

2. Administration of glucagon.

3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/ guardian(s) and licensed health care provider.

A Charter School employee shall notify the Deputy Superintendent and Founding Director if the employee administers glucagon pursuant to this Policy.

Formatted: Tab stops: 6.25", Left
Formatted: Right: 0", Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Right: 0", Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Right: 0", Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Right: 0", Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Indent: Left: 0", Tab stops: 6.25", Left
Formatted: Indent: Left: -0.01", Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Right: 0", Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Right: 0", Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Right: 0", Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Right: 0", Tab stops: 6.25", Left

All materials necessary to administer the glucagon shall be provided by the parent(s)/guardian(s) of the student.

In the case of a student who is able to self-test and monitor their own blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the student, a student with diabetes shall be permitted to test their own blood glucose level and to otherwise provide diabetes self-care in the classroom, in any area of the Charter School or Charter School grounds, during any Charter School-related activity, and, upon specific request by a parent or guardian, in a private location.

Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).

C. Response to an Opioid Overdose

Charter School provides Charter School personnel with voluntary emergency medical training on the administration of opioid antagonists to students exhibiting potentially life-threatening symptoms, or reasonably believed to be suffering, from an opioid overdose at school or a school activity. Charter School will ensure staff properly store, maintain, and restock opioid antagonists as needed.

Training shall include all of the following:

- Techniques for recognizing symptoms of an opioid overdose.
- Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist.
- Basic emergency follow-up procedures, including, but not limited to, a requirement for the school or charter school administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and to contact the student's parent(s)/guardian(s).
- Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
- Written materials covering the information required pursuant to the training.

The Deputy Superintendent School Services and Founding Director shall distribute an annual notice to all staff regarding volunteering for training to administer opioid antagonists and a volunteer's right to rescind their offer to volunteer.

D. Response to a Seizure, Seizure Disorder or Epilepsy

Upon receipt of a request by a parent/guardian to administer anti-seizure medication when a student is suffering from a seizure, the Charter School may designate one or more volunteers to receive training to administer the anti-seizure medication. The Charter School may allow non-medical personnel to volunteer to provide medical assistance to students who are diagnosed with seizures, a seizure disorder, or epilepsy if the Charter School does not have a credentialed nurse or other licensed nurse on site. Charter School's volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School

Formatted: Font: (Default) +Body (Calibri), Underline

Formatted: Numbered + Level: 1 + Numbering Style: A, B, C, … + Start at: 1 + Alignment: Left + Aligned at: 0.06" + Tab after: 0.31" + Indent at: 0.31", No widow/orphan control, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers, Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance. Volunteer employees are not providing this emergency medical care for compensation, notwithstanding that the employee is a paid public employee.

Upon receipt of the parent/guardian's request, the Charter School shall notify the parent/guardian that their child may qualify for services or accommodations under the Section 504 plan or an individualized education program ("IEP"), assist the parent/guardian with the exploration of that option, and encourage the parent/guardian to adopt that option if it is determined that the child is eligible for a Section 504 plan or an IEP. The Charter School shall obtain a signed a notice verifying the parent/guardian was provided this information and has the right to request a Section 504 Plan or IEP at any time. Additionally, if the Charter School does not have any volunteers, then Charter School shall notify the parent/guardian of the student's right to be assessed for a Section 504 plan or an IEP.

Prior to administering emergency anti-seizure medication, Charter School shall obtain annually a signed seizure action plan from the parent/guardian, that includes the parent/guardian's authorization, in writing for the medication to be administered to the student at school by a non-medical professional who has received training, and a copy of a statement, in writing, from the student's health care provider that includes all of the following information:

1. The student's name, the name and purpose of the medication, its prescribed dosage, method of administration and the frequency with which the medication may be administered;
2. Detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of an emergency anti-seizure medication becomes necessary;
3. The circumstances under which the medication may be administered;
4. Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services, including the emergency 911 telephone number;
5. A protocol for observing the student after a seizure, including, but not limited to, whether the student should rest in the school office, whether the student may return to class, and the length of time they should be under direct observation; and
6. How and where the emergency anti-seizure medication will be stored at the school.

Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, … + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

This plan shall be distributed to any Charter School personnel or volunteers responsible for the supervision or care of the student if the parent/guardian consents in writing and will be kept in a confidential file in the nurse or Deputy Superintendent School Services and Founding Director or designee's office, as applicable.

Training will occur upon volunteering and thereafter annually at no cost to the employee and will occur during regular working hours. Training will be conducted by an authorized health care professional, all training will align with any minimum standards established by the California Department of Education ("CDE"), and will include:

1. Recognition of the signs and symptoms of seizures and the appropriate steps to be taken to respond to those symptoms;
2. Administration, or assisting with the self-administration of, an emergency anti-seizure medication, or a medication or therapy prescribed to treat the symptoms of seizures, seizure disorders, or epilepsy, including manual vagus nerve stimulation; and
3. Basic emergency follow-up procedures.

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Any written materials used in the training shall be retained by the Charter School. Charter School shall ensure that each employee who volunteers to administer anti-seizure medication in good faith will be provided defense and indemnification by Charter School for any and all civil liability barring gross negligence, or willful or wanton misconduct, and this information shall be reduced to writing, provided to the volunteer, and retained in the volunteer's personnel file.

Upon receipt of a parent/guardian's request to administer anti-seizure medication, Charter School shall distribute a notice at least once but no more than two times per school year to all staff that includes all of the following information:

- A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure;
- A description of the training that the volunteer will receive;
- The right of an employee to rescind their offer to volunteer; and
- A statement that there will be no retaliation against any individual for rescinding the individual's offer to volunteer, including after receiving training.

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

If a volunteer rescinds the volunteer's offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, an additional two notices per school year may be distributed to all staff.

Upon administration of anti-seizure emergency medication by a volunteer employee, the Charter School's nurse shall be notified. If the Charter School does not employ a nurse, Charter School's Deputy Superintendent and Founding Director or designee shall be notified.

Storage and Record Keeping

All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.

Formatted: Tab stops: 6.25", Left

Designated staff shall keep records of medication administered at Charter School. The medication log may include the following:

1. Student's name.
2. Name of medication the student is required to take.
3. Dose of medication.
4. Method by which the student is required to take the medication.
5. Time the medication is to be taken during the regular school day.
6. Date(s) on which the student is required to take the medication.
7. Authorized health care provider's name and contact information.
8. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

Formatted: Right: 0", Tab stops: 6.25", Left

Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

****

For more information on how to obtain and complete an Administration of Medications Form, please see the school website.

Formatted: Tab stops: 6.25", Left

California Universal Meals Program and Student Wellness

Pursuant to California law, the Charter School shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch each school day on which the student is scheduled for two (2) or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by the Charter School. This shall apply to all pupils in transitional kindergarten through grade twelve (12).

Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.

Charter school shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter school shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

****

Student Wellness Policy *(Full Board Policy)*~~**(Full Board Policy)**~~

Board Policy #1710
Approved: February 22, 2018
Amended: February 16, 2021~~,~~; June 22, 2023~~,~~ February 28, 2024~~,~~ June 26, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay hereafter

collectively referred to as "Charter School" or "School", hereby ~~The Board of Directors of Altus Schools Southern CA, Inc. hereby adopts this Wellness Policy to apply to Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School, hereafter collectively referred to as "Charter School." Charter School~~ adopts this policy to ensure its commitment to the optimal development of every student. Charter School believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. This policy may be updated from time to time as required to be in compliance with state law, regulation, or administrative directive.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This Policy outlines Charter School's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this Policy establishes goals and procedures to ensure that:

- Students in the Charter School have access to healthy foods throughout the school day—and other foods available throughout the Charter School resource centers —in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during and after the school day.
- The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness.
- Charter School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of the Charter School in creating continuity between Charter School and other settings for students and staff to practice lifelong healthy habits.
- The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students, faculty, and staff in the Charter School. Specific measurable goals and outcomes are identified within each section below.

I. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Formatted: Left, Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Implementation Plan

Using the steps outlined below, the Charter School will ensure the Charter School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found on the school website.

Recordkeeping

The Charter School will retain records to document compliance with the requirements of this policy in the main office. Documentation maintained in this location will include but will not be limited to:

- The written Policy.
- Documentation demonstrating that the Policy has been made available to the public.
- Documentation to demonstrate compliance with the annual public notification requirements and community involvement requirements.
- Documentation of the triennial assessment of the Policy.
- Documentation demonstrating the most recent assessment on the implementation of the Policy has been made available to the public.

Annual Notification of Policy

The Charter School will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy, and implementation status. The Charter School will make this information available via the Charter School website and/or Charter School-wide communications. The Charter School will provide as much information as possible about the Charter School nutrition environment. This will include a summary of Charter School's events or activities related to Policy implementation.

Triennial Progress Assessments

At least once every three years, the Charter School will evaluate compliance with the wellness policy to assess the implementation of the Policy and include:

- The extent to which the Charter School in compliance with this Policy;
- The extent to which the Charter School's Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the Charter School's Policy.

The position/person responsible for managing the triennial assessment and contact information is:

Administrator of Special Education
619-393-2270

The Deputy Superintendent School Services and Founding Director will monitor the Charter School's compliance with this Policy.

The Charter School will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The Charter School will update or modify this Policy as appropriate based on the results of the annual Charter School Health Index and triennial assessments and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

Community Involvement, Outreach and Communications

The Charter School is committed to being responsive to community input, which begins with awareness of the Policy. Charter School will actively communicate ways in which representatives of the Charter School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. The Charter School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

The Charter School will use electronic mechanisms, such as email or displaying notices on the Charter School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. The Charter School will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that other local schools are communicating important school information with parents.

The Charter School will actively notify the public about the content of, the implementation of, and any updates to the Policy annually, at a minimum. The Charter School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

II. <u>Nutrition</u>

Charter School Meals

The Charter School is committed to promoting heathy food choices. It currently provides adequate and nutritious school meals consistent with the requirements of state law. To the extent any foods are made available to students at Resource Centers; Charter School will ensure such foods:

- Are accessible to all students.
- Are appealing and attractive to children.
- Are served in clean and pleasant settings.
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the operational hours of the Resource Centers. Charter School will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The Charter School is committed to ensuring that all foods and beverages available to students at the school Resource Centers during the school day support healthy eating. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

The Charter School does not generally sell food at the Resource Centers and school administration offices. However, in the event that Charter School decides to sell food in the future, and to support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are <u>sold</u> to students at the Resource Centers during the

school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

As long as a student has been provided the maximum of one nutritionally adequate free breakfast meal and one nutritionally adequate free lunch meal free of charge regardless of the student's eligibility for federally funded free or reduced-price meals, the Charter School is not prohibited from selling to the student, the entrée from an **additional** nutritiously adequate meal that qualifies for federal reimbursement, from the same meal service.

Celebrations and Rewards

All foods offered on the Charter School Resource Centers will meet or exceed the USDA Smart Snacks in Charter School nutrition standards, including through:

1. Celebrations and events. The Charter School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Resource Center snacks brought by parents. The Charter School will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The Charter School will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

The Charter School does not generally host fundraisers at Resource Centers. However, in the event such a fundraiser occurs, foods and beverages that meet or exceed the USDA Smart Snacks in Charter Schools nutrition standards may be sold through fundraisers at the Charter School Resource Centers during the school day. The Charter School will make available to parents and teachers a list of healthy fundraising ideas.

Nutrition Promotion

The Charter School will promote healthy food and beverage choices for all students throughout the school Resource Centers, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Charter School nutrition standards.

Food and Beverage Marketing in Schools

The Charter School does not generally allow food and beverage marketing at Resource Centers. However, in the event such activity occurs, any foods and beverages marketed or promoted to students on the school Resource Centers during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the Deputy Superintendent School Services and Founding Director reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

III. Physical Activity

The Centers for Disease Control ("CDC") recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. The Charter School has the following specific goals to promote student wellness, consistent with this Policy:

- All students will have access to Physical Education coursework
- All students will be offered Health education coursework
- All teachers will be given annual professional development focused on student health

In developing these goals, the Charter School reviewed and considered evidence-based strategies and techniques and parent input. The Charter School will work toward achievement of these goals by:

- Updating the Safety Plan annually to remain current on school safety protocol
- Providing a clean and safe place for students to eat while at the Resource Center if needed
- Annually surveying students and parents on areas of strength and areas for improvement
- Annually conducting Open House and Senior Exit Orientations to gather feedback from students and parents on Resource Center operations

IV. Other Activities that Promote Student Wellness

The Charter School will integrate wellness activities across the entire Charter School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The Charter School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of parents and the community.

All Charter School-sponsored events will adhere to this Policy's wellness guidelines. All Charter School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The Charter School will continue *to* develop and enhance its *current efforts* in relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

Professional Learning
When feasible, the Charter School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help the Charter School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

****

Human Trafficking Prevention Policy *(Full Board Policy)* ~~**(Full Board Policy)**~~
Board Policy: 3172
Approved: May 19, 2021
Amended: March 1, 2023~~,~~; June 22, 2023~~,~~ February 28, 2024~~,~~ June 26, 2024; June 24, 2025

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Board of Directors of Altus Schools Southern CA hereby adopts this Human Trafficking Prevention Policy to apply to apply to Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay ("Charter School"). ~~Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School ("Charter School").~~ Charter School is committed to reducing the vulnerability of all children in California to incidents of commercial labor or sexual exploitation.

Student Instruction

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. Information shall inform students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

Parents have the right to excuse their child from all or part of instruction on prevention of human trafficking. An opt-out form is available upon request from the Equity and Inclusion Administrator. Parental consent for this instruction is NOT required. If the Charter School does not receive a written request to excuse a student, the student will be included in the instruction.

Information to Parents/Guardians

Information and materials for parents/guardians about the curriculum is available upon request, and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for review.

Staff Training

Training shall be available and conducted periodically to enable Charter School personnel to learn about new developments in the understanding of abuse, including sexual abuse, and human trafficking, and to receive instruction on current prevention efforts and methods. The Charter School may include training on early identification of abuse, including sexual abuse, and human trafficking of pupils and other minors.

****

Mental Health Services

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available through the School:

- School-based counseling services – Your child is encouraged to directly contact a Charter School counselor or teacher by calling, texting, or emailing during school hours. The counseling office can also be reached at 858-678-2050. Our Charter School counselors and healthy youth therapists support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the School Administrator at 858-678-2050 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this mediation to your child, please contact the school nurse at 858-678-2050.

Available in the Community:

- The Charter School collaborates with several community organizations to provide mental health services and supports to students and families. Please contact your student's teacher or counselor to inquire about local resources in your community.

Available Nationally:

- 988 Suicide and Crisis Lifeline - The Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals in the United States. Dial or send a text message to 988 or visit https://988lifeline.org/

- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386, send a text to 678-678 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

Mental Health Notice

Our school supports student mental health and wellness through a positive school culture and safe, supportive learning environments. Annually, an average of 99% of parents and 99% of students report feeling safe and supported at our school. Through professional development and trainings, teachers and staff are provided with the skills and tools needed to identify youth in crisis, intervene appropriately, and provide comprehensive support in partnership with families. Teachers and staff participate in Youth Mental Health First Aid (YMHFA), Trauma Informed Practices (TIPS), and Signs of Suicide (SOS) trainings. Our school provides direct mental health services to students that support social-emotional development and stability. Parent(s)/Guardian(s) may initiate access to available pupil mental health services at the school's Resource Center or through the school's community partners. If you or someone you care about is experiencing a suicidal or mental health crisis, -please call 988 or the Access and Crisis Line at (888) 724-7240. Trained and experienced counselors are available 7 days a week, 24 hours a day to provide support, referrals, and crisis intervention. You can also call the Access and Crisis Line if you are concerned about someone, just need to talk, have questions about how to offer support, or if you are looking for information about community resources, mental health referrals, and alcohol and drug support services. If emergency medical care is needed, call 9-1-1 or go to the emergency room of the nearest hospital. More information about these mental health services are on the school website and mailed out annually to all families.

Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

~~Tim Tuter~~ Elizabeth Orona
~~Deputy Superintendent of School Services~~ Chief of Staff & Compliance Officer
~~(858) 678-2042~~ (858) 678-4811
~~ttuter@altusschools.net~~ eorona@altusschools.net

A copy of the UCP is available on the school website. For further information on any part please contact the ~~Deputy Superintendent School Services.~~Chief of Staff & Compliance Officer.

Other Services/Resources Available
Charter School partners with many community service organizations and agencies to support the health and wellness of students and families. This is to ensure that the focus for the student is on learning and academic success. To learn more about these services/resources, contact your teacher, the School Nurse, OR visit the school website.

Dangers of Synthetic Drugs
The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.
Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH") has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch can be found here.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Emergency Procedures and School Safety Plan

Charter School Resource Centers have plans and preparations for major emergency situations. We believe that the reactions of people in emergencies depend largely upon their training. Our staff has been trained, and drills are held regularly to make certain that the students understand emergency procedures.

Please assure students that they are as safe at school as they are at home in a serious emergency. The safety and welfare of the students is our primary concern in the event of an emergency. Your child should be instructed to obey the directions of their teachers in general and especially in emergency situation.

Charter School defines a crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff. In the event of a crisis, such as a natural disaster, we ask the following:

- Please do not telephone the school. Telephone lines will be needed for emergency communications.
- Please do not drive to the Resource Center if possible. Streets should be as open as possible for emergency vehicles.
- Listen to your local radio station and news for information and advice.

In conjunction with the National Association for Search and Rescue, we urge every family to make home emergency plans and preparations.

If you have questions about our emergency preparedness program, please contact your teacher. A complete copy of the Charter School Comprehensive School Safety Plan is available at each Resource Center.

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety as outlined in the Transportation Safety Plan

Transportation Safety Plan

Altus Schools Southern CA, which operates Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay ("Charter School")~~Altus Schools East County, , Altus Schools North County, Altus~~

~~Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School("Charter School")~~ provides transportation to Charter School activities. Accordingly, the Board of Directors ("Board") approved the following transportation safety plan, which contains procedures for Charter School personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at each Charter School and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of Charter School policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the Charter School discipline policy.

Definitions

- "*School bus*" is any motor vehicle designed, used, or maintained for the transportation of a Charter School student at or below the grade 12 level to or from Charter School Resource Center or to and from Charter School activities. "School bus" does not include a passenger vehicle designed for and when actually carrying not more than 10 persons, including the driver, except any vehicle or truck transporting two or more students who use wheelchairs.

- "*School activity bus*" is any motor vehicle, other than the school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between Charter School and carrier to transport Charter School students at or below the grade 12 level to or from a Charter School activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

- *"Private passenger vehicle"* is any other privately owned or leased vehicle not included in the definitions above, designed for and when not carrying more than 10 persons, and operated by a parent/guardian or staff driver to transport student to and from a Charter School activity.

Determining Whether a Student Requires an Escort

If the Resource Center or school activity destination is located on the opposite side of the street of the actual bus stop, then Charter School and California Vehicle Code section 22112(d) require the student to be physically escorted by the bus driver across that street and under the bus drivers' direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. Charter School requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

Procedures for Transitional Kindergarten through Eighth Grade Students Regarding Boarding and Exiting the Bus

Charter School has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. Charter School is not required to use the services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

Formatted: Font: (Default) +Body (Calibri), Font color: Text 1

Formatted: List Paragraph,Bullet Paragraph,list, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Boarding:

1. Students shall board or exit the school bus ONLY at their assigned bus stop or school activity destination.
2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.
3. Students are to find their seat as quickly as possible and sit down facing the front of the bus.
4. Students are to remain seated at all times while the bus is in motion.
5. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.
6. Students are to follow the directions of the bus driver while they are aboard the bus.
7. Students are responsible to follow all rules and regulations.

Exiting:

1. Students shall stay seated until the bus comes to a complete stop.
2. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.
3. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.
4. Students will unload in an orderly manner using the handrails.
5. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by the student's parent and endorsed by the Deputy Superintendent School Services.
6. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.
7. Students should always use crosswalks and controlled intersections when available and should not cross in the middle of the block.
8. Students must avoid trespassing on other people's property, stay on sidewalks when possible.

Procedures for All Students to Follow as They Board or Exit a School Bus at Charter School Resource Center or Other School Activity Location

Charter School has created the following procedures to govern the safe entry and exit of all students at Charter School Resource Center or other school activity location.

Boarding Buses at Resource Center or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students' entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the students are ready to load, the Charter School staff shall inform the driver, and the driver will begin the boarding process.

4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kids, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the Charter School teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

Exiting Buses at School Site or School Activity Location:

1. Upon arrival at Charter School Resource Center, the driver shall take the bus to the designated student drop off area.
2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.
3. Upon arrival at the school or school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
    a. The driver will confer with the Charter School teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
    b. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.
    c. When the Charter School teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
4. Students exiting the bus at either Charter School Resource Center or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from Charter School staff and the bus driver.

Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus

Charter School staff members should always be involved and active in the supervision of the loading and unloading of students at Charter School Resource Center and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, Charter School staff shall adhere to the following procedures:

1. Before leaving the Resource Center for a school activity, the Charter School teacher/head chaperone for the trip shall ensure they have a copy of the class roster with all student names.
2. Once the bus reaches the destination, a Charter School teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. A Charter School staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are on left board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.
4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the Charter School teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student of being present.

5. The Charter School teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus

Charter School shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus or a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone's attending a school trip or school activity bus.

Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety

Charter School shall ensure that all students who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

Instruction for Students who were not Previously Transported in a School Bus

Upon registration, the parents/guardians of students who were not previously transported in a school bus or school activity bus and who are in transitional kindergarten through grade 6, inclusive, shall be provided with written information on school bus safety. This information shall include, but not be limited to, the following:

1. A list of school bus stops near the student's home.
2. General rules of conduct at school bus loading zones, such as:
    a. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line.
    b. Students are not to play in or be in the street or private property.
    c. Students shall be on the proper side of the street before the bus arrives at the bus stop.
    d. Students should arrive at their bus stop five minutes prior to the scheduled leaving time.
    e. If the student is late and needs to cross the street that the bus is stopped on, the student must wait for the bus driver to escort the student across the street.
    f. Students should not approach the bus until it comes to a complete stop at the stop;
    g. Students should board and exit the bus in an orderly fashion, with no pushing or shoving.
    h. Students should understand the bus driver is in charge at all times, and students should follow the bus driver's directions.
    i. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped.
    j. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.
3. Red light crossing instructions, consistent with this Plan.
4. School bus danger zone(s).
5. Walking to and from school bus stops.

Instruction for all Students Prior to Departure on School Trip

Finally, prior to departure on a school activity trip, Charter School shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

1. Location of emergency exits; and
2. Use of emergency equipment.
    a. Instruction may also include responsibilities of passengers seated next to an emergency exit.
3. Instruction on how to use the passenger restraint systems, including but not limited to the following:
    a. Proper fastening and release of the passenger restraint system;
    b. Acceptable placement of passenger restraint systems on students;
    c. Times when the passenger restraint systems should be fastened and released; and
    d. Acceptable placement of the passenger restraint systems when not in use.

Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less

Pursuant to Vehicle Code section 34501.6, Charter School is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

1. The school bus driver will notify the Deputy Superintendent School Services and Founding Director ~~Deputy Superintendent School Services~~ that atmospheric conditions have reduced visibility to 200 feet or less.
2. The Deputy Superintendent School Services and Founding Director ~~Deputy Superintendent School Services~~ may consult with legal counsel as needed.
3. The Deputy Superintendent School Services and Founding Director ~~Deputy Superintendent School Services~~ may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the Deputy Superintendent School Services and Founding Director~~Deputy Superintendent School Services~~.

School Employees and Parent/Guardian as Chaperones and Drivers (Private Passenger Vehicles)

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The Deputy Superintendent School Services and Founding Director ~~Deputy Superintendent School Services~~ or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, and responsibilities of the parent volunteers and language or behavior requirements of all attendees.

A participating parent or guardian may be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a

parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

Parent/guardian or staff may transport students in their private vehicles for field trips. Parents may decline permission for their child to be transported by a staff member/other parent or guardian in a private passenger vehicle, in which case that student will be responsible for his/her own transportation.

All adults taking out-of-state field trips or excursions (including athletics meets and games), and all parents or guardians of pupils taking out-of-state field trips or excursions (including athletics meets and games) are required to sign a statement waiving all claims against Charter School, its employees, and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion (including athletics meets and games).

At all times during the field trip or excursion, employee and volunteer drivers will use the safest mode of transportation and the safest and most direct routes of travel. If travel is not by bus, the legal occupancy limit of ten (10) occupants (including the driver) must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

Charter School shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion (including athletics meets and games) must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of $100K/$300K coverage.

2. A copy of their Driver's License and Vehicle Registration.

3. A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion.

4. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.

5. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

Each of these items will be provided to the Deputy Superintendent School Services and Founding Director ~~Deputy Superintendent School Services~~ or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the employee's/volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the car. Employee/volunteer drivers are free to appropriately manage student behavior as necessary to maintain safety.
2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.
3. No movies may be shown in vehicles.
4. No side trips allowed, including gasoline stops. Please be sure to have enough gas before leaving on the trip.
5. Maps and directions from the teacher/coach should be reviewed prior to leaving.
6. No purchases for students should be made on the field trip/excursion including food or treats for students in the car.
7. Call the Charter School office immediately if there is a problem.

Safe Storage of Firearms Annual Notification

California law requires annual notification to parents regarding the legal responsibilities of parents for keeping firearms out of the hands of children. In many instances where children have brought firearms to school nationwide, the child obtained the firearm(s) from their homes. These instances can be prevented by storing firearms in a safe and secure manner, including keeping them securely locked away from the reach and access of children when not in use and storing them separately from ammunition.
The following is a summary of California law regarding the storage of firearms:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; **or** (3) unlawfully brandishes the firearm to others. (CA Penal Code Sections 25100 through 25125 and 25200-25220). *Please note that these criminal penalties may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm. (CA Penal Code Section 25100(c))
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years. (CA Civil Code Section 29805)
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.(CA Civil Code Section 1714.3)
  Local county or city ordinance may create stricter requirements and/or penalties related to gun storage. For example, San Diego County requires all guns in homes or structures near a home to

either be secured with a trigger lock or be locked away in a container. It is the responsibility of parents to inform themselves of these local legal requirements.

Please be aware that any school official who is alerted to or observes any threat or perceived threat must immediately report the threat or perceived threat to law enforcement. "Threat or perceived threat" means "any writing or action of a pupil that creates a reasonable suspicion that the pupil is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the pupil. It may also include a warning by a parent, pupil, or other individual."

****

Suicide Prevention Policy *(Full Board Policy)*
Board Policy #: 3191
Adopted/Ratified: June 22, 2017
Amended Dates: October 21, 2020; March 18, 2022; June 22, 2023; February 28, 2024; June 26, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern CA hereby adopts this policy to apply to apply to Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay~~Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School~~ ("Charter School"). The Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Governing Board has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Charter School and community stakeholders, Charter School school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating Charter School's strategies for suicide prevention and intervention. Charter School must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact. The suicide prevention point of contact for Charter School and the Deputy Superintendent School Services and Founding Director ~~Deputy Superintendent School Services~~ shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Charter School created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students.

Charter School designates the following administrators to act as the primary and secondary suicide prevention liaisons to lead the SPCT:

~~1.~~ School Psychologist

1.

2. Deputy Superintendent School Services and Founding Director~~Deputy Superintendent School Services~~

Formatted: Tab stops: 6.25", Left

Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, … + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school and district data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites;
- Collaborate with community mental health organizations,
- Identify resources and agencies that provide evidence-based or evidence-informed treatment,
- Help inform and build skills among law enforcement and other relevant partners, and
- Collaborate to build community response.

Staff Development

Charter School, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, healthy youth school therapist, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Charter School has collaborated with [Insert Names of One Or More County and/or Community Mental Health Agencies] to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.

2. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.

3. Charter School shall ensure that training is available for new hires during the school year.

4. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:

    a. Suicide risk factors, warning signs, and protective factors.
    b. How to talk with a student about thoughts of suicide.
    c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
    d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
    e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
    f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/.
    g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
        i. Youth affected by suicide.
        ii. Youth with a history of suicide ideation or attempts.
        iii. Youth with disabilities, mental illness, or substance abuse disorders.
        iv. Lesbian, gay, bisexual, transgender, or questioning youth.
        v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
        vi. Youth who have suffered traumatic experiences.
        vii. [Charter School may Insert other Local Youth Populations Vulnerable to Depression and Suicide].

6. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:

    a. The impact of traumatic stress on emotional and mental health.
    b. Common misconceptions about suicide.
    c. Charter School and community suicide prevention resources.
    d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
    e. The factors associated with suicide (risk factors, warning signs, protective factors).
    f. How to identify youth who may be at risk of suicide.
    g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Charter School guidelines) how to respond to such thinking; how to talk with a student about

thoughts of suicide and appropriately respond and provide support based on Charter School guidelines.

h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
j. Responding after a suicide occurs (suicide postvention).
k. Resources regarding youth suicide prevention.
l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, healthy youth school therapist, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

Virtual Screenings for Suicide Risk

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a

student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

Employee Qualifications and Scope of Services
Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Parents, Guardians, and Caregivers Participation and Education

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page and included in the parent handbook.

2. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

3. Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.

4. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.

5. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.

6. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:

    a. Suicide risk factors, warning signs, and protective factors.
    b. How to talk with a student about thoughts of suicide.

c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
d. Charter School's referral processes and how they or their children can reach out for help, etc.

Formatted: Tab stops: 6.25", Left

7. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Charter School along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Charter School and is characterized by caring staff and harmonious interrelationships among students.

Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:

    a. Coping strategies for dealing with stress and trauma.
    b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
    c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
    d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

2. Receive developmentally appropriate guidance regarding Charter School's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

Charter School will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Charter School maintains a list of current student trainings and is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt**.

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

Intervention and Emergency Procedures
Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Deputy Superintendent School Services and Founding Director ~~Deputy Superintendent School Services~~ or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Charter School or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:

    a. Securing immediate medical treatment if a suicide attempt has occurred.
    b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.

c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
e. Moving all other students out of the immediate area.
f. Not sending the student away or leaving him/her alone, even to go to the restroom.
g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
h. Promising privacy and help, but not promising confidentiality.

2. Document the incident in writing as soon as feasible.

3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification**.

4. After a referral is made, Charter School shall verify with the parent/guardian that the follow-up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Charter School may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Charter School.

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Charter School's safety plan. After consultation with the Deputy Superintendent School Services and Founding Director ~~Deputy Superintendent School Services~~ or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Deputy Superintendent School Services and Founding Director ~~Deputy Superintendent School Services~~ or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from Charter School counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Charter School campus and unrelated to school activities, the Deputy Superintendent School Services and Founding Director ~~Deputy Superintendent School Services~~ or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.

2. Discuss with the family how they would like Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.

3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.

4. The suicide prevention liaisons shall handle any media requests.

5. Provide care and determine appropriate support to affected students.

6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan; providing parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in Charter School activities to notify a teacher, the Deputy Superintendent School Services and Founding Director~~Deputy Superintendent School Services~~, another Charter School administrator, psychologist, Charter School counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Charter School staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

Responding After a Suicide Death (Postvention)
A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Deputy Superintendent School Services and Founding Director ~~Deputy Superintendent School Services~~ to conduct an initial meeting of the Suicide Prevention Crisis Team to:

    a. Confirm death and cause.

b. Identify a staff member to contact deceased's family (within 24 hours).
c. Enact the Suicide Postvention Response.
d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

2. Coordinate an all-staff meeting, to include:

   a. Notification (if not already conducted) to staff about suicide death.
   b. Emotional support and resources available to staff.
   c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
   d. Share information that is relevant and that which you have permission to disclose.

3. Prepare staff to respond to needs of students regarding the following:

   a. Review of protocols for referring students for support/assessment.
   b. Talking points for staff to notify students.
   c. Resources available to students (on and off campus).

4. Identify students significantly affected by suicide death and other students at risk of imitative behavior and refer them to a school-based mental health professional.

5. Identify students affected by suicide death but not at risk of imitative behavior.

6. Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.

7. Consider funeral arrangements for family and school community.

8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.

9. Identify media spokesperson if needed.

10. Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
"Died by suicide" **or** **"Took their own life"**	**"Committed suicide"** **Note:** Use of the word "commit" can imply crime/sin

Formatted: Tab stops: 6.25", Left

Use	Do Not Use
"Attempted suicide"	**"Successful" or "unsuccessful"** **Note:** There is no success, or lack of success, when dealing with suicide

Formatted: Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

11. Include long-term suicide postvention responses:

    a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
    b. Support siblings, close friends, teachers, and/or students of deceased.
    c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Student Identification Cards

Formatted: Tab stops: 6.25", Left

Charter School will include the telephone numbers on all student identification cards:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
  - Call or Text "988"
  - Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text "HOME" to 741741
- Teen Line: Text "TEEN" to 839863
- Trevor Project: Text "START" to 678678
- Trans Lifeline: 1-877-565-8860

****

Limitations on Restraint and Seclusion of Students with ~~(Full Board Policy)~~Disabilities *(Full Board Policy)*

Formatted: Font: Not Bold, Italic, No underline

Policy #3330
Approved: June 26, 2024
Amended: June 24, 2025

Altus Schools Southern CA (which operates Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay~~Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School~~, hereinafter collectively "Charter School") staff shall avoid the use of seclusion and behavioral restraint of students whenever possible. Seclusion or behavioral restraint may be used only to control student behavior that poses a clear and present danger of serious physical harm to the student or others, which cannot be prevented by a response that is less restrictive. Seclusion and behavioral restraint of students shall not be used in any form as a means of coercion, discipline, convenience, or retaliation.

The Governing Board ("Board") recognizes that any effort to change the behavior of another individual represents a degree of intrusion into that individual's life. To justify that intrusion, reasonable assurances must be given that, as a result of the intervention, the individual's behavior will change in a timely manner and that this change will benefit the individual. Therefore, in accordance with law, all efforts to change behavior must be based on effective techniques and the least intrusive procedure likely to be effective will be used.

Definitions

- "*Behavioral restraint*" includes mechanical restraint or physical restraint used as an intervention when a student presents an immediate danger to self or to others. Behavioral restraint does not include postural restraints or devices used to improve a student's mobility and independent functioning rather than to restrict movement.

- "*Mechanical restraint*" means the use of a device or equipment to restrict a student's freedom of movement. Mechanical restraint does not include the use of devices as prescribed by an appropriate medical or related services professional, including, but not limited to, adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment; vehicle safety restraints during the transport of a student; restraints for medical immobilization; or orthopedically prescribed devices which permit a student to participate in activities without risk of harm. Mechanical restraint also does not include the use of devices by peace officers or security personnel for detention or for public safety purposes.

- "*Physical restraint*" means a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. "Physical restraint" does not include a physical escort, which means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. "Physical restraint" also does not include the use of force by peace officers or security personnel for detention or for public safety purposes.

- "*Prone restraint*" means the application of a behavioral restraint on a student in a facedown position.
- "*Seclusion*" means the involuntary confinement of a student alone in a room or an area from which the student is physically prevented from leaving. Seclusion does not include a timeout involving the monitored separation of the student in an unlocked setting, which is implemented for the purpose of calming the student.

Prohibitions

Charter School staff shall not take any of the following actions:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.

2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use as a locked room.

3. Use a physical restraint technique that obstructs a student's respiratory airway or impairs a student's breathing or respiratory capacity, including a technique in which a staff member places pressure on the student's back or places his/her body weight against the student's torso or back.

4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, the use of a pillow, blanket, carpet, mat, or other item to cover a student's face.

5. Place a student in a facedown position with the student's hands held or restrained behind the student's back.

6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the student or others.

7. Utilize any amount of force that exceeds that which is reasonable and necessary under the circumstances.

8. Administer a drug that is not a standard treatment for a student's medical or psychiatric condition in order to control the student's behavior or restrict the student's freedom of movement.

9. Utilize any behavioral intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric shock.

10. Utilize any behavioral intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual.

11. Utilize any behavioral intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.

12. Utilize any behavioral intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma.

13. Utilize any behavioral interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention.

14. Utilize any behavioral intervention that precludes adequate supervision of the individual.

15. Utilize any behavioral intervention that deprives the individual of one or more senses.

Limited Use of Seclusion or Restraint

As stated above, Charter School staff shall avoid the use of seclusion and behavioral restraint of students whenever possible. Seclusion or behavioral restraint may be used only to control student behavior that

poses a clear and present danger of serious physical harm to the student or others, which cannot be prevented by a response that is less restrictive. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the Charter School Deputy Superintendent School Services and Founding Director ~~Deputy Superintendent Schools Services~~ ("Deputy Superintendent") or the Administrator of Instructional Services and/or law enforcement as applicable to the situation.

If a student is put in seclusion, the student shall be under constant, direct observation of a staff member. Such observation may be through a window or another barrier through which the staff member is able to make direct eye contact with the student but shall not be made through indirect means such as a security camera or closed-circuit television.

If a student is restrained, staff shall afford the student the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others.

If a prone restraint technique is used on a student, a staff member shall observe the student for any signs of physical distress throughout the use of the restraint. Whenever possible, the staff member monitoring the student shall not be involved in restraining the student.

Special Education Reporting Requirements

For students with exceptional needs, the student's parent/guardian or shall be notified within one (1) school day if a restraint or seclusion is used or serious property damage occurs. A behavioral emergency report ("BER") shall immediately be completed and maintained in the student's file.

The BER shall include all of the following:

1. The name and age of the individual with exceptional needs.
2. The setting and location of the incident.
3. The name of the staff or other persons involved.
4. A description of the incident and the emergency intervention used, and whether the individual with exceptional needs is currently engaged in any systematic behavioral intervention plan.
5. Details of any injuries sustained by the individual with exceptional needs, or others, including staff, as a result of the incident.

All BERs shall immediately be forwarded to, and reviewed by, the Charter School Deputy Superintendent.

If a BER is written regarding an individual with exceptional needs who does not have a behavioral intervention plan ("BIP"), the Charter School Deputy Superintendent shall, within two (2) days, schedule an individualized education program ("IEP") team meeting to review the BER, to determine the necessity for a

functional behavioral assessment ("FBA"), and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the FBA, not developing an interim plan, or both, as applicable. If a BER is written regarding an individual with exceptional needs who has a BIP, and the incident involved a previously unseen serious behavior problem, or a previously designed intervention was ineffective, the IEP team will review the BER and determine if the incident constitutes a need to modify the BIP.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.

Restraint administered to a student with a disability pursuant to a FBA, IEP, and BIP, developed in accordance with state and federal law to which the Charter School and the student's parents or guardians have agreed, shall be deemed to meet the requirements of these procedures.

Documentation and Website Posting Requirement

The Charter School Deputy Superintendent or designee shall annually collect data on the number of times that seclusion, mechanical restraint, and physical restraint were used on students and the number of students subjected to such techniques.

The data shall be disaggregated by race/ethnicity and gender, and reported for students with a Section 504 plan, students with an IEP, and all other students. This report shall be submitted to the California Department of Education ("CDE") no later than three (3) months after the end of each school year and shall be available as a public record.

The data collected and reported per the above shall be available as a public record and posted annually on the Charter School's internet website.

Monitoring and Training

Charter School shall continuously monitor the use of restraints and seclusions in an effort to prevent the inappropriate uses of these practices. Charter School shall adhere to the following:

1. Staff who implement BIPs for students with disabilities shall be properly trained, have access to the student's IEP, be knowledge about its contents, and understand the responsibilities for implementation.

2. A Behavioral Intervention Case Manager ("BICM") or Board-Certified Behavior Analyst ("BCBA") shall train all staff working with a student with an IEP to appropriately implement the student's BIP and appropriate interventions.

3. Only staff trained in emergency interventions may use them.

4. Charter School shall keep a detailed record of the training provided to personnel who may utilize emergency interventions and update the information annually to ensure that personnel qualifications and training comply with Charter School and/or special education local plan area ("SELPA") policies.

5. Prior to contracting with a nonpublic school ("NPS") or a residential treatment center ("RTC") for placement of a student with an IEP, Charter School shall ensure that the NPS or RTC trains staff who will have contact or interaction with students during the school day in the use of evidence-based practices and interventions specific to the unique behavioral needs of the nonpublic, nonsectarian school or agency's student population. If Charter School intends to place a student at a NPS or RTC serving students with significant behavioral needs or who are on behavioral intervention plans, the Charter School will ensure the NPS or RTC has an individual onsite during school hours who is qualified, and responsible for the design, planning, and implementation of behavioral interventions. Charter School shall comply with all other requirements for oversight and monitoring of the NPS or RTC pursuant to AB 1172.

6. If Charter School personnel suspect that improper restraint or seclusion practices have been used, Charter School shall immediately remove the student from the environment and conduct an investigation.

****

Special Populations

Formatted: Tab stops: 6.25", Left + 6.81", Left + 6.88", Left

Education for Homeless Children and Youth Policy *(Full Board Policy)*

Formatted: Font: Not Bold, Italic, No underline

Board Policy #: 1750
Adopted: February 16, 2021
Amended: September 6, 2022, June 22, 2023, February 28, 2024; June 26, 2024

Formatted: Right: 0", Tab stops: 6.25", Left + 6.81", Left + 6.88", Left

The Board of Directors of Altus Schools Southern CA hereby adopts this Educational for Homeless and Youth Policy to apply to apply to Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School, hereafter collectively referred to as ("Charter School"). The Governing Board of the Charter School desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized, or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or

4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

Charter School Liaison

The Deputy Superintendent School Services and Founding Director ~~Deputy Superintendent School Services~~ designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Ana Maria Rojas, Equity and Inclusion Administrator
10170 Huennekens Street
San Diego, CA 92121
858-678-4818

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.

2. Homeless students enroll in and have a full and equal opportunity to succeed at Charter School

3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"); any other preschool programs administered by Charter School , if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, Charter School charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.

9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

Enrollment

The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Charter School shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant

to the procedures stated in the Charter School charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Deputy Superintendent School Services and Founding Director ~~Deputy Superintendent School Services~~ or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1. For students in Transitional Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder ("ERH"), Indian custodian[4] in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non-school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals.

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

[4] "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: List Paragraph,Bullet Paragraph,list, Right: 0", Numbered + Level: 1 + Numbering Style: 1, 2, 3, … + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75", Widow/Orphan control, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers, Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

Housing Questionnaire

Formatted: Tab stops: 6.25", Left

Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at Charter School and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

Formatted: Right: 0", Tab stops: 6.25", Left

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Charter School such as (42 U.S.C. § 11432(g)(4)):

Formatted: Indent: Left: 0.25", Right: 0", Tab stops: 6.25", Left

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in vocational and technical education
- Programs for gifted and talented students
- Charter School nutrition programs

Formatted: Right: 0", Tab stops: 6.25", Left

Transportation

In the event that Charter School provides transportation services to all Charter School students, Charter School shall provide comparable transportation services to each homeless child or youth attending Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)
If the Charter School does not otherwise provide transportation services to all Charter School students, Charter School shall ensure that transportation is provided for homeless students to and from Charter School , at the request of the parent or guardian (or Charter School Liaison), if Charter School is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by Charter School will be adequate and appropriate for the Student's situation, but Charter School does not commit to any one method of transportation for all youth.

Professional Development

All administrators, teachers and employees of Charter School , including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. The Charter School Liaison will verify that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually through the CDE's verification system. (Education Code Section 48852.5(c)(2).)

The Charter School Liaison shall offer training to Charter School certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

(1) Charter School's homeless education program policies; and
(2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

The Charter School Liaison shall inform such employees of the availability of training and the services the Charter School Liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

High School Graduation Requirements

Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the

Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a

Formatted: Tab stops: 6.25", Left

Formatted: Indent: Left: 0.5", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Justified, Right: 0", Widow/Orphan control, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers, Tab

Formatted: Right: 0", Tab stops: 6.25", Left

fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.

2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.

3. Consult with and provide information to the student about transfer opportunities available through

Formatted: Indent: Left: 0.25", Right: 0", Tab stops: 6.25", Left

the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the ERH.

5. Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Deputy Superintendent School Services and Founding Director or ~~Deputy Superintendent or~~ designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the homeless student and the ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.

2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is **not** eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1) Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;

2) Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

3) If, given their course completion status at that time the reevaluation is conducted, the pupil is not

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Indent: Left: 0.25", Right: 0", Tab stops: 6.25", Left

reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil's options to:

i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
ii. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Formatted: Right: 0", Tab stops: 6.25", Left

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

Formatted: Right: 0", Tab stops: 5.88", Left + 6.25", Left + 6.31", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Acceptance of Course Work

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Notice

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and at least annually while the student is enrolled at the Charter School in alignment with the law.

Annual Policy Review

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school. Charter School's review of its homeless education program policies shall use resources developed by the CDE and posted on the CDE's internet website and resources developed by homeless education technical assistance centers established using funding from the American Rescue Plan Act of 2021.

School Website Posting

Charter School shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the Liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

Complaints of Noncompliance

A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

****

Education for Foster and Mobile Youth Policy *(Full Board Policy)*
Board Policy #: 1752
Adopted: February 16, 2022
Amended: September 6, 2022~~,~~ June 22, 2023~~,~~ February 28, 2024; June 26, 2024; June 24, 2025

Introduction

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay hereafter collectively referred to as "Charter School" or "School", hereby adopts this Education for Foster and Mobile Youth Policy. ~~The Board of Directors of Altus Schools Southern CA hereby adopts this Educational for Foster and Mobile Youth Policy to apply to apply to Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School, hereafter collectively referred to as ("Charter School").~~ The Charter School recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances,

Formatted: Tab stops: 6.25", Left
Formatted: Right: 0", Tab stops: 6.25", Left
Formatted: Font: Not Bold, Italic, No underline
Formatted: Tab stops: 6.25", Left
Formatted: Right: 0", Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Right: 0", Tab stops: 6.25", Left

disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

Definitions

- *"Foster youth" m*eans any of the following:

  1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code ("WIC").
  2. A child who is the subject of a petition filed pursuant to WIC section 309300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
  3. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
     a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
     b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
     c. The nonminor is participating in a transitional independent living case plan.
  4. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[5]
  5. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- "*Former juvenile court school student*" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.

- *"Child of a military family"* refers to a student who resides in the household of an active-duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- *"Newcomer pupil"* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the

[5] The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Numbered + Level: 1 + Numbering Style: 1, 2, 3, … + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75", Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Add space between paragraphs of the same style, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5", No widow/orphan control, Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Commonwealth of Puerto Rico, for more than three (3) full academic years.

- *"Educational Rights Holder" ("ERH")* means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.

- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of "school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.

- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

- *"Partial coursework satisfactorily completed"* includes any portion of an individual course, even if the pupil did not complete the entire course.

Within this Policy, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be referred to collectively as "Foster and Mobile Youth."

Foster and Mobile Youth Liaison

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School's liaison for Foster and Mobile Youth:

Ana Maria Rojas
Equity and Inclusion Administrator
arojas@altusschools.net
858-678-4818

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School foster youth.

Formatted: Left, Add space between paragraphs of the same style, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5", No widow/orphan control, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers, Tab stops:

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

2. Ensure proper transfer of credits, records, and grades when foster youth transfer to or from the Charter School.

3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.

4. When required by law, notify the foster youth's ERH, attorney, county social worker, and the appropriate representative of the county child welfare agency, and an Indian child's ERH, tribal social worker and if applicable, county social worker of the student's expulsion or involuntary removal, and, at least ten (10) calendar days preceding the date of the following:

   a. An expulsion hearing for a discretionary act under the Charter School's charter.

   b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's ERH, attorney, county social worker, an Indian child's ERH, tribal social worker and if applicable, county social worker, and the agency representative will be invited to participate.

   c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's ERH, attorney, county social worker, an Indian child's ERH, tribal social worker and if applicable, county social worker, and the agency representative will be invited to participate.

5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.

6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.

7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to Administrator of Instructional Services, School Coordinator and Student Services Coordinator of the requirements for the proper enrollment, placement, and transfer of foster youth.

8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.

9. Monitor the educational progress of foster youth and provide reports to the Equity and Inclusion Officer or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to WIC sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

Formatted: Tab stops: 6.25", Left

School Stability and Enrollment

The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking reenrollment in the Charter School as their school of origin.

Formatted: Right: 0", Tab stops: 6.25", Left

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

1. For students in kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth have the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non-school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Formatted: Tab stops: 6.25", Left

Transportation

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

Effect of Absences on Grades

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.

b. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school[6], a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed. The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course but shall separately identify the school and local educational agency in which the credits were earned.

If a Foster and Mobile Youth transfers in or out of Charter School, Charter School shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

a. All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.
b. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned.
c. A complete record of the pupil's seat time, including both period attendance and days of enrollment.

If Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Charter School within two business days of the request.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the Charter School, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

Formatted: Right: 0", Tab stops: 6.25", Left

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

[6] For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

Applicability of Graduation Requirements

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and newcomer pupils who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption. For a newcomer pupil, enrollment in grade 11 or 12, based on the average age of students in the third or fourth year of high school, may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the Foster and Mobile Youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

The Equity and Inclusion Administrator or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, and shall consult with the Foster and Mobile Youth and their ERH. The consultation shall include all of the following:

1. ~~1.~~ Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. ~~2.~~ Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: List Paragraph,Bullet Paragraph,list, Right: 0", Outline numbered + Level: 4 + Numbering Style: 1, 2, 3, … + Aligned at: 0.38" + Indent at: 0.63", Widow/Orphan control, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers, Tab stops: 6.25", Left

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the youth and the youth at one time qualified for the exemption, even if the pupil is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated. Likewise, if the youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the Student eligible while he or she is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's additional graduation requirements within the student's fifth year of high school, the Equity and Inclusion Officer or designee shall:

1. Consult with the student and the student's ERH of the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.

2. Consult with the student and the student's ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.

3. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.

4. Upon agreement with the student or if the student is under 18 years of age, the ERH, permit the student to stay in school for a fifth year to complete the Charter School's graduation requirements.

5. For a student identified as a foster youth, consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3 within the student's fifth year of high

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

school, the Deputy Superintendent School Services and Founding Director~~Deputy Superintendent School Services~~ or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and the ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.

2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1) Within the first 30 calendar days of the *following* academic year, Charter School shall reevaluate eligibility;

2) Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption , based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

3) If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and ERH of the pupil's options to:

   iii. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or

   iv. Stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile

court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

Eligibility for Extracurricular Activities

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student who the Charter School knows is currently in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

Student Records

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization, and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record-keeping needs of Foster and Mobile Youth.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Complaints of Noncompliance

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request.

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

****

Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation, and Education *(Full Board Policy)*
Board Policy #: 3325
Adopted: February 16, 2021
Amended: June 22, 2023~~,~~; February 28, 2024; June 26, 2024; June 24, 2025

A. SECTION 504 POLICY

The Board of Directors of Altus Schools Southern CA hereby adopts the Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education to apply to apply Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay~~to Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School~~, hereafter collectively referred to as ("Charter School"). The Governing Board of the Charter School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA"). An impairment need not prevent or severely restrict a major life activity to be considered "substantially limiting."

The Charter School's Deputy Superintendent School Services and Founding Director ~~Deputy Superintendent School Services~~ or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If Charter School does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student

shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Charter School shall periodically review the student's progress and placement.

The Charter School does not discriminate on the basis of disability or any other characteristic protected under law. Charter School will implement this policy through its corresponding procedures.

B. SECTION 504 PROCEDURES

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by Charter School.

2. **Individual with a Disability under Section 504** – An individual who:
   a. has a physical or mental impairment that substantially limits one or more major life activities;
   b. has a record of such an impairment; or
   c. is regarded as having such an impairment.

3. **Evaluation –** procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade, or class.

4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.

5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

7. **Physical or Mental Impairment** –
   a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
   b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The Administrator of Special Education shall serve as the Charter School's Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at

   Kirsten Ramirez Henderson
   10170 Huennekens Street, San Diego, CA 92121
   (619)393-2270
   khenderson@altusschools.net

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means
    a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.

3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:

    a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
    b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
    c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.

9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

11. Information from all sources shall be documented and carefully considered.

C. 504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.

6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.

9. The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

10. Charter School shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, Charter School shall schedule a 504 Team meeting to review the existing 504 Plan. Charter School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

11. A parent, guardian, or Charter School shall have the right to audio record the proceedings of any team meetings held pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794). The parent or guardian or Charter School shall notify the members of the team of the parent's, guardian's, or Charter School's intent to audio record a meeting at least 24 hours before the meeting. If Charter School initiates the notice of intent to audio record a meeting and the parent or guardian objects or refuses to attend the meeting because it will be audio recorded, the meeting shall not be audio recorded.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A re-evaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
   - Examine relevant records
   - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
   - Have the right to file a Uniform Complaint pursuant to Charter School policy
   - Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

   Kirsten Ramirez Henderson
   10170 Huennekens Street, San Diego, CA 92121
   (619)393-2270
   khenderson@altusschools.net

   Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Deputy Superintendent School Services and Founding Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings.

To ensure impartiality, such officers shall not be employed by or under contract with Charter School or any district within the El Dorado Charter SELPA or the San Diego County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:
   - The specific decision or action with which the parent/guardian disagrees.
   - The changes to the 504 Plan the parent/guardian seeks.
   - Any other information the parent/guardian believes is pertinent.

5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
   - Mediation by a neutral third party.
   - Review of the 504 Plan by the Deputy Superintendent School Services and Founding Director or designee.

~~6.~~ Within ten (10) calendar days of receiving the parent/guardian's request, the Deputy Superintendent School Services and Founding Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Deputy Superintendent School Services and Founding Director.

6.

7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Deputy Superintendent School Services and Founding Director.

8. The parent/guardian and the School shall be afforded the rights to:
   - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
   - Present written and oral evidence.
   - Question and cross-examine witnesses.
   - Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

Formatted: Font: (Default) +Body (Calibri)

Formatted: List Paragraph,Bullet Paragraph,list, Indent: Left: 1", Widow/Orphan control

11. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

Suspension and Expulsion, Special Procedures for Students with Disabilities

Charter School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Charter School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance to due process to such students. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's 504 Plan; and receive, as appropriate, a functional behavioral assessment ("FBA") and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination

   Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School, the parent, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

   a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
   b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.
   c. If Charter School, the parent, and relevant members of the 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
   d. If Charter School, the parent, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the child's disability, the 504 Team shall:

      - Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the BIP.

e. If Charter School, the parent, and relevant members of the 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Charter School , the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and Charter School agree otherwise.

4. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Deputy Superintendent School Services and Founding Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's 504 Team.

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated Charter School 's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if Charter School had knowledge that the student had a disability before the behavior occurred.

Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School Coordinator or the Administrator for Instructional Services, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent has requested an evaluation of the child.
c. The child's teacher, or the special education teacher or the school coordinator, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Special Education Coordinator or to the School Coordinator or to the Administrator for Instructional Services.

If Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

If Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Charter School shall conduct an expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by Charter School pending the results of the evaluation.

Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Charter School .
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Deputy Superintendent School Services and Founding Director for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.

16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education
San Francisco Office
United Nations PlazaSan Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from Charter School for exercising any of these rights.

Please contact Kirsten Ramirez Henderson, 504 Coordinator, (619) 393-2270 and at 10170 Huennekens Street, San Diego, CA 92121, with any questions regarding the information contained herein.

****

Special Education/Students with Disabilities/Child Find

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the El Dorado County SELPA. These services are available for special educations students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact:

Altus Schools Coachella Valley:
Sharnita Moore, School Coordinator at (858) 678-2050.

Altus Schools East County~~Bay~~:
Allison Fleck, ~~School Coordinator~~Administrator of Instructional Services at (858) 678-2020.

~~Audeo II:~~
~~Hayley Beaupre, Administrator of Instructional Services at (858) 678-2050.~~

Altus Schools South Bay:
Allison Fleck~~, School Coordinator~~, Administrator of Instructional Services at (858) 678-2020.

Altus Schools North County:

Formatted: Font: (Default) +Body (Calibri)

Formatted: Font: (Default) +Body (Calibri)

Formatted: Font: (Default) +Body (Calibri)

Allison Fleck~~, School Coordinator~~, Administrator of Instructional Services at (858) 678-2020.

Altus Schools Mirus
Alex Carrillo, School Coordinator at (858) 678-3914.

Audeo Charter School II:
Allison Fleck~~, School Coordinator~~, Administrator of Instructional Services at (858) 678-2020.

Audeo Valley Charter School:
Sharnita Moore, School Coordinator at (858) 678-2050.

Formatted: Font: (Default) +Body (Calibri)

Formatted: Font: (Default) +Body (Calibri), Font color: Black

Formatted: Normal, No widow/orphan control, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

Formatted: Font: (Default) +Body (Calibri)

Formatted: Font: (Default) +Body (Calibri)

English Learners

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Student/Family Rights, Conduct Expectations, and Complaint Procedures

Formatted: Space Before: 0 pt, Line spacing: single, Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Student Responsibilities

- Attend Resource Center meetings according to the schedule on the master agreement and arrive on time.
- Complete ALL assignments as scheduled.
- Participate in Resource Center activities.
- Follow all rules and procedures.
- Follow school rules, including the Internet Use, Student Citizenship and obey the Loitering Law.
- Cooperate with adults and other students and respect the rights of others to learn and help to create a positive learning environment for everyone.
- Refrain from using profanity or making derogatory statements (“put-downs”).
- Respect the property of the Charter School, the community, and others.
- Be responsible for the care and return of all instructional materials and textbooks.
- Maintain honesty and integrity in completing all work, tests, and evaluations.

Student Academic Integrity & Citizenship

At Charter School, we expect our students to be good citizens and to be honest. We expect students to complete assessments without outside assistance, not to plagiarize, respect instructional materials and school resources, and to make a good-faith effort when completing exams and required tests.

Student Use of Technology Policy and Acceptable Use Agreement *(Full Board Policy)*

Board Policy #: 3130

Amended: December 11, 2017; February 16, 2022, June 22, 2023, February 28, 2024, June 26, 2024

The Board of Directors of Altus Schools Southern CA, hereby adopts this Student Use of Technology Policy to apply to apply to Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay~~Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School~~, hereafter collectively referred to as "Charter School."

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. The Charter School offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Definitions

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

"Educational purpose" means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

"Inappropriate use" means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

Notice and Acceptable Use Agreement

The Charter School shall notify students and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Formatted: Font: Not Bold, Italic, No underline

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Deputy Superintendent School Services and Founding Director ~~Deputy Superintendent School Services~~ or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using Charter School computers, laptops, or tablets to access the internet or online services on a Charter School campus and may have teacher aides, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Deputy Superintendent School Services and Founding Director~~Deputy Superintendent School Services~~ or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Deputy Superintendent School Services and Founding Director ~~Deputy Superintendent School Services~~ or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.[7] Students are expected to follow safe practices when using Charter School technology.

Charter School advises students:

a. To never share passwords, personal data, or private photos online.
b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
d. To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Deputy Superintendent School Services and Founding Director ~~Deputy Superintendent School Services~~ or designee shall block access to such sites on Charter School computers with Internet access.

Deputy Superintendent School Services and Founding Director ~~The Deputy Superintendent School Services~~ or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources.

Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Left, Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

****

Acceptable Use Agreement

The Charter School Governing Board believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:

    a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.

    b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.

2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.

3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold the Charter School, or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School, Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared, and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:

    a. Playing games or online gaming.

    b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.

c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.

d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.

e. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.

f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.

g. Conducting for-profit business.

h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.

i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.

j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.

k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.

7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.

9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete the required form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. The document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. Charter School encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages Charter School's property, including but not limited to Charter School's technology, equipment and networks, or fails to return Charter School's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

A copy of this form is available on the Charter School's website.

****

Loitering Law

It is unlawful for any juvenile who is subject to a compulsory alternative education program to loiter, idle, wander or be in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, or the premises of any establishment, vacant lots or unsupervised place between the hours of 8:30 a.m. and 2:30 p.m. on any day when that juvenile otherwise would be required to attend a regular compulsory education school (Municipal Code section 58.05). This means that students should either be in the Resource Center or at home between the hours of 8:30 a.m. and 2:30 p.m., Monday through Friday, unless an excused absence is on file.

****

Suspension and Expulsion Policy *(Full Board Policy)*

Board Policy #: 3110

Amended: May 5, 2009; February 16, 2022; December 7, 2022; June 22, 2023; February 28, 2024; June 26, 2024; February 27, 2025

This Student Suspension and Expulsion Policy and Procedures has been established by the Board of Directors of Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, and Audeo Valley Charter School (hereinafter collectively referred to as "Charter School").

In adopting this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's Policy and Procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[8] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the School Coordinator's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Formatted: Font: (Default) +Body (Calibri)

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not

[8] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. **Discretionary Suspension Offenses**. Students may be suspended when the School Coordinator or designee determines the student:
    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force or violence upon the person of another except self-defense.

    c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in or attempted to engage in hazing. For the purposes of this Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this Policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to electronic files and databases. For purposes of this Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate

prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 7 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind,

and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases

g) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in or attempted to engage in hazing. For the purposes of this Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases For purposes of this Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face

and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 7 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 7 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv)

missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

   Suspension shall be preceded, if possible, by a conference conducted by the School Coordinator or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Coordinator or designee.

   The conference may be omitted if the School Coordinator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

   At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. **Notice to Parents/Guardians**

   At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student as well as the date and time when the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**

Formatted: Numbered + Level: 3 + Numbering Style: 1, 2, 3, … + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Tab stops: 6.25", Left + Not at 0"

Formatted: Tab stops: 6.25", Left

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Coordinator or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the School Coordinator or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. **Homework Assignments During Suspension**
In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial ASSC Board of Directors following a hearing before it, or by the neutral and impartial ASSC Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the ASSC Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Coordinator or designee determines that the student has committed an expellable offense and

recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the ASSC Board of Directors for a final decision whether to expel. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The determination of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing or as soon as practicable. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The School Coordinator or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The School Coordinator or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

K. Disciplinary Records

Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the ASSC Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Coordinator or designee shall make a recommendation to the Board of Directors following the meeting regarding their determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School 's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

Formatted: Right: 0", Tab stops: 6.25", Left

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Removal Due to Noncompliance with Independent Study Requirements

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for noncompliance with independent study requirements shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Formatted: Tab stops: 6.25", Left

1. **Notification of SELPA**

   The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. **Services During Suspension**
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. **Procedural Safeguards/Manifestation Determination**

   Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School , the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

   a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

c) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
d) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

e) Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the Parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that

Formatted: Right: 0", Tab stops: 6.25", Left

maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Formatted: Tab stops: 6.25", Left

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Coordinator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School 's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter

School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

~~This Student Suspension and Expulsion Policy has been established by the Board of Directors of Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: Altus Schools East County, , Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School, (hereinafter collectively referred to as "Charter School").~~

~~In adopting this policy, Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.~~

~~Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.~~

~~Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.~~

The Charter School administration shall ensure that students and their parents/guardians[9] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that the policy and procedures are available on request at the School Coordinator's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian , and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

[9] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but it not limited to electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but it not limited to electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m)Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an

~~educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.~~

~~p) Made terroristic threats against school officials and/or school property, which includes but it not limited to electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but it not limited to electronic files and databases, or the personal property of the person threatened or his or her immediate family.~~

~~q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.~~

~~r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.~~

~~s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.~~

~~t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.~~

~~1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:~~

~~i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.~~
~~ii. Causing a reasonable student to experience a substantially detrimental~~

effect on his or her physical or mental health.
iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the School site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
i. A message, text, sound, video, or image.
ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.
(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a

juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a) (b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.
c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

~~smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.~~

~~i) Committed an obscene act or engaged in habitual profanity or vulgarity.~~

~~j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.~~

~~k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases~~

~~l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.~~

~~m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.~~

~~n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.~~

~~o) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.~~

~~p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases or the personal property of the person threatened or his or her immediate family.~~

~~q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.~~

~~r) Caused, attempted to cause, threatened to cause or participated in an act of hate~~

violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the School site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.
ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the

effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.
b. Brandished a knife at another person.
c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of

1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Coordinator or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Coordinator or designee.

The conference may be omitted if the School Coordinator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters

pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Coordinator or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the School Coordinator or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. **Homework Assignments During Suspension**

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Board of Directors following a hearing before it, or by the neutral and impartial Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Coordinator or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Charter School Board for a final decision whether to expel. The hearing shall be held in closed

session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act (FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Charter School 's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five calendar days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaint witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

~~5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.~~

~~6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.~~

~~7. If one or both of the support persons is also a witness, Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Charter School . The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.~~

~~8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.~~

~~9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.~~

~~10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.~~

~~**G. Record of Hearing**~~

~~A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.~~

~~**H. Presentation of Evidence**~~

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The School Coordinator or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Charter School .

The School Coordinator or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

K. Disciplinary Records

~~Charter School shall maintain records of all student suspensions and expulsions at Charter School . Such records shall be made available to the authorizer upon request.~~

~~**L. No Right to Appeal**~~

~~The student shall have no right of appeal from expulsion from Charter School as the Board of Directors' decision to expel shall be final.~~

~~**M. Expelled Students/Alternative Education**~~

~~Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.~~

~~**N. Rehabilitation Plans**~~

~~Students who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to Charter School for readmission.~~

~~**O. Readmission or Admission of Previously Expelled Students**~~

~~The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Coordinator or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission or admission of student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon Charter School 's capacity at the time the student seeks readmission or admission to the Charter School.~~

~~**P. Notice to Teachers**~~

Formatted: Right: 0", Tab stops: 6.25", Left

~~The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.~~

~~Q. **Removal Due To Noncompliance with Independent Study Requirements**~~

~~In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) or more missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of~~

the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for non-compliance with independent study requirements shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.]

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School , the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

c. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
d. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
e. Return the child to the placement from which the child was removed, unless the parent/guardian and Charter School agree to a change of placement as part of the modification

Formatted: Tab stops: 6.25", Left

~~of the behavioral intervention plan.~~

~~If Charter School , the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.~~

~~4. Due Process Appeals~~

~~The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.~~

~~When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) daytime period provided for in an interim alternative educational setting, unless the Parent/guardian and Charter School agree otherwise.~~

~~In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.~~

Formatted: Right: 0", Tab stops: 6.25", Left

~~In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.~~

~~Special Circumstances~~

Formatted: Tab stops: 6.25", Left

~~Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.~~

~~The School Coordinator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:~~

- ~~a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;~~
- ~~b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or~~
- ~~c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.~~

~~6. Interim Alternative Educational Setting~~

~~The student's interim alternative educational setting shall be determined by the student's IEP/504 team.~~

~~**7. Procedures for Students Not Yet Eligible for Special Education Services**~~
~~A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated Charter School 's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Charter School had knowledge that the student was disabled before the behavior occurred.~~

~~Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:~~

- ~~a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.~~
- ~~b. The parent/guardian has requested an evaluation of the child.~~
- ~~c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.~~

~~If Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA eligible children with disabilities, including the right to stay put.~~
~~If Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Charter School pending the results of the evaluation.~~

~~Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.~~

****

Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to Resource Centers and to field trips/school-sponsored events. Parents/guardians will be notified and students may -be asked to change or sent home if they are found to be in violation of the dress code.

Dress code violations include the following:

- Pants sagging below the waist
- Swimsuits or sleepwear, including bedroom slippers
- Shorts/skirts/dresses that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)

Formatted: Indent: Left: 0.25", Tab stops: 6.25", Left

- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses suggestive/vulgar/profane language and/or images
- Head coverings such as, hats, bandanas, beanies, or do-rags (note: headwear worn for religious purposes is permitted)

****

Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy *(Full Board Policy)*
Board Policy #: 3320
Adopted: February 16, 2022
Amended: June 22, 2023~~,~~ February 28, 2024~~,~~ June 26, 2024; June 24, 2025

The Governing Board of Altus Schools Southern CA hereby adopts this Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy to apply Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay~~to Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School~~, hereafter collectively referred to as ("Charter School"). The Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as "private devices") to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while on site or at the resource center, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Off school site before or after school.
- Before or after any Charter School sponsored activity occurring before or after the school's instructional day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Private devices shall be turned off and shall not be used:

- While at the resource center, including workshops, seminars, tutoring and any other school activity, which takes place during the scheduled instructional day on or off site.
- During events sponsored by the Charter School.
- On field trips or excursions sponsored by the Charter School.

Formatted: Indent: Left: 0.25", Tab stops: 6.25", Left
Formatted: Tab stops: 6.25", Left
Formatted: Right: 0", Tab stops: 6.25", Left
Formatted: Font: Not Bold, Italic, No underline
Formatted: Tab stops: 6.25", Left

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. Parents/guardians will be contacted to pick up any confiscated private devices at the end of the instructional time at the resource center or at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought onto campus or at Charter School sponsored activities.

****

Lost or Damaged School Property

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

Parents' Responsibilities

- Ensure that students get to their scheduled appointment on time. If this is not possible, contact the teacher to arrange an alternate time.
- Hold high expectations for your student, regularly monitor his or her daily work.
- Support school rules and the independent study definition of attendance—students complete schoolwork rather than spending time in the Resource Center.
- Establish a schedule with the student and provide a space for study time at home.
- Arrange for student to attend appropriate field trips and supplemental tutoring sessions.
- Meet with staff when requested, particularly during master agreement signing conferences.
- Participate in decisions related to the education of your student.
- Ensure that students are clothed properly for school and school events.

Parents' Role in Discipline and Behavior

Parents are expected to cooperate with Charter School staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help your child to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.
-

Non-Discrimination Statement

Board Policy #: 3180
Approved: March 4, 2008,
Amended: February 28, 2024; June 26, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California ("ASSC"), which operates Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay hereinafter collectively referred to as "Charter School", hereby adopts this Student Non-Discrimination Policy. Charter School is committed to equal opportunity for all individuals in education. Charter School shall promote programs which ensure that discriminatory practices are eliminated in all school activities.

Charter School does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups.

Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

Formatted: Bulleted + Level: 1 + Aligned at: 0" + Indent at: 0.25", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Space Before: 0 pt, Tab stops: 6.25", Left

Formatted: Font: (Default) +Body (Calibri)

Formatted: Normal

Formatted: Tab stops: 6.25", Left

The Charter School does not request nor require student records prior to a student's enrollment.

Pursuant to California law and the California Attorney General's guidance to K-12 schools in responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs. The complete Guidance, including *Appendix G – Know Your Rights* can be reviewed via the following link: https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquiries about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability).

Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

~~Tim Tuter~~ Elizabeth Orona
~~Deputy Superintendent Schools Services~~ Chief of Staff & Compliance Officer
~~(858) 678-2042~~ (858) 678.4811
10170 Huennekens Street
San Diego, CA 92121

The lack of English language skills will not be a barrier to admission or participation in Charter School's programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

****

3179 Title IX Policy Prohibiting Discrimination on the Basis of Sex

Commented [LA9]: LIZ PLEASE CHECK IF THE POLICY NUMBER IS 2178 OR 3177

Commented [LA10]: Per AB 34 and 543, the School's sexual harassment policy 1) must be posted in a prominent and readily accessible location on the School's website;
2) should be included in the School's "regular policy statement";
3) shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or during Learning Period 1 and LP 2.
4) Training shall be provided for each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired;
5) shall appear in any publication of the institution that sets forth the comprehensive rules, regulations, procedures, and standards of conduct for the institution (i.e., student handbook);
and 6) shall be displayed in a prominent location in the main administrative building or other area of the site or resource center where other similar notices/policies are posted.

Please note that in addition to this policy, the School is legally required to have certain Title IX language on the School's website in compliance with Education Code section 221.61 including but not limited to the contact information for the Title IX coordinator, a link to the CDE's Title IX information, the definition of discrimination and harassment based on sex as described in Section 230, and the rights set forth in Section 221.8. We can ask YMC to provide us with some sample language if we desired. Let me know.

Further, per EC section 231.6, charter schools serving pupils in any of grades 9 through 12, inclusive, shall create a poster that meets specific requirements and notifies pupils of the applicable sexual harassment policy. The poster shall be prominently and conspicuously displayed in each bathroom at the resource center. . The poster shall display, at a minimum, all of the following:
(1) The rules and procedures for reporting a charge of sexual harassment.
(2) The name, phone number, and email address of the Compliance Officer to contact to report a charge of sexual harassment.
(3) The rights of the reporting pupil, the complainant, and the respondent, and the responsibilities of the resource centers in accordance with the applicable written policy on sexual harassment.

Commented [LA11R10]: LIZ WE SHOULD PUT COORDINATOR AND NOT YOUR TITLE, BUT IT SHOULD BE YOUR CONTACT INFORMATION.

Formatted: Font: (Default) +Body (Calibri)

Approved: June 26, 2024;
Amended: June 24, 2025

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Altus Schools Southern CA, which operates Altus Schools East County, Altus Schools South Bay, Altus Schools North County, Audeo Charter School II, Audeo Valley Charter School, ~~and~~ Altus Schools Mirus ~~Secondary School~~, and Altus Schools Coachella Valley, (hereinafter collectively referred to as "Charter School") to ~~to prevent and address sex discrimination, including but not limited to~~ sexual harassment, occurring within a Charter School's condition or activity. ~~sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.~~

Charter School does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[10] ~~Charter School will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.~~

This Policy applies to conduct occurring in Charter School's education programs or activities ~~on or after August 1, 2024~~ including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Charter School does business.

Commented [EO12]: Should we update this? The 2024 Title IX regs have been vacated and we are back to 2020 Title IX regs.

Commented [LA13R12]: YES WE SHOULD UPDATE THIS TO REFLECT 2020 REGULATIONS.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the Charter School Title IX Coordinator, the Assistant Secretary ~~Office~~ for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by Charter School. ~~Under California law, D~~discrimination ~~on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.~~

Prohibited Sex-Based Harassment

Under Title IX, "sex-based harassment" means conduct on the basis of sex, that satisfies one or more of the following:

- An employee of Charter School conditioning the provision of an aid, benefit, or service of Charter School on an individual's participation in unwelcome sexual conduct;

[10] Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Charter School's education program or activity; or

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

~~This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Altus Schools Southern CA, which operates Altus Schools East County, Altus Schools South Bay, Altus Schools North County, Audeo Charter School II, Audeo Valley Charter School, and Altus Schools Mirus Secondary School, and Altus Schools Coachella Valley, (hereinafter collectively referred to as "Charter School") to to prevent and address sex discrimination, including but not limited to sexual harassment, occurring within a Charter School's condition or activity. sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.~~

~~Charter School does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[11] Charter School will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.~~

~~This Policy applies to conduct occurring in Charter School's education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Charter School does business.~~

~~Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the Charter School Title IX Coordinator, the Assistant Secretary Office for Civil Rights of the U.S. Department of Education, or both.~~

~~**Definitions**~~

~~**Prohibited Sex Discrimination**~~
~~Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by Charter School. Under California law, Ddiscrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.~~

~~**Prohibited Sex-Based Harassment**~~

~~[11] Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.~~

Commented [EO14]: Should we update this? The 2024 Title IX regs have been vacated and we are back to 2020 Title IX regs.

Commented [LA15R14]: YES WE SHOULD UPDATE THIS TO REFLECT 2020 REGULATIONS.

~~Under Title IX, "sex-based harassment" means conduct on the basis of sex, that satisfies one or more of the following:~~

~~b. An employee of Charter School conditioning the provision of an aid, benefit, or service of Charter School on an individual's participation in unwelcome sexual conduct;~~

~~c. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Charter School's education program or activity; or~~

~~d. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).~~

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Indent: First line: 0.5"

Formatted: Indent: First line: 0.5"

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through Charter School.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
  - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.

- Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment. ~~student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in Charter School's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) Charter School's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in Charter School's education program or activity at the time of the alleged sex discrimination.~~

Formal Complaint of Sexual Harassment means a~~n oral or~~ written document filed and signed by a complainant who is participating in or attempting to participate ~~request to~~ in Charter School's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Charter School investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in ~~that objectively can be understood as a request for~~ Charter School's education program or activity. ~~to investigate and make a determination about alleged sex discrimination.~~

Party means a complainant or respondent.

Respondent means a person a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment. ~~who is alleged to have violated Charter School's prohibition on sex discrimination.~~

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to Charter School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Charter School's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of Charter School ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Elizabeth Orona
Chief of Staff & Compliance Officer
eorona@altusschools.net
858-678-4811

Field Code Changed

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Tim Tuter
Deputy Superintendent School Services and Founding Director
ttuter@altusschools.net
858-678-2042

Formatted: Indent: Left: 1.5", First line: 0.5"

Commented [LA16]: LIZ: BE SURE THAT THE TITLE OF TIM IS CORRECT IN ALL OUR CURRENT BOARD POLICY AND REVISED. THIS IS TRUE ALSO FOR MARY, THE SERVICES IS PLURAL

The Coordinator is responsible for coordinating Charter School's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to Charter School, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within Charter School's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Deputy

Superintendent of School Services and Founding Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Charter School will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Commented [LA17]: LIZ NOTE - For a complaint of discrimination, bullying, harassment, discrimination or intimidation to fall under the UCP, it must be a written complaint. However, all reports of sex discrimination and harassment must be investigated even if they are oral or outside the UCP timelines, and appropriate action must be taken when necessary according to the results of the investigation.

I am sure this was discussed in the training you received.

Privacy

Charter School acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. ~~Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.~~

~~Nothing in this Policy precludes Charter School from requiring an employee or other person authorized by Charter School to provide aid, benefit, or service under Charter School's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.~~

Response to Sexual Harassment

Charter School will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

Charter School's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in Charter School's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Charter School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair Charter School's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

Charter School has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with Charter School's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

Charter School requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by Charter School to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Charter School will treat complainants and respondents equitably. Charter School presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

Charter School may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Charter School allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by Charter School, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

Charter School will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.[12] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

Charter School must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in Charter School's education program or activity; or
- Did not occur against a person in the United States.

Charter School may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by Charter School;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent Charter School from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable Charter School policy.

[12] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- Charter School's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that Charter School prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

Charter School may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with Charter School's policies.

Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under Charter School's Title IX grievance procedures, Charter School may offer an informal resolution process to the parties. Charter School will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, Charter School will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

Commented [LA18]: LIZ - Regardless of any determination on whether to remove a student or employee on an emergency basis, the School still must follow the grievance process before imposing any disciplinary sanctions or other actions that are not supportive measures (e.g., terminations or expulsions) against a respondent. Emergency removal is not a substitute for reaching a determination as to a respondent's responsibility; rather, emergency removal is for the purpose of addressing imminent threats posed to any person's health or safety, which might arise out of the sexual harassment allegations. Emergency removals allow schools to address emergency situations, whether or not a grievance process is underway, provided that the school first undertakes an individualized safety and risk analysis and provides the respondent notice and opportunity to challenge the removal decision.

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than twenty-five (25) business days. Charter School has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless Charter School obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, Charter School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within twenty (20) business days after Charter School sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of Charter School's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that Charter School provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of Charter School's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Deputy

Superintendent Schools Services and Founding Director, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

Commented [LA19]: IMPORTANT NOTE LIZ: THIS SHOULD BE A PERSON IN A POSITION ABOVE THE PERSON MAKING THE INITIAL DECISION AS LONG AS IT IS SOMEONE TRAINED AND MOREOVER NOT INVOLVED IN THE INVESTIGATION. THIS MEANS TIM TUTER MUST BE TRAINED ON THIS.

The complainant and respondent may only appeal from a determination regarding responsibility or Charter School's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within twenty-five (25) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by Charter School.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

Charter School will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

Commented [LA20]: Liz -the SCHOOL must make these training materials publicly available on its website. Or if the school does NOT have a website, but this does not apply to us, I am providing this information to you to be informed that the School should make them available for inspection by the general public upon request.

Formatted: Centered

~~INSERT CHARTER SCHOOL LETTERHEAD~~

Commented [LA21]: PLEASE USE THE SCHOOL LETTERHEAD

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name:_____Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

I hereby authorize ~~Charter School~~Audeo Charter School II to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from ~~Charter School~~Audeo Charter School II.

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by ~~Charter School:~~ Audeo Charter School II:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____



~~INSERT CHARTER SCHOOL LETTERHEAD~~

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name:_____Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

Commented [LA22]: LIZ - THIS SHOULD BE THE EXACT NAME OF THE SCHOOL

Commented [LA23]: LIZ - THIS SHOUD BE IN THE SCHOOL LETTERHEAD.

Commented [LA24]: LIZ THIS SHOULD BE THE NAME OF THE SCHOOL.

Formatted: Centered

Commented [LA25]: PLEASE USE THE SCHOOL LETTERHEAD

I hereby authorize ~~Charter School~~Audeo Valley Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from ~~Charter School.~~Audeo Valley Charter School.

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by ~~Charter School:~~ Audeo Valley Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____



~~INSERT CHARTER SCHOOL LETTERHEAD~~

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name:_____Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

I hereby authorize ~~Charter School~~Altus Schools Coachella Valley to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from ~~Charter School.~~Altus Schools Coachella Valley.

Commented [LA26]: LIZ - THIS SHOULD BE THE EXACT NAME OF THE SCHOOL

Commented [LA27]: LIZ - THIS SHOUD BE IN THE SCHOOL LETTERHEAD.

Commented [LA28]: LIZ THIS SHOULD BE THE NAME OF THE SCHOOL.

Formatted: Centered

Commented [LA29]: PLEASE USE THE SCHOOL LETTERHEAD

Commented [LA30]: LIZ - THIS SHOULD BE THE EXACT NAME OF THE SCHOOL

_____Date: _____
Signature of Complainant

_____
Print Name

To be completed by ~~Charter School:~~Altus Schools Coachella Valley:

Received by: _____ _____ Date: _____

Follow up Meeting with Complainant held on: _____

~~INSERT CHARTER SCHOOL LETTERHEAD~~

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name:_____Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

I hereby authorize ~~Charter School~~Altus Schools East County to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from ~~Charter School.~~Altus Schools East County.

_____ Date: _____
Signature of Complainant

_____
Print Name

Commented [LA31]: LIZ - THIS SHOUD BE IN THE SCHOOL LETTERHEAD.

Commented [LA32]: LIZ THIS SHOULD BE THE NAME OF THE SCHOOL.

Commented [LA33]: PLEASE USE THE SCHOOL LETTERHEAD

Commented [LA34]: LIZ - THIS SHOULD BE THE EXACT NAME OF THE SCHOOL

To be completed by ~~Charter School~~Altus Schools East County:~~:~~

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____



~~INSERT CHARTER SCHOOL LETTERHEAD~~

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name:_____Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

I hereby authorize ~~Charter School~~Altus Schools Mirus to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from ~~Charter School.~~Altus Schools Mirus.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by ~~Charter School:~~Altus Schools Mirus:

Received by: _____ Date: _____

Commented [LA35]: LIZ - THIS SHOUD BE IN THE SCHOOL LETTERHEAD.

Commented [LA36]: LIZ THIS SHOULD BE THE NAME OF THE SCHOOL.

Commented [LA37]: PLEASE USE THE SCHOOL LETTERHEAD

Commented [LA38]: LIZ - THIS SHOULD BE THE EXACT NAME OF THE SCHOOL

Commented [LA39]: LIZ - THIS SHOUD BE IN THE SCHOOL LETTERHEAD.

Commented [LA40]: LIZ THIS SHOULD BE THE NAME OF THE SCHOOL.

Follow up Meeting with Complainant held on: _____

~~INSERT CHARTER SCHOOL LETTERHEAD~~

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name:_____Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

I hereby authorize ~~Charter School~~Altus Schools North County to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from ~~Charter School.~~Altus Schools North County.

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by ~~Charter School:~~ Altus Schools North County:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Formatted: Font: (Default) +Body (Calibri), 12 pt, Not Highlight

Commented [LA41]: PLEASE USE THE SCHOOL LETTERHEAD

Commented [LA42]: LIZ - THIS SHOULD BE THE EXACT NAME OF THE SCHOOL

Commented [LA43]: LIZ - THIS SHOUD BE IN THE SCHOOL LETTERHEAD.

Commented [LA44]: LIZ THIS SHOULD BE THE NAME OF THE SCHOOL.

~~INSERT CHARTER SCHOOL~~ ~~LETTERHEAD~~

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name:_____Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

I hereby authorize ~~Charter School~~Altus Schools South Bay to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from ~~Charter School.~~Altus Schools South Bay.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by ~~Charter School:~~Altus Schools South Bay:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Commented [LA45]: PLEASE USE THE SCHOOL LETTERHEAD

Commented [LA46]: LIZ - THIS SHOULD BE THE EXACT NAME OF THE SCHOOL

Commented [LA47]: LIZ - THIS SHOUD BE IN THE SCHOOL LETTERHEAD.

Commented [LA48]: LIZ THIS SHOULD BE THE NAME OF THE SCHOOL.

Formatted: Tab stops: 6.25", Left

****

Educational Equity and Immigration Status Policy *(Full Board Policy)*

Formatted: Font: Not Bold, Italic, No underline

Board Policy #: 1754
Adopted: February 16, 2022
Amended: June 22, 2023~~,~~ February 28, 2024~~,~~ June 26, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay, ~~The Board of Directors of Altus Schools Southern CA hereby adopts this Educational Equity and Immigration Status Policy to apply to Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School,~~ hereafter collectively referred to as ("Charter School"). The Charter School recognizes and honors the attainment of education for the betterment of the individual and the community and is committed to fostering a positive school environment in which students, educators, and staff feel safe, welcomed, supported, and connected.

Charter School will provide a safe, secure, and peaceful learning environment for all students and staff. Charter School defines sensitive or safe locations to include its schools, official activities of its schools, including those occurring in public places and adjacent areas, and all of Charter School property, included but not limited to, facilities owned, controlled by, or leased by Charter School. Where outside contractors or service providers (particularly school resource officers) are regularly present at sensitive or safe locations or have access to student information, Charter School shall seek commitments from those parties not to facilitate immigration enforcement at any of the Charter School's sensitive or safe locations unless required by law.

Information about children's rights to a free education regardless of immigration status or religious beliefs and the Attorney General's *Know Your Rights* handout will be provided to students and parents upon enrollment to Charter School.

All notices provided to parents pursuant to AB 699 shall be language-accessible in compliance with state and federal laws. Enrollment, registration, and uniform complaint procedures information provided on the Charter School website shall be language-accessible in compliance with state and federal laws.

Responding to Hate Crimes and Bullying

Charter School has adopted and publicized a *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and provides annual notice of same to families. The Policy expressly prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code, including immigration status, and Section 220 of AB 699, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration or citizenship status, religion, religious affiliation, creed, color, citizenship, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, pregnancy, childbirth or related medical conditions, association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. In accordance with the *Title IX,*

Harassment, Intimidation, Discrimination, and Bullying Policy and its *Uniform Complaint Policy and Procedures*, Charter School will promptly and thoroughly investigate any complaint of unlawful harassment, discrimination, intimidation, or bullying that constitute a hate crime or are otherwise based on actual or perceived characteristics listed above, and take appropriate corrective action, if warranted.
Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other. Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived religion, immigration status, or citizenship) and about the negative impact of bullying other students based on these protected characteristics.

Charter School shall train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

Charter School shall inform students who are victims of hate crimes of their right to report such crimes.
Complete copies of the *Uniform Complaint Policy and Procedures* and the *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy* are available for review at the administration office.

Gathering and Managing Student and Family Information
School has adopted an *Educational Records and Student Information Policy* to apply to all educational records and student information maintained by Charter School and provides annual notice of same to all families. Appropriate personnel shall receive training regarding those policies and procedures.

Additionally, Charter School shall observe the following:

- Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of pupils or their family members.
- If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
- Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Admissions and Enrollment
As a charter school, Charter School is open to all students who wish to attend, regardless of residency.
Notwithstanding this and where permitted by law, Charter School shall accept alternative means to establish

residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Charter School will accept the following list of documents as reasonable evidence of residency:

- Property tax payment receipts
- Rental property contract, lease, or payment receipts
- Utility service contract, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from a government agency
- Declaration of residency executed by the parent or legal guardian of the student
- Note: documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process.

However, please note: (1) that parents and guardians are not required to provide each and every document listed and that (2) in accordance with the McKinney-Vento Homeless Assistance Act, Charter School will immediately enroll a homeless child or youth even if he or she is unable to provide proof of residency or age or other documentation normally required for enrollment.

Charter School will accept the following list of documents as reasonable evidence of age:

- Certified copy of birth record
- Statement by the local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport
- When none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian, or any other appropriate means of proving the child's age.

Documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process. Where any law requires submission of national origin related information to satisfy the requirements of a special program, Charter School personnel will solicit that documentation or information separately from the enrollment process.

Social Security Information:

Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment. If no adult household member has a Social Security number, the student still can qualify for free or reduced- price meals, if the family meets the income eligibility requirements.

Sharing Student and Family Information

Charter School will avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA).

Charter School requires written parental or guardian consent for release of student information unless the information is relevant for a legitimate education interest or includes directory information only.
Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. A copy of the complete *Education Records and Student Information Policy* is available for review in the administration office.

Charter School's request for written parental or guardian consent for release of student information must include:

(a) The signature and date of the parent, guardian, or eligible student providing consent;
(b) A description of the records to be disclosed;
(c) The reason for the release of information;
(d) The parties or class of parties receiving the information; and
(e) If requested by the parents, guardians, or eligible student, a copy of the records to be released.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

(a) Notify a designated Charter School official about the information request.
(b) Provide students and families with appropriate notice and a description of the immigration officer's request.
(c) Document any verbal or written request for information by immigration authorities.
(d) Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

Responding to Immigration Enforcement on Campus

No visitor – which include immigration-enforcement officers – shall enter or remain on school grounds of the Charter School during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

1. Name, address, and occupation;
2. Age, if less than 21;
3. Purpose of entering school grounds;

4. Proof of identity; and
5. Any other information as required by law

Charter School requires that any visitor, including immigration enforcement officers, must not interrupt students and faculty during class time for immigration enforcement or other purposes, and must instead wait until a designated break period prior to or following a class period to carry out their judicial warrant or court order. A complete copy of the Charter School *Visitor and Volunteer Policy* is available for review in the administration office.
Charter School has posted signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

Procedures for Responding to On-Campus Immigration Enforcement
As early as possible, Charter School personnel will notify the Superintendent or designated administrator of any request by an immigration-enforcement officer for student access or access to school grounds for purposes related to immigration enforcement, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.
In addition, Charter School personnel will take the following steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the offer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Deputy Superintendent School Services .
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer his/her reason for being on school grounds and document it.
4. Ask the officer to produce documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for the school records.
6. If officer declares that exigent circumstances exist and demands immediate access to the campus, Charter School personnel should comply with the officer's orders and immediately contact the Deputy Superintendent School Services .
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
    a. An ICE warrant, Charter School personnel shall inform the agent that he or she cannot consent to nay request without first consulting with the Charter School s counsel or other designated agency official
    b. A federal judicial warrant, such as a search-and-seizure warrant or an arrest warrant; prompt compliance is usually legally required. If feasible, consult with the Charter School's legal counsel or designated administrator before providing the agent access to the person or materials specified in the warrant
    c. Subpoena for production of documents or other evidence
        i. Immediate compliance is not required. Therefore, Charter School personnel shall inform the Charter School's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed

8. While Charter School personnel should not consent to access by an immigration-enforcement officer, except as described below, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding authorization given under a warrant or document. If an officer enters the premises without consent, Charter School personnel shall document his or her actions while on campus
9. After the encounter with the officer, the Charter School shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
    a. List or copy of the officer's credentials and contact information;
    b. Identity of all school personnel who communicated with the officer;
    c. Details of the officer's request;
    d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
    e. Charter School personnel's response to the officer's request;
    f. Any further action taken by the agent; and
    g. Photo or copy of any documents presented by the agent
10. Charter School personnel shall provide a copy of those note, and associated documents collected form the officer, to the Charter School's legal counsel or other designated agency official.
11. In turn, Charter School's legal counsel or other designated official] shall submit a timely report to the Charter School Board of Directors regarding the officer's requests and actions and Charter School's response(s).
12. E-mail the Charter School Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes

Charter School personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.
Charter School personnel shall receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

Responding to the Detention or Deportation of a Student's Family Member

Charter School shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

Charter School shall permit students and families to update students' emergency contact information as needed throughout the school year and provide alternative contacts if no parent or guardian is available. Charter School shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained. Charter School shall communicate to families that

information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Charter School shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student.

Charter School shall only contact Child Protective Services if the [local educational agency] personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

Family Safety Plan
To the extent possible, Charter School will facilitate a family's development of a *Family Safety Plan* to be stored at a location known by the student. Such a plans may identify a trusted adult who can care for the student if no parent or guardian can do so. Students should know that the trusted adult is the person who the student should contact if his or her parents and/or guardians are detained or deported, and how to reach the trusted adult.

Additional Resources
In the event that a student's family member is detailed, Charter School may refer the student and his or her family members to other resources, including, but not limited to:

- (1) ICE Detainee Locator
  - (https://locator.ice.gov/odls/#/search)
- (2) Legal Assistance
  - There are several legal aid organizations that may be able to provide legal assistance to secure the release of a student's detained parent, or to help arrange for the student to visit the parent
  - A list of California organizations accredited by Board of Immigration Appeals (BIA) to represent immigrants before the Department of Homeland Security (DHS) and Executive Office of Immigration Review (EOIR)
- (3) Consulate or Embassy.
  - The consulate or embassy of the parent's or guardian's country of origin may be able to offer additional information and assistance

Charter School will also ensure that the attorneys who they refer students to are licensed and in good standing with the State bar of California, by checking online at http://www.calbar.ca.gov/Attorneys

****

Student Freedom of Speech and Expression Policy *(Full Board Policy)*
Board Policy #: 3175
Approved: February 22, 2011
Amended: February 22, 2018; February 16, 2022; June 22, 2023; February 28, 2024; June 26, 2024; June 24, 2025

Formatted: Font: Not Bold, Italic, No underline

The Board of Directors of Altus Schools Southern CA hereby adopts this Student Freedom of Speech/Expression Policy to apply to Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay~~Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School~~, hereafter collectively referred to as "Charter School."

The Charter School respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

Definitions

1. "*Obscenity*": when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.

2. "*Defamation*": Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.

3. "*Discriminatory Material*": material that demeans a person or group because of the person/group's disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.

4. *"Harassment (including sexual harassment), Intimidation and/or Bullying"*: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

5. "*Fighting Words*": words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.

6. "*Vulgarity and/or Profanity*": the continual use of curse words by a student, even after warning.

7. "*Violating Privacy":* publicizing or distributing confidential or private material without permission.

On-Resource Center Expression

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above. Also prohibited shall be material that incites a clear and present danger of the commission of unlawful acts on resource center premises or the violation of lawful school regulations or the substantial disruption of the orderly operation of the Charter School.

~~A.~~ A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Deputy Superintendent School Services and Founding Director or designee at least one (1) school day prior to distribution. The Deputy Superintendent School Services and Founding Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. The Charter School Deputy Superintendent School Services and Founding Director or designee shall notify student(s) if distribution will be granted or denied (and if denied, why distribution is not in compliance with this Policy).
2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Deputy Superintendent School Services and Founding Director. Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at site entrances.

3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.

Formatted: Font: (Default) +Body (Calibri), Underline

Formatted: Normal, No bullets or numbering, Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

4. The solicitation of signatures must not take place in school offices, nor be substantially disruptive to resource center activities (as determined by the School Coordinator or the school's administrator, including but not limited to tutoring and group study.

~~B.~~A. Official School Publications

As a small independent student learning environment, the Charter School does not currently have school publications. Should the Charter School begin utilizing a pupil-operated publication in the future, Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.[13] The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. Charter School officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Deputy Superintendent School Services and Founding Director.

~~C.~~B. Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

~~D.~~C. Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials in resource center locations convenient to student use. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

~~E.~~D. Organized Demonstrations

Students have the right to lawful organized resource center demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the

[13] "Official school publications" refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place off-site during school hours unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

~~F.~~E. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school events, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

Off- Site Expression

Off-site student expression, including but not limited to student expression on offsite internet web sites not accessed from the resource centers, is generally constitutionally protected but shall be subject to discipline when there is sufficient nexus between the speech and the school.

Relevant considerations include:

1. The degree and likelihood of harm to the Charter School (staff, students, volunteers, and/or property) caused or augured by the expression,
2. Whether it is reasonably foreseeable that the expression would reach and impact the Charter School, and
3. The relation between the content and/or context of the expression and the Charter School. There is always a sufficient nexus between the expression and the Charter School when the Charter School reasonably concludes that it faces a credible, identifiable threat of school violence.

The Charter School Deputy Superintendent School Services and Founding Director or designee shall document the impact the expression had or could be expected to have on the educational program. Off-site expression that results in the material disruption of classwork or involves substantial disorder or invasion of the rights of others may be subject to discipline.

Off-site expression may result in discipline if the expression involves but is not limited to:

a. Serious or severe bullying or harassment targeting particular individuals;
b. Threats aimed at teachers or other students;

c. The failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities; or
d. Breaches of school security devices.

Enforcement

1. Upon learning that students are considering actions in the areas covered by this Policy they will be informed of the possible consequences of their action under each specific circumstance. The Deputy Superintendent School Services and Founding Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
2. This Policy does not prohibit or prevent the Charter School Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the resource center premises.
3. No Charter School employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
4. Charter School shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of a resource center, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

Complaints and Appeals

The following procedures shall be used to address general disputes regarding student freedom of speech and expression:

1. The student and faculty member shall first attempt to resolve the problem internally.

2. If the student and faculty member are unable to resolve the dispute, the student and/or faculty member may bring the matter to the Charter School Deputy Superintendent School Services and Founding Director or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.

3. Any student or faculty member may appeal the decision of the Charter School Deputy Superintendent School Services and Founding Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint by contacting the Charter School's Deputy Superintendent School Services and Founding Director.

****

Communication

Charter School seeks to convey the most current, accurate information possible to our parents and students. This includes the use of surveys and periodic Parent Square automated messages to your contact numbers. These messages will contain timely, important information. In addition, please "Like" our Facebook page (www.facebook.com/Altus4U) to keep up-to-date on all Charter School information.

As we encourage our students to succeed and be accountable for their work, we expect the same for our organization and our employees. If you have suggestions, ideas, or concerns, please feel free to discuss it with your student's teacher.

****

1500 Uniform Complaint Policy and Procedures *(Full Board Policy)*
Approved: May 5, 2009
Amended: June 29, 2015**,** March 10, 2016, August 26, 2020, March 1, 2023, February 28, 2024, June 26, 2024~~,~~ ; June 26, 2025~~June 26, 2025~~

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating ~~which operates~~ Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, Altus Schools Mirus ~~School~~, and Altus Schools Coachella Valley hereafter collectively referred to as ~~(~~"Charter School" or "~~Charter~~School", hereby adopts this~~)~~ policy is to comply with applicable federal and state laws and regulations. ~~Altus Schools Southern California, which operates Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School, ("Charter School" or "Charter") policy is to comply with applicable federal and state laws and regulations.~~ The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

(1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, ~~or~~ sexual orientation, or any combination of those characteristics, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics or any combination of those characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code sections 243(a) or 244(a).

(2) Complaints alleging a violation of state or federal law or regulation governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;

- Adult Education;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Child Care and Development Programs;
- Consolidated Categorical Aid;
- Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public schools, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs, and
- School Safety Plans.

(3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. ~~A pupil fees complaint and c~~Complaints regarding pupil fees, local control and accountability plans ("LCAP"), or noncompliance with Education Code sections 243 or 244 only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws. ~~Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47605.5 or 47607.3, as referenced in Education Code Section 52075, regarding local control and accountability plans.~~

d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the Charter

School to ensure full reimbursement to all affected students, parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or, Charter School, and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable.

(5) If the Charter School adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations ("C.F.R sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the ~~Deputy Superintendent~~Chief of Staff & Compliance Officer or designee on a case-by-case basis. Charter School shall ensure that complainants are protected from retaliation. Charter School shall ensure that complainants are protected from retaliation.

Compliance Officers

The Board of Directors designates the~~-~~ Chief of Staff & Compliance Officer ("COSCO") ~~Deputy Superintendent of Schools Services ("Deputy Superintendent"~~ to be the Compliance Officer to receive and investigate complaints and to ensure the Charter School's compliance with law:

Elizabeth Orona
Chief of Staff & Compliance Officer

10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811
~~Tim Tuter~~
~~Deputy Superintendent of School Services~~
~~10170 Huennekens Street~~
~~San Diego, CA 92121~~
~~(858) 678-2042~~

The COSCO ~~Deputy Superintendent~~ or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the COSCO ~~Deputy Superintendent~~ or designee.

Should a complaint be filed against the COSCO~~Deputy Superintendent~~, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

Notifications

The COSCO ~~Deputy Superintendent~~ or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be available on the Charter School's website. The Charter School shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that School is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that School is operating pursuant to Title 22 licensing requirements.
3. A statement that School is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.

6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30) calendar days of the Charter School's decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals Charter School's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if Charter finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code §section 262.3.
11. A statement that copies of Charter's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints, which allege that the Charter School has violated federal or state laws or regulations enumerated in the section "Scope", above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance of unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy. A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the COSCO ~~Deputy Superintendent~~ or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the COSCO ~~Deputy Superintendent~~ or designee shall be made in writing. The period for filing may be extended by the

COSCO~~Deputy Superintendent~~ or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The COSCO ~~Deputy Superintendent~~ shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees, ~~or~~ LCAP, or noncompliance with Education Code sections 243 or 244 ~~compliance~~ may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the

investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Final Written Decision

The Charter School shall issue an investigation report (the "Decision) based on the evidence. The Charter School's decision shall be in writing and sent to the complainant within sixty (60) calendar days of the Charter School's receipt unless the timeframe is extended with the written agreement of the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether the Charter School is in compliance with the relevant law.
3. Corrective actions, if the Charter School finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal the Charter School's decision within thirty (30) calendar days to the CDE, except when the Charter School has used its UCP to address complaints that are not subject to the UCP requirements
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the California Department of Education

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with the Charter School and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Charter School failed to follow its complaint procedures.
2. Relative to all allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE, that the complainant has appealed the Decision, the COSCO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.

5. A copy of the Charter School's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the Charter School for resolution as a new complaint. If the CDE notifies the Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusion of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decisions remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Charter School has not taken action within sixty (60) calendar days of the date of the complaint was filed with the Charter School.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by Charter School. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

Altus SCHOOLS AUDEO II

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____Grade: _____ Date of Birth:_____

Street Address/Apt. #: _____

City: _____State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Genetic Information
- ☐ Sex (Actual or Perceived)

- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Immigration Status/Citizenship
- ☐ Marital Status
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

Have you discussed your complaint or brought your complaint to any Audeo Charter School II personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents: ☐ Yes ☐ No

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Chief of Staff & Compliance Officer:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

Altus SCHOOLS AUDEO VALLEY

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____Grade: _____ Date of Birth:_____

Street Address/Apt. #: _____

City: _____State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Marital Status
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

Have you discussed your complaint or brought your complaint to any Audeo Valley Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

Please provide copies of any written documents that may be relevant or supportive of your complaint.
I have attached supporting ☐ Yes ☐ No documents:

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Chief of Staff & Compliance Officer:

Elizabeth Orona
Chief of Staff & Compliance Officer

10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

Altus SCHOOLS COACHELLA VALLEY

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____Grade: _____ Date of Birth:_____

Street Address/Apt. #: _____

City: _____State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Marital Status
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

Have you discussed your complaint or brought your complaint to any Altus Schools Coachella Valley personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents: ☐ Yes ☐ No

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Chief of Staff & Compliance Officer:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

Altus SCHOOLS EAST COUNTY

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____Grade: _____ Date of Birth:_____

Street Address/Apt. #: _____

City: _____State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

- ☐ Consolidated Categorical Aid Programs
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Marital Status
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

Have you discussed your complaint or brought your complaint to any Altus Schools East County personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents: ☐ Yes ☐ No

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Chief of Staff & Compliance Officer:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

Altus SCHOOLS MIRUS

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____Grade: _____ Date of Birth:_____

Street Address/Apt. #: _____

City: _____State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Marital Status
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

Have you discussed your complaint or brought your complaint to any Altus Schools Mirus personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

Please provide copies of any written documents that may be relevant or supportive of your complaint.
I have attached supporting documents: ☐ Yes ☐ No

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Chief of Staff & Compliance Officer:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

Altus SCHOOLS NORTH COUNTY

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____Grade: _____ Date of Birth:_____

Street Address/Apt. #: _____

City: _____State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Marital Status
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

Have you discussed your complaint or brought your complaint to any Altus Schools North County personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

Please provide copies of any written documents that may be relevant or supportive of your complaint.
I have attached supporting documents: ☐ Yes ☐ No

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Chief of Staff & Compliance Officer:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

Altus SCHOOLS SOUTH BAY

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____Grade: _____ Date of Birth:_____

Street Address/Apt. #: _____

City: _____State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Marital Status
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

Have you discussed your complaint or brought your complaint to any Altus Schools South Bay personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents: ☐ Yes ☐ No

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Chief of Staff & Compliance Officer:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

****

Student Fees Policy *(Full Board Policy)*
Board Policy #: 1550
Adopted/Ratified: September 11, 2014
Amended: February 16, 2022; June 22, 2023; February 28, 2024;~~,~~ June 26, 2024; June 24 2025

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay hereafter collectively referred to as "Charter School" or "School", hereby adopts this Student Fees Policy in compliance with the provisions of Article IC, section 5 of the California Constitution, and Assembly Bill 1575 ("AB 1575") (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity as a public school.~~This student fees policy has been adopted by the Board of Directors of Altus Schools Southern CA, Inc. in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 ("AB 1575") (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school. This Policy applies to Altus Schools East County, Altus Schools North County, Altus Schools South Bay, , Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School.~~

~~I.~~ **General**

Statement of Policy

No student enrolled in Charter School shall be required to pay a student fee for participation in Charter School 's educational activity unless specifically authorized by law.

~~II.~~**I. Definitions**

"*Educational activity*" means any activity offered by the Charter School that constitutes an integral fundamental part of a student's education, including, but not limited to, curricular and extracurricular activities.

"*Pupil fee*" means a fee, deposit, or other charge imposed on students, or a student's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Pursuant to Education Code section 49010, prohibited student fees include, but are not limited to, the following:

Formatted: Right: 0", Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: No bullets or numbering, Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: Space Before: 12 pt, After: 12 pt, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers, Tab stops: 6.25", Left

Formatted: Font: (Default) +Body (Calibri), Bold, Underline

Formatted: Font: Italic

Formatted: Indent: Left: 0.5", Tab stops: 6.25", Left

Formatted: Font: Italic

Formatted: Tab stops: 6.25", Left

Formatted: Indent: Left: 0.5", Tab stops: 6.25", Left

(1) ~~(a)~~ fees charged as a condition for registering for school or classes, or as a condition for participation in a class or any extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit;

~~(2)~~ (2) ~~(b)~~ a security deposit, or other payment, that a student is required to make to obtain a book, class apparatus, laptop, I-Pad, e-reader or other materials or equipment;

(3) ~~(c)~~ purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

~~III.~~II. Policy Against Unlawful Pupil Fees

1. All supplies, materials, and equipment needed for students to participate in the Charter School's educational activities shall be provided to students by the school free of charge.

2. Charter School does not use a fee waiver policy to make any student fee permissible.

3. Charter School does not have a "two-tier" educational system. Students who purchase additional supplies not provided free-of-charge by Charter School, or students who make voluntary donations to the Charter School's programs and activities, are not provided a higher educational standard than students who do not.

4. Charter School does not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a student, and Charter School does not remove course credit or privileges related to educational activities, or otherwise discriminate against any student who does not or will not provide money or donations of goods or services to the school.

5. No fees shall be charged for inter district transfers, tuition or diplomas, mandatory caps and gowns, or admissions charges, whether for instruction or extracurricular, if part of the educational program. A cap and gown will be provided free of charge by the Charter School to graduating students and must be returned to the Charter School after the Graduation ceremony. Charter School may solicit voluntary donations of funds from students and parents of students to help cover the cost of cap and gown, but all students are provided access to a cap and gown, regardless of student or parent donation. Alternatively, students have the option to purchase their own cap and gown, which does not need to be returned to Charter School after the graduation ceremony.

III. Lawful Fees

Formatted: List Paragraph,Bullet Paragraph,list, Indent: Left: 2", Adjust space between Latin and Asian text, Adjust space between Asian text and numbers, Tab stops: 6.25", Left

Formatted: Indent: Left: 1", Tab stops: 6.25", Left

Formatted: Normal, Indent: Left: 1", No bullets or numbering, Tab stops: 6.25", Left

Formatted: Indent: Left: 1", Tab stops: 6.25", Left

Formatted: Indent: Left: 1", Adjust space between Latin and Asian text, Adjust space between Asian text and numbers, Tab stops: 6.25", Left

Formatted: Tab stops: 6.25", Left

Formatted: List Paragraph,Bullet Paragraph,list, Indent: Left: 0.2", Hanging: 0.2", Numbered + Level: 1 + Numbering Style: I, II, III, … + Start at: 1 + Alignment: Right + Aligned at: 0" + Indent at: 0.5", Tab stops: 6.25", Left

These prohibitions shall not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law. (Education Code § 49011(e).) These include the following:

1. Charter School Reasonable fees [up to an amount not to exceed $10,000] for the replacement of lost, damaged or unreturned school supplies, such as school ID cards, library books, laptops, iPads, e-readers, or library late return fees.

2. Fees for field trips and excursions in connection with courses of instruction or school related social, educational, cultural, as long as no student is prevented from making the field trip or excursion because of lack of sufficient funds. Charter School may solicit voluntary donations of funds or services from students and parents of students to help fund the field trips that are part of the curriculum, but all students may participate regardless of student or parent donation.

3. Fees for optional attendance as a spectator at a school sponsored activity

4. Charges for food served to students, subject to free and reduced-price meal program eligibility and other restrictions specified in law.

5. Charges for medical or hospital insurance for field trips that is made available by the Charter School.

6. Fees for outdoor science school camp programs or cadet corps program, so long as no student is denied the opportunity to participate because of nonpayment of the fee.

7. Reimbursement for the direct cost of materials provided to a student for property the student has fabricated from such materials for his/her own possession and use, such as wood shop, art, or CTE projects kept by the student.

8. Reimbursement for the actual cost of duplicating public records, student records, or a prospectus of the school curriculum. (Government Code § 6253; Education Code § 49091.14). There are two exceptions: First, no charge shall be made for furnishing up to two transcripts of former pupils' records or up to two verifications of various records of former pupils. (Education Code § 49065.) Second, if the cost would effectively prevent the parent of a special education pupil from exercising the right to receive copies of pupil records, the copies shall be reproduced at no cost.

9. Fees for transportation to and from school, and transportation between school and regional occupational centers, programs or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student and provided there is a waiver provision based on financial need.

10. Fees for transportation of pupils to places of summer employment.

11. Tuition fees charged to pupils whose parents are actual and legal residents of an adjacent foreign country or an adjacent state.

12. Tuition fees collected from foreign students attending Charter School pursuant to an F-1 visa, equal to the full unsubsidized per capita cost of providing education during the period of attendance.

13. Fees for an optional fingerprinting program for kindergarten or other newly enrolled students, if the fee does not exceed the actual costs associated with the program.

14. Fees for community classes in civic, vocational, literacy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the community classes.

15. Charges for eye safety devices for a student to keep, at a price not to exceed the school's actual costs, so long as the school provides them free for use in specified courses or activities in which students are engaged in, or are observing, an activity or the use of hazardous substances likely to cause injury to the eyes.

16. Fees for Advanced Placement and International Baccalaureate Diploma examinations for college credit, so long as (1) taking the exam is not a course requirement and (2) the exam results have no impact on a pupil's grade or credit in a course. An LEA may fund all or part of the cost of the AP test fee for an economically disadvantaged high school pupil or the IB test fee for a low- or middle-income pupil.

17. Fees for After School Education and Safety Programs, so long as no eligible student is denied the ability to participate because of an inability to pay the fee.

Fees for childcare and development services, except that no fees shall be assessed to students enrolled in the program for severely disabled children as stated in Education Code § 8250(d) or families receiving CalWORKS cash aid. Fees for state preschool, except that no family fees shall be assessed to students placed in state preschool by an IEP or families receiving CalWORKS cash aid. (Education Code §§ 8239, 8259(d)(3), 8263(g), (h), 8265, 8447(g), 5600.) Fees for supervision of children before and after school, except that no child who desires to participate shall be denied the opportunity to participate because of inability to pay the fee. (Education Code §§ 8487 and 8488.)

~~I.~~IV. Voluntary Contributions

Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or Charter School and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Pupils, parents, and guardians are still encouraged (though not required) to make voluntary contributions or donations of time, money, or property and to participate in fund raising activities. Pupils may be encouraged to participate in fundraising activities through prizes or other recognition for voluntary participation.

~~II.~~V. Notice

Students and parents of students will be provided a copy of this policy at the start of each school year as part of Charter School 's Student and Parent Handbook.

~~III.~~VI. Complaint and Remedy Procedures

Students, parents or guardians who believe they are being charged an impermissible pupil fee should contact the Deputy Superintendent School Services or designee, or file a complaint pursuant to pursuant to Charter School 's Uniform Complaint Procedures Policy ("UCP") set forth in Student and Parent Handbook. As outlined in the UCP, complaints related to school fees may be made anonymously. Pupil fee complaints shall be filed not later than one year from the date the alleged violation occurred.

In the event Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by Charter School to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board. Under 5 CCR § 4600(u), "reasonable efforts" means a public school's good faith attempts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint, as follows:

(1) Reasonable efforts to identify pupils who paid a pupil fee include but are not limited to researching existing school records, contacting pupils who were enrolled in or participating in the educational activity during the time the pupil fee was charged, and considering submissions of proof of payment of the pupil fee.
(2) Reasonable efforts to fully reimburse all pupils, parents and guardians who paid a pupil fee include but are not limited to crediting the pupil's school financial account and sending reimbursement by first class mail to the pupil's last known primary address as contained in school or local educational agency records. If the school has knowledge that a pupil's last known address as contained in school or local educational agency records is no longer valid, the school may attempt to obtain a more recent address from any notices returned to the school or local educational agency by the United States Postal Service.

****

Education Records and Student Information Policy *(Full Board Policy)*
Board Policy: 1212
Approved: October 19, 2017**,**
Amended: June 21,2018; February 16, 2022; June 22, 2023; February 28, 2024; June 26, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay, hereafter collectively referred to as "Charter School" hereby adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by Charter School. ~~The Board of Directors of Altus Schools Southern CA, a California nonprofit public benefit corporation operating Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School, hereafter collectively referred to as ("Charter School") hereby adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by Charter School.~~

Definitions

- *"Education Record":* An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that directly relates to a student and is maintained by Charter School or by a party acting for Charter School . Such information includes, but is not limited to:
    1. Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;
    2. Grades, test scores, courses taken, academic specializations and school activities;
    3. Special education records;
    4. Disciplinary records;
    5. Medical and health records;
    6. Attendance records and records of past schools attended; and/or
    7. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

    An education record does not include any of the following:

    1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
    2. Records maintained by a law enforcement unit of Charter School that were created by that law enforcement unit for the purpose of law enforcement;
    3. In the case of a person who is employed by Charter School but not in attendance at Charter School, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee and are not available for any other purpose;
    4. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their

professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Charter School;

5. Records that only contain information about an individual after the individual is no longer a student at Charter School; or
6. Grades on peer-graded papers before they are collected and recorded by a teacher.

- "*Personally Identifiable Information"*: Personally identifiable information ("PII") is information about a student that is contained in their education records that cannot be disclosed without compliance with the requirements of Family Educational Rights and Privacy Act of 2001 ("FERPA"). PII includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who Charter School reasonably believes knows the identity of the student to whom the education record relates.

- "*Directory Information*": Directory information is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Charter School may disclose the PII that it has designated as directory information, consistent with the terms of the annual notice provided by Charter School pursuant to the FERPA (20 U.S.C. § 1232g). Charter School has designated the following information as directory information:

    1. Student's name
    2. Student's address
    3. Parent/guardian's address
    4. Telephone listing
    5. Student's electronic mail address
    6. Parent/guardian's electronic mail address
    7. Photograph/video
    8. Date and place of birth
    9. Dates of attendance
    10. Grade level
    11. Participation in officially recognized activities and sports
    12. Weight and height of members of athletic teams
    13. Degrees, honors, and awards received
    14. The most recent educational agency or institution attended

15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

- "*Parent"*: Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

- "*Eligible Student"*: Eligible student means a student who has reached eighteen (18) years of age.

- "*School Official"*: A school official is a person employed by Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of Charter School . A school official also may include a volunteer for Charter School or an independent contractor of Charter School or other party who performs an institutional service or function for which Charter School would otherwise use its own employees and who is under the direct control of Charter School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist, contracted provider of digital educational platforms and/or services, a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing their tasks.

- *"Legitimate Educational Interest*": A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Disclosure Of Directory Information

At the beginning of each school year, Charter School shall provide parents and eligible students with a notice containing the following information: 1) The type of PII it designates as directory information; 2) The parent's or eligible student's right to require that Charter School not release "directory information" without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify Charter School in writing of the categories of "directory information" that it may not disclose without the parent's or eligible student's prior written consent. Charter School will continue to honor a valid request to opt out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt out request.

Annual Notification To Parents And Eligible Students

At the beginning of each school year, in addition to the notice required for directory information, Charter School shall provide eligible students currently in attendance and parents of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. ~~1~~Inspect and review the student's education records;

2. ~~2.~~ Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. ~~3.~~ Consent to disclosures of PII contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. ~~4.~~ File with the U.S. Department of Education a complaint concerning alleged failures by Charter School to comply with the requirements of FERPA and its promulgated regulations; and
5. ~~5.~~ Request that Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

Parental And Eligible Student Rights Relating to Education Records

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Deputy Superintendent School Services and Founding Director. Within five (5) business days, Charter School shall comply with the request.

I. Copies of Education Records

Charter School will provide copies of requested documents within five (5) business days of a written request for copies. Charter School may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

II. Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Deputy Superintendent School Services and Founding Director to correct or remove any information in the student's education record that is any of the following:

a. Inaccurate.
b. Misleading.
c. In violation of the privacy rights of the student.

Charter School will respond within thirty (30) days of the receipt of the request to amend. Charter School 's response will be in writing and if the request for amendment is denied, Charter School will set forth the reason for the denial and inform the parent or eligible student of their right to a hearing challenging the content of the education record.

If the Deputy Superintendent School Services and Founding Director sustains any or all of the allegations, the Deputy Superintendent School Services and Founding Director must order the correction or the removal and destruction of the information. The Deputy Superintendent School Services and Founding Director or designee must then inform the parent or eligible student of the amendment in writing.

If the Deputy Superintendent School Services and Founding Director sustains the parent or eligible student's request to change the student's name and/or gender, Charter School shall add a new document to the student's record that includes all of the following information:

a. The date of the request.
b. The date the requested records were corrected.
c. A list of the records requested to be corrected.
d. The type of documentation, if any, provided to demonstrate a legal change to the student's name and/or gender. The parent or guardian of the student is not required to provide documentation of a legal change to the student's name and/or gender.
e. The name of the employee that completed the request.
f. The student's corrected and former names and/or genders.

Charter School shall immediately update a former student's records to include the student's updated legal name or gender if the Charter School receives government-issued documentation demonstrating that the former student's legal name or gender has been changed. Acceptable government issued identification includes but is not limited to:

a. State-issued driver's license.
b. Birth certificate.
c. Passport.
d. Social security card.
e. Court order indicating a name change or a gender change, or both.

If requested by the former student, the Charter School shall reissue any documents conferred upon the former student with the former student's updated legal name or gender. Documents that may be reissued by Charter School include, but are not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents conferred upon the former student.

If a former student requests that their name or gender be changed and the requested records are reissued, the Charter School shall add a new document to the former student's file that includes all of the following:

a. The date of the request.
b. The date the requested records were reissued to the former student.
c. A list of the records that were requested by, and reissued to, the former student.
d. The type of documentation provided by the former student in order to demonstrate the legal name or gender change.
e. The name of the school district, charter school, or county office of education staff person that completed the request.
f. The current and former name or gender of the former student.

III. Hearing to Challenge Education Record

If Charter School denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that the parent or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

Notice of the date, time and place of the hearing will be sent by Charter School to the parent or eligible student no later than twenty (20) days before the hearing.

Parent/Guardian or Eligible Student Rights at the Hearing

- To present information and evidence concerning a clerical or recording error in the education record which needs to be corrected. The hearing is not an opportunity to review substantive decisions by Altus Schools concerning evaluation of academic work or outcomes of disciplinary proceedings.
- To have the hearing adjudicated by a hearing entity that does not have a direct interest in the outcome of the hearing;
- To be advised by one or more individuals, including counsel at their own expense;
- To have a full and fair opportunity to present evidence concerning requested corrections to the education record;
- To receive, within a reasonable period of time after the hearing, but not more than thirty (30) business days, a written decision based solely on the evidence provided at the hearing. The decision will include a summary of evidence and reasons for the decision; and
- To submit a statement into the student's education record commenting on the contested

portion of the record which will be provided to any person who later views that portion of their education record, if the amendment is denied.

Charter School Rights and Responsibilities When a Hearing is Requested

- Charter School shall appoint a neutral hearing entity that does not have a direct interest in the hearing outcome to preside over the hearing in accordance with FERPA requirements. The hearing shall in all respects be under the control of the hearing entity and shall not be subject to formal rules of evidence or procedure. The hearing entity may be either 1) a neutral hearing officer who is appointed by the Board Chair, and a Charter School employee, or 2) the Charter School Board of Directors.
- Charter School shall deny a request for a hearing when the proposed amendment to the education record includes anything more than correcting clerical errors.
- Charter School shall schedule a hearing within a reasonable time, but not more than thirty (30) business days, after receiving the hearing request.
- Charter School shall provide evidence to the hearing entity to support the previous determination not to amend the student's education record.

Role of the Hearing Entity

- To allow the parent/guardian or an eligible student the opportunity to present evidence relevant to the issues raised. The hearing entity has the right to determine whether particular evidence presented is relevant to the record and issue(s) in question.
- To make their decision solely on the evidence presented at the hearing.
- To provide the parent/guardian or eligible student with a written decision, including a summary of the evidence and reason for the decision within a reasonable period of time after the hearing.

Outcome

If the hearing entity finds that the record is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, Charter School will amend the record accordingly. The parent/guardian or eligible student will be notified in writing of the correction. If the hearing entity finds that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, Charter School will notify the student of the right to place a statement in the record commenting on the contested portion of the record, or stating why the student disagrees with the decision not to amend, or both. Charter School will maintain this statement with the contested portion of the student's education record for as long as the record is maintained. The statement will be disclosed whenever the Charter School is required to disclose the portion of the record to which the statement relates.

Disclosure Of Education Records And Directory Information

Charter School must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below.

The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and Charter School shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

Charter School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

1. Charter School will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

2. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99;

3. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at their last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;

4. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;

5. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;

6. Organizations conducting certain studies for Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);

7. Accrediting organizations in order to carry out their accrediting functions;

8. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;

9. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;

10. Persons who need to know in cases of health and safety emergencies;

11. State and local authorities, within a juvenile justice system, pursuant to specific State law;

12. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School ; and/or

13. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School may disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System (CalPADS[14]) pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI"[15]) and will:

1) Be used to provide pupils and families with direct access to online tools and resources.
2) Enable a pupil to transmit information shared with the CCGI to both of the following:
   a. Postsecondary educational institutions for purposes of admissions and academic placement.
   b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Solicitation and Disclosure of Student Information for Immigration Purposes

Charter School shall observe the following:

1. Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of students or their family members.

[14] CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.
[15] CCGI an authorized provider of an institutional service to all California local educational agencies and as part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education (CDE).

2. If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.

3. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

4. Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

5. During the enrollment process:

    a. Where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

    b. Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

    c. Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment.

6. Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the Charter School prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

7. The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

8. Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

1. Notify a designated Charter School official about the information request.
2. Provide students and families with appropriate notice and a description of the immigration officer's request.
3. Document any verbal or written request for information by immigration authorities.
4. Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Contract for Digital Storage, Management, and Retrieval of Student Records

The Charter School may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code section 49073.1 and other applicable state and federal laws**.**

Record Keeping Requirements

Charter School will maintain a record of each request for access to and each disclosure of PII from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of PII to institutions that make disclosures of the information on behalf of Charter School in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of Charter School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible students, Charter School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of PII may be inspected by parents and eligible students, Charter School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of Charter School.

Student cumulative records may not be removed from the premises of Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the Deputy Superintendent School Services and Founding Director, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.).

Complaints

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202-8520

Record Retention

Charter School complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations ("CCR") sections 431 through 438, per the following:

- "*Mandatory Permanent Student Records*": must be maintained indefinitely or an exact copy thereof for every student who was enrolled in the charter school. These records are defined as:
    1. Legal name of student
    2. Date of birth
    3. Method of verification of birth date
    4. Sex of student
    5. Place of birth
    6. Name and address of parent of minor student
    7. Address of minor student if different than above
    8. An annual verification of the name and address of the parent and the residence of the student
    9. Entering and leaving date of each school year and for any learning periods or courses taken during each year, half year, summer or quarter
    10. If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
    11. Verification of or exemption from required immunizations
    12. Date of high school graduation or equivalent

  The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student has enrolled or intends to enroll. If the Charter School forwards the original mandatory permanent student record, a copy must be maintained by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

- *"Mandatory Interim Student Records"*: Must be maintained until judged to be disposable defined as "when the student leaves the charter school or when their usefulness ceases." These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e. 2019-2020 records may be destroyed after July 1, 2023). These records are defined as:
    1. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible student, or a dependent adult student, or an adult student, or the custodian of records.

2. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
3. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
4. Language training records
5. Progress slips and/or notices
6. Parental restrictions regarding access to directory information or related stipulations.
7. Parental or adult student rejoinders to challenged records and to disciplinary action
8. Parental authorizations or prohibitions of student participation in specific programs
9. Results of standardized tests administered within the preceding three years

The mandatory interim student record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the student has enrolled or intends to enroll. If the transfer is to an out of state or to a private school, the mandatory interim student record may be forwarded. If the Charter School forwards the original mandatory interim student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

- *"Permitted Student Records":* may be maintained and may be destroyed when their usefulness ceases or after six (6) months following the student's completion or withdrawal from school. These records are defined as:
    1. Objective counselor and/or teacher ratings
    2. Standardized test results older than three years
    3. Routine discipline data
    4. Verified reports of relevant behavioral patterns
    5. All disciplinary notices
    6. Attendance records not covered in the 5 CCR § 400

Permitted student records may be forwarded upon a request by a public or private school in which a student is enrolling. If the Charter School forwards the original permitted student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

Formatted: Tab stops: 6.25", Left

Formatted: Justified, Indent: Left: 0.5", Tab stops: 6.25", Left

****

Professional Boundaries: Staff/Student Interaction Policy *(Full Board Policy)*
Board Policy #: 1400
Adopted/Ratified: May 5, 2009
Amended Date: March 18, 2022; February 28, 2024; June 26, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay hereafter collectively referred to as "Charter School" or "School", hereby adopts this Staff/Student Interaction Policy. ~~The Board of Directors of Altus Schools Southern California, Inc. hereby adopts this Staff/Student Interaction Policy to apply to Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School, hereafter collectively referred to as "Charter School."~~

~~The Board of Directors of Altus Schools Southern CA, Inc. hereby adopts this Staff/Student Interaction Policy to apply to Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School, hereafter collectively referred to as "Charter School."~~

Formatted: Font: (Default) +Body (Calibri)

Formatted: Tab stops: 6.25", Left

The Charter School recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

I. PURPOSE AND SCOPE

It is the purpose of this policy to provide additional specificity to the standards of conduct embodied in the Charter School code of ethics-related rules and regulations so that staff members clearly understand the prohibitions and behavior boundaries which must govern their conduct towards students. (For purposes of this Policy, staff includes all school employees—certificated or classified; coaches or advisors; full-time or part-time, and independent contractors and volunteers).

The rules of conduct set forth in this Policy are not intended to serve as an exhaustive delineation of requirements, limitations, or prohibitions on staff conduct and activities established by this school. Rather, the components of this Policy serve to

(1) Alert staff about some of the more sensitive and often problematic matters involved in faculty/staff student relationships.
(2) Specify boundaries related to potentially sexual situations and conduct—the crossing of which is contrary to accepted norms of behavior and in conflict with the duties and responsibilities of staff.
(3) Provide staff members with clear guidance in conducting themselves in a manner that reflects high standards of professionalism. (It is important for Charter School to maintain a school-wide culture in which students and staff understand their responsibilities to report sexual misconduct without fearing that school leaders will betray them if they do. In order to prevent sexual abuse and exploitation, students and staff must know that the administration will investigate reports about possible misconduct.)
(4) Clarify that improper action will have significant consequences.
(5) Provide an environment that empowers students to identify actions that appear to have crossed boundaries.
(6) Define the process that Charter School will use for addressing potential improper conduct.
(7) Preserve student and staff privacy rights during any pending investigation.

II. BACKGROUND AND GENERAL POLICY PROVISIONS

Actions by staff members that are inconsistent or in conflict with the values established by Charter School can harm students, staff members, and the school's operation; therefore, such actions are unacceptable. It is the policy of this school that all school staff conduct themselves at all times in a manner that reflects the ethical standards consistent with the rules contained in this Policy and otherwise proclaimed by this school.

The provisions herein are intended to guide all Charter School staff members toward conduct that reflects the high standards of behavior and professionalism required of school staff while defining interaction boundaries between students and staff members.
Misconduct by a staff member disrupt the education of other students, sidetrack the instructional focus of the school, and harm the school's legitimacy—all of which threaten the school's future ability to recruit skilled professionals and maintain a credible operation in the eyes of the community. It is critical that staff members study this Policy thoroughly and behave in ways to avoid even the appearance of misconduct.

While all boundaries and/or situations cannot be addressed in a single policy, the issues delineated herein are among those that can be most problematic for staff members and among those that can have the greatest potential for a negative impact on this school and its community. Staff members should seek guidance in their daily conduct from established policies, procedures, and directives as well as through the guidance and recommendations of school leadership. Although this Policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

III. BOUNDARIES

A. Boundaries Defined

For the purposes of this Policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of trust.

B. Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parent point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students but to prevent relationships that could lead to, or may be perceived as, inappropriate.
Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this Policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that

all staff study this Policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of implementing "personalized, education programs to facilitate student achievement," student/staff interaction has boundaries regarding the activities, locations, and intentions.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

This list, and any subsequent lists, are not meant to be all-inclusive, but, rather illustrative of the types of behavior addressed by this Policy.

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of ANY kind.
3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making, or participating in, sexually inappropriate comments.
6. Sexual jokes, or jokes/comments with sexual double-entendre.
7. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

1. Giving students a ride to/from school or school activities without parent permission (only in "emergency" situations).
2. Being alone in a room with a student.
3. Allowing students in your home.

Cautionary Staff/Student Behaviors

1. Remarks about the physical attributes or physiological development of anyone.
2. Excessive attention toward a particular student.
3. Sending e-mails, text messages, social media responses, or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

1. Getting parents' written consent for any after-school activity on or off campus (exclusive of tutorials).
2. Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
3. E-mails, text-messages, phone conversations, and other communications to and with students must be professional and pertain to school activities or classes. (Communication should be initiated via school-based technology and equipment.)
4. Keeping reasonable space between you and your students.
5. Stopping and correcting students if they cross your own personal boundaries.

6. Keeping parents informed when a significant issue develops about a student.
7. Keeping all discussions with students professional.
8. Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to boundaries.
9. Involving your supervisor if conflict arises with a student.
10. Informing your supervisor and/or Support Team (coordinators and directors) about situations that have the potential to become more severe.
11. Making detailed notes about an incident that could evolve into a more serious situation later.
12. Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
13. Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).
14. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student.
15. Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-five's, and handshakes are appropriate.
16. Keeping your professional conduct a high priority during all moments of student contact.
17. Asking yourself if any of your actions which go contrary to these provisions are worth sacrificing your job and career.

IV. CORPORAL PUNISHMENT

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of Charter School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Formatted: List Paragraph,Bullet Paragraph,list, Numbered + Level: 1 + Numbering Style: 1, 2, 3, … + Start at: 1 + Alignment: Left + Aligned at: 1.25" + Indent at: 1.5", Tab stops: 6.25", Left

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Formatted: List Paragraph,Bullet Paragraph,list, Numbered + Level: 3 + Numbering Style: 1, 2, 3, … + Start at: 1 + Alignment: Left + Aligned at: 1.25" + Indent at: 1.5", Tab stops: 6.25", Left

V. Reporting

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this Policy, they should report the occurrence or suspected occurrence to a supervisor and/or Support Team member promptly. All reports shall be confidential. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Staff must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. Please note that employees of the Charter School are mandated reporters under California state law and are thus legally bound to report suspected abuse or neglect of a student.

VI. Investigating

A supervisor and/or Support Team member will promptly investigate and document the investigation of any allegation of inappropriate conduct per this Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s), including any potential witnesses, to the extent practical and appropriate under the law The investigating supervisor shall promptly notify the Supervising Administrator that an investigation is in progress; the Supervising Administrator, in turn, shall notify the Deputy Superintendent School Services of the existence and status of any investigations. Upon completion of any such investigations, the Supervising Administrator shall direct the investigating administrator to report to the Deputy Superintendent School Services any conclusions reached. The investigating administrator may consult with Charter School legal counsel, as appropriate, prior to, during, and after conducting any investigation.

VII. Consequences

Staff members who have violated this Policy will be subject to appropriate disciplinary action, and, where appropriate, will be reported to authorities for potential legal action.

VIII. Training

This document shall be discussed with and acknowledged by all Charter School employees as part of their initial employment and again, on an annual basis, as part of on-going training for all Charter School employees. A copy of this acknowledgement will be placed into each Charter School employee's personnel folder. In addition, appropriate portions of this Policy and related information will be incorporated into on-going Charter School communications thrust to underscore the continuing importance that Charter School places on student/staff interaction.

****

Resource Center and School Volunteer, Visitation, and Removal Policy *(Full Board Policy)*
Policy: 6020
Approved: March 10, 2016
Amended: February 22, 2018, June 21, 2018; June 26, 2024; June 26, 2025

The Board of Directors of Altus Schools Southern California hereby adopts the Resource and School Volunteer, Visitation, and Removal Policy to apply to Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay~~Altus School East County, Altus Schools North County, Altus Schools South Bay, Audeo II Charter School, Audeo Valley Charter School, and Mirus Secondary School,~~, all hereafter collectively referred to as "Charter School."
~~The Board of Directors of Altus Schools Southern CA hereby adopts the Resource and School Volunteer, Visitation, and Removal Policy to apply to Altus School East County, Altus Schools North County, Altus Schools South Bay, Audeo II Charter School, Audeo Valley Charter School, and Mirus Secondary School, , all hereafter collectively referred to as "Charter School."~~

While Charter School encourages parents/guardians and interested members of the community to visit the charter school and view the educational program, Charter School also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the resource center can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner.

Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, Charter School has established the following procedures, to facilitate volunteering and visitations during regular school days:

Definitions

- A "*visitor*" is defined as any person seeking to enter the school building who is not an employee or a current student at the Charter School. All visitors who are not parents or guardians of a student must have a specific and educationally relevant purpose for their visit.

- A "*volunteer*" is defined as any person who voluntarily offers and provides a service to the Charter School with Charter School approval without receiving compensation.

Volunteering

Parents or guardians who are interested in volunteering in the resource center must adhere to the following guidelines:

Formatted: Justified, Tab stops: 6.25", Left

Formatted: Font: (Default) +Body (Calibri)

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

2. A volunteer shall also have on file with Charter School a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the Charter School Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils.

3. Volunteering must be arranged with the teacher and Deputy Superintendent School Services and Founding Director or designee, at least forty-eight (48) hours in advance.

4. A volunteer may not volunteer in the resource center for more than three (3) hours per month.

5. Prior to volunteering in the resource center, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Resource Center volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Resource Center volunteers must follow the instructions provided by the teacher, certificated teacher resource or resource center associate. Resource Center rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.

6. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. Volunteers must sign an agreement that they have read and understand and agree to follow the Family Educational Rights and Privacy Act ("FERPA") Policy.

7. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the resource center or at the administrative office as indicated below.

8. This Policy does not authorize the Charter School to permit a parent/guardian to volunteer or visit the resource center if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

9. Volunteerism by parents is encouraged but not mandatory. Any volunteer hours are tracked for purposes of maintaining data on the parent participation at the School.

Visitation

1. Visits during school hours should first be arranged with the teacher and Deputy Superintendent or designee, at least forty-eight (48) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least forty-eight (48) hours in advance. Parents seeking to visit a resource center during school hours must first obtain the approval of the teacher and the Deputy Superintendent or designee.

~~2.~~

~~3.~~2. All visitors shall register in the Visitors Log Book and complete a Visitor's Permit in the main office immediately upon entering any resource center or school administrative office and building during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Deputy Superintendent or designee may design a visible means of identification for visitors while on school premises.

~~4.~~

~~5.~~3. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. Charter School shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by Charter School, consistent with the law. The Charter School Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

~~6.~~4. All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g., fever, coughing) may be denied registration. When recommended or requested by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. Charter School reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.

~~7.~~

~~8.~~5. Except for unusual circumstances, approved by the Deputy Superintendent the Charter School visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester.

~~9.~~

Formatted: Justified, Indent: Left: 0.75", No bullets or numbering, Tab stops: 6.25", Left

Formatted: Justified, Tab stops: 6.25", Left

Formatted: Normal, Justified, No bullets or numbering, Tab stops: 6.25", Left

Formatted: Justified, Tab stops: 6.25", Left

Formatted: Justified

Formatted: Justified, Tab stops: 6.25", Left

Formatted: Justified, Indent: Left: 0.75", No bullets or numbering, Tab stops: 6.25", Left

Formatted: Justified, Tab stops: 6.25", Left

Formatted: Justified, No bullets or numbering, Tab stops: 6.25", Left

~~10.~~6. While Charter School site, offices, or resource center, visitors are to enter and leave as quietly as possible, not converse with any student, teacher, or other staff unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a resource center without the teacher's and Deputy Superintendent's written permission.

~~11.~~

~~12.~~7. Before leaving the resource center or administrative offices, the visitor shall return the Visitor's Permit and sign out of the Visitors Log Book in the main entrance.

Limitations of Volunteering or Visitation

1. The Deputy Superintendent School Services and Founding Director, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.

2. The Deputy Superintendent School Services and Founding Director may direct a visitor without lawful business on campus to leave campus when the visitor's presence or acts interfere with the peaceful conduct of the activities of the school, or disrupt the school or its students, or school activities. Any visitor who is directed to leave by the Deputy Superintendent School Services and Founding Director or designee will not be permitted to return to the Charter School campus for at least seven (7) calendar days.

3. The Deputy Superintendent School Services and Founding Director or designee may withdraw consent to be on the Charter School facility for up to fourteen (14) calendar days even if the visitor has a right to be on site whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt the Charter School's orderly operation. Consent shall be reinstated whenever the Deputy Superintendent School Services and Founding Director has reason to believe that the presence of the person will not constitute a substantial and material threat to the orderly operation of the school campus.

4. The Deputy Superintendent School Services and Founding Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave resource center or any Charter School sites. When a visitor is directed to leave, the Deputy Superintendent School Services and Founding Director or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

5. Any visitor that is denied registration or has his/her registration revoked may request a conference with the Deputy Superintendent School Services and Founding Director. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the Deputy Superintendent School Services and Founding Director with fourteen (14) days of the denial

Formatted: Justified, Tab stops: 6.25", Left

Formatted: Justified, No bullets or numbering, Tab stops: 6.25", Left

Formatted: Justified, Tab stops: 6.25", Left

or revocation of consent. The Deputy Superintendent School Services and Founding Director shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the Deputy Superintendent School Services and Founding Director shall be held within seven (7) days after the Deputy Superintendent School Services and Founding Director receives the request. If no resolution can be agreed upon, the Deputy Superintendent School Services and Founding Director shall forward notice of the complaint to the Charter School Board of Directors. The Charter School Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.

6. At each entrance to the resource center or administrative offices, signs shall be posted specifying the hours during which registration is required, stating where the office of the Deputy Superintendent School Services and Founding Director or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.

7. The Deputy Superintendent School Services and Founding Director or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to $500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.

2. Under California Education Code section 44811, any visitor whose conduct materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor and is punishable, upon the first conviction, by a fine of no less than $500.00 (five hundred dollars) and no more than $1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both, the fine and imprisonment.

3. Disruptive conduct may lead to Charter School's pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto resource centers or administrative offices or attending school activities for any purpose for a period of up to three (3) years.

~~Comprehensive~~COMPREHENSIVE

SCHOOL SAFETY PLAN

~~Safety Plan~~

Altus SCHOOLS SOUTHERN CALIFORNIA

Audeo II Charter School

SY ~~2024~~2025-~~2025~~ 2026

Formatted: Font: 16 pt
Formatted: Font: 16 pt, Bold, Font color: Accent 5
Formatted: Left
Formatted: Font: 24 pt
Formatted: Centered
Formatted: Font: Myriad Pro, 24 pt, Bold, No underline
Formatted: Font color: Accent 1
Formatted: Font: 22 pt, No underline, Font color: Accent 1
Formatted: Centered

Formatted: Font: 12 pt, No underline, Font color: Accent 1

SECTION ONE

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

Executive Summary 3

SECTION TWO

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

Facility Information and Street/Aerial Maps 4
Hazard Assessment Summary 8
Assessment of School Crime 9
Responses to Dangerous, Violent and Unlawful Activity 10
Disaster Response Plan 11
Emergency Responses 18
Suspension/Expulsion Policy 58
Notification to Staff of Dangerous Students 82
Anti-Discrimination and Harassment 83
School-Wide Dress Code 84
Loitering Law 85
Going to and From School Safely 87
Safe Ingress and Egress Procedures 89
Ensuring a Safe and Orderly Environment 90
Discipline Procedures 91
Child Abuse Reporting Procedures 92
Emergency Notification Information 95
Emergency Resource Information 97
Emergency Disaster Kit 97
Crisis Response Boxes 98
Emergency Quick Reference Guide 99
Emergency Operations Overview 99
Incident Command Team Overview 101

SECTION THREE

Formatted: Font: Not Bold, Font color: Accent 1

Evacuation Procedure 103
Lockdown Procedure 109
Parent Notification & Reunification Procedure 119
Earthquake Procedure 120
Fire Procedure 121
Active Shooter and Other Armed Assailant Drills 125

SECTION FOUR

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

Emergency Plan Roles and Responsibilities.....137
~~ACS II Instructional Continuity Plan~~ACSII Instructional Continuity Plan 175

SECTION ONE
Executive Summary

Formatted: Font: 14 pt, Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Bold, No underline

Formatted: Font: Not Bold, No underline, Font color: Accent 1

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any facility operated by Audeo Charter School II.

A "Incident Commander" (and alternate) is assigned to be the point of contact for this plan. During emergencies, the Incident Commander is the point of coordination for all operations. An Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Incident Commander and their Incident Command Team are assigned to maintain and implement their Emergency Plan. The Safety Coordinator will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, the Safety Coordinator will review this emergency plan on an annual basis to determine the Emergency Plan Template is compliant with Federal, State, and local laws.

The Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this RC. The Incident Commander, coordinating with the Safety Coordinator, will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

This format allows staff to understand basic roles and responsibilities regardless of where in the school they may be working.

It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another's life.

SECTION TWO

Formatted: Font: 14 pt, Bold, No underline, Font color: Accent 1

Audeo Charter School II ~~Office/~~Resource Centers
Facility Information and Street/Aerial Maps

Formatted: Font: Not Bold, No underline, Font color: Accent 1

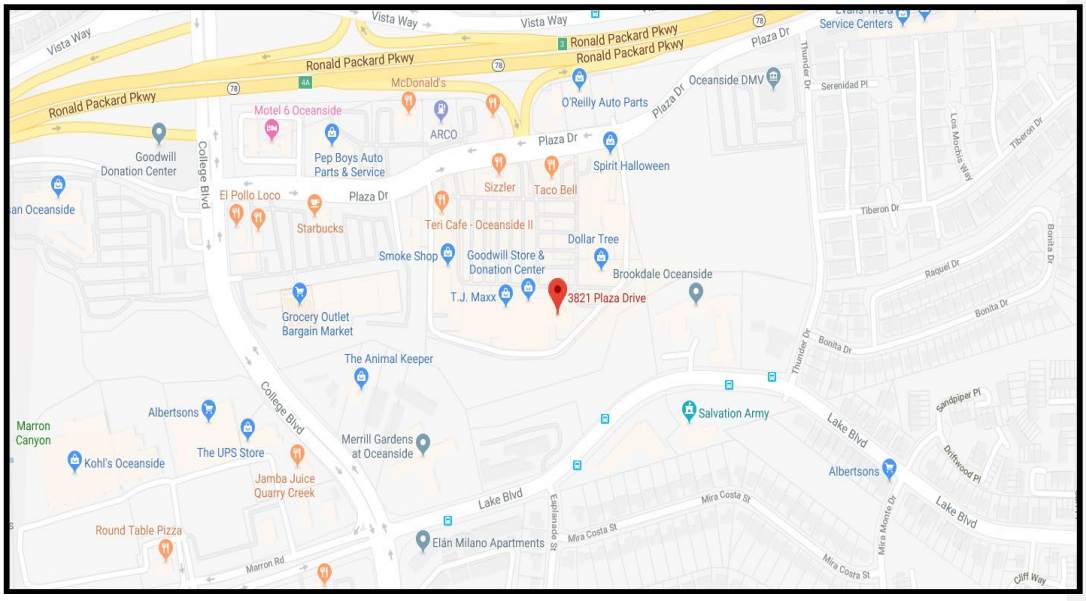
Location

Formatted: Font: 16 pt

Resource Center (RC)~~/Office~~ Name: North Carlsbad~~/ Carlsbad Administrative Office~~

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

RC~~/Office~~ Address~~: 3821~~: 3821 Plaza Dr., Suites 401-402, Oceanside, CA 92056
RC~~/Office~~ Public Phone Number: 858-678-4800
RC~~/Office~~ Fax Number: 760-639-6484



North Carlsbad Resource Center~~/Carlsbad Administrative Office~~

Formatted: Font: Not Bold, Font color: Accent 1

Aerial Map

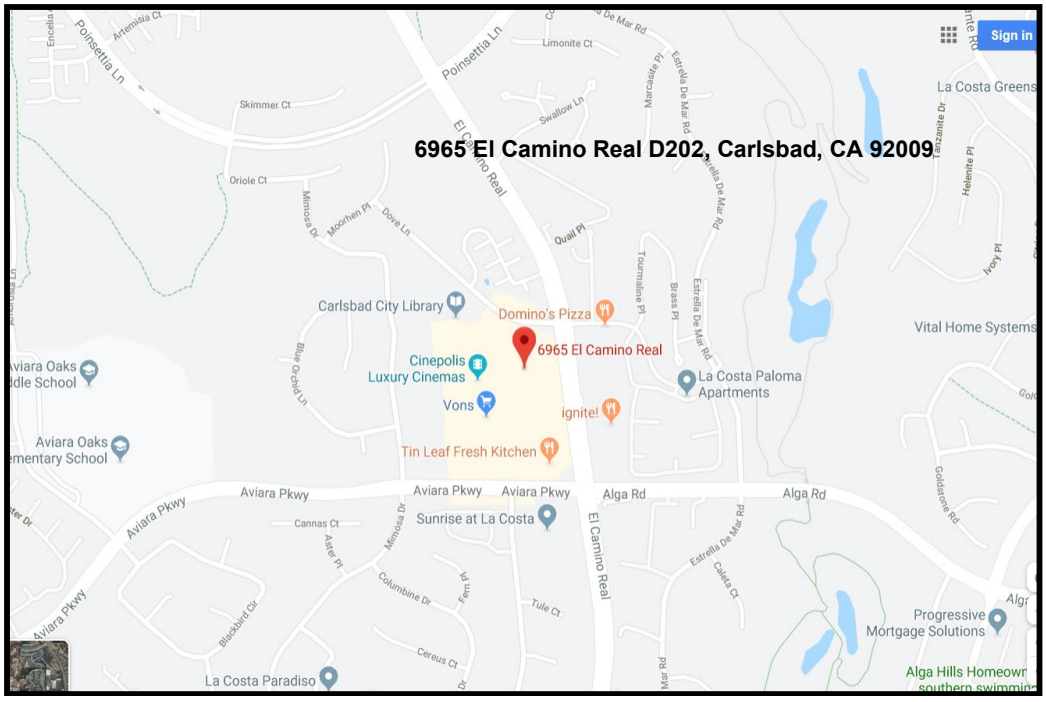


Location

Formatted: Font: 16 pt, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Resource Center (RC) Name: South Carlsbad
Address: ~~6965~~: 6965 El Camino Real D202, Carlsbad, CA 92009
RC Public Phone Number: 858-678-4800
RC Fax Number: 760-639-6484



South Carlsbad Resource Center Aerial Map

Formatted: Font: Not Bold, Font color: Accent 1



LOCATION HAZARD ASSESSMENT SUMMARY

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Assessment of School Crime

Formatted: Font: Not Bold, No underline, Font color: Accent 1

In assessing the crime rate for the last two school years at Audeo Charter School II the crime data indicates that there have been no incidents of the last two years. Audeo II staff will continue to monitor student behavior to ensure a safe and supportive environment. Both students and parents continue to rate the school high for providing a safe environment in their annual surveys.

	~~22-23yr~~23/24yr	Rate	~~23-24yr~~24-25yr	Rate	% Change
PROPERTY CRIME					
Arson	0	0.00	0	0.00	0.00
Burglary	0	0.00	0	0.00	0.00
Graffiti	0	0.00	0	0.00	0.00
Theft	0	0.00	0	0.00	0.00
Vandalism	0	0.00	0	0.00	0.00
Total	**0**				
DRUGS & ALCOHOL					
Use of Alcohol/Drugs	0	0.00	0	0.00	0.00
Possession of Alcohol	0	0.00	0	0.00	0.00
Possession of Drugs	0	0.00	0	0.00	0.00
Sale of Furnishing of Alcohol/Drugs	0	0.00	0	0.00	0.00
Total	**0**		**0**		
CRIMES AGAINST PERSONS					
Assault with Deadly Weapon	0	0.00	0	0.00	0.00
Battery	0	0.00	0	0.00	0.00
Homicide	0	0.00	0	0.00	0.00
Robbery/Extortion	0	0.00	0	0.00	0.00
Sex Offense	0	0.00	0	0.00	0.00
Total			**0**		
OTHER OFFENSES					
Bomb Threat	0	0.00	0	0.00	0.00
Destructive/Explosives	0	0.00	0	0.00	0.00
Loitering/Trespassing	0	0.00	0	0.00	0.00
Possession of Weapon(s)	0	0.00	0	0.00	0.00
Total	**0**		**0**		
ENROLLMENT ~~22-23yr~~23-24yr	~~219~~237		~~23-24yr~~24-25yr ~~237~~239		

The data represented is the total number of reported incidents within each crime category and as rates per 100 students enrolled. It is important to note that comparisons (% Change) are calculated from incident rates and not total numbers, because the rates reflect changes in student enrollment from year to year. Crimes involving Arson, Graffiti, and Vandalism

must exceed $100 per incident, theft $50, and Burglary has no dollar limit. Any rate change to or from zero is represented as a 100% change. Caution should be used when drawing conclusions from individual rate changes. Improved reporting practices may have resulted in increases in crime rates which may not represent actual increases in crime.

RESPONSE GUIDELINES FOR DANGEROUS, VIOLENT OR UNLAWFUL ACTIVITIES

Formatted: Font: Not Bold, Font color: Accent 1

Audeo Charter School II adheres to the following Law Enforcement Notification Matrix in assessing and responding to dangerous and unlawful activity.

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
• Bomb threat/Suspicious package • Firearm on complex • Explosive on complex • Fire • Immediate risk of harm to student(s) and/or staff' • Intruder on complex • Medical emergency • Possible abduction	• Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) ○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) ○ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) ○ Any action that creates a **reasonable suspicion** that the student is preparing to commit a homicidal act related to	• Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapons (EC48902) ○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun,any instrument that expels a metallic projectile, such as a BB or a pellet.

	school or a school activity	

Disaster Response Plan

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Emergency Operations Team

Formatted: Font: Not Bold, Font color: Accent 1

The Emergency Operations Team is comprised of several leaders from Audeo Charter School II. This team is responsible for planning, training and implementation in the event of a disaster. The team is composed of the following individuals:

Superintendent	*Responsible for external communications. She will call on community resources to assist the school RCs and coordinate mutual aid requests.*
Chief Business Officer	*Assists the Superintendent with external communications and community resource coordination to support school community needs. She is also responsible for acquisition of fiscal and business services. She will initiate acquisitions of services and materials associated with emergency operations.*
Director of Operations and Technology	*Responsible for internal communications with our RCs, staff, and the team in collaboration with the Administrator of Instructional Services.*
Administrator of Instructional Services	*Responsible for parent and community communications. Provides trauma-counseling support to students/parents/staff, as well as, central contact for student data. Responsible for coordinating support to students brought to central location.*

Operational Overview

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Due to the unique design and small setting, the staff will be trained to implement components of the disaster procedures. These components will include:

- Evacuation of Students/Emergency Assembly
- Communication
- Reunion Procedures
- Public Information
- Sweep and Rescue
- Security
- First Aid and CPR

Emergency Operation Center

The Emergency Operations Team (EOT) will be responsible to coordinate and manage all operations in the event of a crisis. Audeo Charter School II defines crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff.

All public employees are declared by law to be disaster services workers (Government Code §3100). They are subject to such disaster services as may be assigned to them by their supervisors or by law upon the declaration of an appropriate state of emergency. The extent to which school employees function as disaster service workers depends in large measure upon the decisions of the various resource centers and their supervisory personnel.

In the event of a crisis, Audeo Charter School II will respond as follows:

Level 1 Natural Disaster Community Wide/Neighborhood Crisis

(Example~~: earthquake~~: earthquake, flood, fire, plane crash, riot, police action, high levels of fatalities and injuries, nuclear or biological disaster.)

Response~~: EOT~~: EOT in coordination with Civil Defense and/or resources.

Level 2 Singular or Multiple Locations

Immediate, life threatening or critical urgency

(Example: weapons, group confrontation, bomb threat, hostage, fire, explosion.)

Response~~: EOT~~: EOT in coordination with local law enforcement and/or government agencies

Level 3 RC Specific

(Example~~: discipline~~: discipline, health-physical/mental/CPS, utility failure, fight, angry parent.)

Response~~: Administrator~~: Administrator of Instructional Services according to responsibility.

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Responsibilities for Situation Levels 1 and 2

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

1. Assess situation (to evacuate or secure RC)

2. Call 911

3. Contact EOT: Communicate essential information
   Example: Describe the situation – clearly and calmly.
   Who is involved?
   Who's present/at the RC –staff/students/community?
   Have the police been called? Have they arrived?
   Who else has been notified?
   What have you done so far?
   Is anyone hurt? Describe injury.

4. Gather essential information – keep emergency supplies in one area

   - Student emergency binder
   - Student roster
   - Emergency procedure binder
   - Today's sign in sheet
   - Backpack, First Aid Kit, Blood borne Pathogen Kit
   - Keys

5. Reassess situation and roll call
   Triage – prioritize needs; define who is injured. Look for potential dangers (i.e., gas leaks, building structure damage.)

6. Give students appraisal of situation
   Tell them what to do and what is expected.

7. Re-contact EOT

8. Release students as appropriate to authorized individuals.

9. Contain remaining students in designated safe area.

10. Wait until crisis has passed

11. Notify the Sorrento Mesa RC~~corporate office~~

12. Remaining students will be brought to safe area designated by EOT

13. Staff will then be released by EOT

Resource Center Preparedness Activities

Formatted: Font: 16 pt, Not Bold, No underline, Font color: Accent 1

Training programs for staff:

- Disaster preparedness and scene management classes
- Mock disaster drill
- Evacuation/earthquake drills
- Blood borne Pathogens
- CPR and First Aid
- HIV Awareness

Educational activities:

- Basic earthquake education
- Parent meetings, home preparedness and orientation to RC plan

Equipment and supplies:

- Trauma/first aid kits
- Bodily fluid cleanup kit
- Backpacks for sweep and rescue team

Aftermath plan:

- Return school/community to normal
- Provide safe place to process event
- Plan for resumption of normal activities

*Drills are scheduled at least three times per year

Communications

Formatted: Font: 16 pt, Not Bold, No underline, Font color: Accent 1

Emergency RC Call to Central
RC contact Central or Able
Remember 6 Key points –

- **RC** — **Identify your location**
- **Number** — **Approximate number of participants**
- **Code** — **Red (Life-threatening) 911**
  Orange (Serious)
  Yellow (Potential – advisement)
- **Description** — **Briefly describe incident**
- **Location** — **In class, outside front/back door, alley**
- **Listen** — **Answer central's questions succinctly**

Audeo Charter School II Communications Plan is designed to supplement urgent or emergency e-mail communications to faculty and staff.

Procedure

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

- Superintendent will declare need for emergency action.
- Superintendent, manager and any designated support staff prepare ParentSquare telephone message and E-mail message.
- Superintendent notifies Audeo Charter School II Board of Directors.
- Designated managers activate telephone tree, using prepared message; each designated manager will be responsible for their group and informing the backup caller.
- When schools are not in session, it may be necessary to call employees at home.
- Callers must report to the Superintendent~~'s office~~ by e-mail (mbixby@altusschools.net) the names of the employee's they were unable to reach.
- Share all information on the operation of the telephone tree with support staff at your RC.
- Make copies of the tree information and give to appropriate staff.
- It is possible that a test of the telephone tree will occur on a weekend, since the tree is designed to be used to relay information to managers and employee's regardless of the day of the week or the time of day or evening. It is important that employees who are to make calls

and their backups have copies of the tree information and the telephone numbers both at school and home.

Sample Emergency Call

Resource Center	This is a code Orange. There are approximately 6 male students assembled on the South side of Westminster Blvd., across the resource center. They are shouting and threatening one of our students who ~~are~~is here in the resource center. Our student is belligerent and wants to go out and face them. I have five other students with the Certificated Teacher Resource (CTR) and me. We have locked the doors and directed students to move to the back of the resource center away from the window.
Central	I am dispatching the police immediately. Have your Certificated Teacher Resource (CTR) with the other students. Be sure none of them leave or open the door. Stay with your student~~s~~ and try to calm him. Do not go out to confront the group. Assistance should be there shortly. Keep us posted of any change.

Resource Center

- Remember, speak calmly and slowly.
- Tend to the business at hand and keep Central informed. STAY CALM.
- If the problem is resolved. Call Central back immediately. Remember someone is streaking across the city to get to you. Call in and say, **"Situation secured". This officially closes down the incident. Central logs the time.**

ParentSquare System

In the event of an emergency, the Superintendent or designee may activate the school-wide ParentSquare system. ParentSquare allows Audeo Charter School II administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff. ParentSquare allows Audeo Charter School II to establish a reliable channel for communicating and sharing information effectively and efficiently. In time-sensitive situations, parents and guardians will receive information and details directly from the school. Not just for emergencies, ParentSquare is beneficial in sending out routine school messages, such as attendance reports, and event and meeting reminders.

Our first responsibility is to the health and safety of our students.

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Italic, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Italic, No underline

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Italic, No underline, Font color: Accent 1

- Do not aggressively confront any individual or group.
- **We want no heroes – just mature, reasonable individuals who take control of a situation and manage it.**

- **Do not place yourself, or others, in an unnecessarily dangerous situation. Your backups are not far away.**

1. Receive Communication.

Be sure caller identifies RC. Confirm that you read the transmission and acknowledge the RC name. If necessary, calm the caller. Set the tone by using a confident and firm tone of voice.

If necessary, lead the caller through the 6 elements/key points of an Audeo Charter School II emergency call. **Resource Center, Number, Code, Description, Location, Listen.** It is preferable that you speak directly to the teacher whenever possible.



2. Ascertain the level of emergency and degree of danger.

Prescribe action. If there is a close judgment call--- err on the side of caution.

Code Red~~: Optional~~: Optional Action

The teacher contacts 911 immediately.

Tell the teacher you will contact 911.
Tell RC staff to deal with emergency until help arrives. Give them some specific tasks.
Tell teacher you will call in report and will get right back to him/her. Talk staff through emergency if necessary. Ask if they have locked down the RC, drawn the blinds, etc.
After you place call for help, coordinate with other central managers to see who is closest to RC and can arrive in the shortest amount of time.
Contact the Sorrento Mesa RC~~Audeo Charter School II Administrative Office~~ to alert them to the emergency.

3. Assist in the implementation of the action plan worked out with the RC.

Be conscious that the School must protect the anonymity and privacy of each student. No staff should discuss the incident with press. Refer them to a manager.

4. Log call.

Note approximate start and end time of incident. A brief narrative describing the incident is due to the Sorrento Mesa RC~~Office~~ before the end of the day. This report could become part of a court

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

case, so immediate transcription is advisable to assure more accurate recall. The report may become a part of the body of information needed for further investigation.

EMERGENCY RESPONSES

Formatted: Font: Not Bold, No underline, Font color: Accent 1

EMERGENCY RESPONSE~~: ALLERGIC~~: ALLERGIC REACTION

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- If imminent risk, call 911.
- Send for immediate help (Firs Aid, CPR, medical) and medication kit (for known allergies).
- Notify the Administrator of Instructional Services.
- Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- If an insect sting, remove stinger immediately.
- Assess situation and help student/staff member to be comfortable.
- Move student or adult only for safety reasons.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- If imminent risk, call 911 (always call 911 if using "Epi" pen).
- Notify nurse/parent or guardian.
- Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- Observe for respiratory difficulty.
- Attach a label to the person's clothing indicating: time & location of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- x Keep an "Epi" pen in the resource center~~school office~~ and notify staff as to location.
- x Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the Resource Center

STAFF ACTIONS:

- x Notify Administrator of Instructional Services.
- x Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
- x Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- x Follow standard student assembly, accounting and reporting procedures.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- x Initiate **SHELTER IN PLACE**.

- x Shut off HVAC units.
- x Move to central location where windows and doors can be sealed with duct tape.
- x Call 911. Provide location and nature of the emergency and school actions taken.
- x Notify Director of Operations and Technology of the situation.

- x Turn on a battery-powered commercial radio and listen for instructions.
- x Remain inside the resource center until the Department of Health or Fire Department determines it is safe to leave.
- x Arrange for psychological counseling for students and staff.

Inside the Resource Center

STAFF ACTIONS:

- x Notify Administrator of Instructional Services or Safety Ambassador.
- x Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- x Implement **EVACUATION** or **EMERGENCY MEETING AREA EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- x Follow standard student assembly, accounting and reporting procedures.
- x Prepare a list of those who are in the affected area to provide to emergency response personnel.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- x Initiate **EVACUATION** of the resource center or **EMERGENCY MEETING AREA EVACUATION** to move students away from immediate vicinity of danger.
- x Move up-wind from the potential danger.
- x Call 911. Provide exact location and nature of emergency.
- x Designate security team to isolate and restrict access to potentially contaminated areas.
- x Wait for instructions from emergency responders-- Health or Fire Department.
- x Notify Director of Operations and Technology of the situation.
- x Arrange for immediate psychological counseling for students and staff.
- x Wait to return to the resource center until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

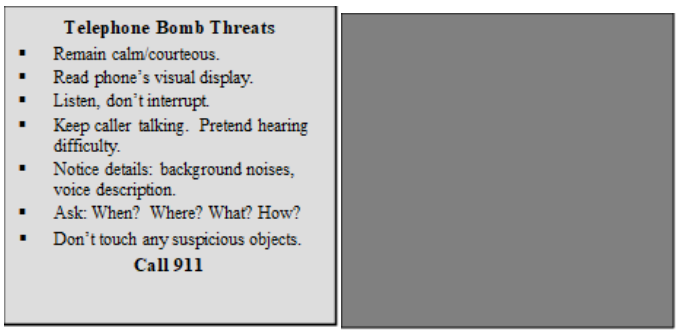
- x Wash affected areas with soap and water.

- x Immediately remove and contain contaminated clothing
- x Do not use bleach on potentially exposed skins.
- x Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

EMERGENCY RESPONSE: BOMB THREAT

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.



PERSON RECEIVING THREAT BY TELEPHONE:

- x Listen. Do not interrupt caller.
- x Keep the caller on the line with statements such as "*I am sorry, I did not understand you. What did you say?*"
- x Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- x Notify Safety Ambassador immediately after completing the call.
- x Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- x Note the manner in which the threat was delivered, where it was found and who found it.

- x Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- x Caution students against picking up or touching any strange objects or packages.
- x Notify Administrator of Instructional Services or Safety Ambassador.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

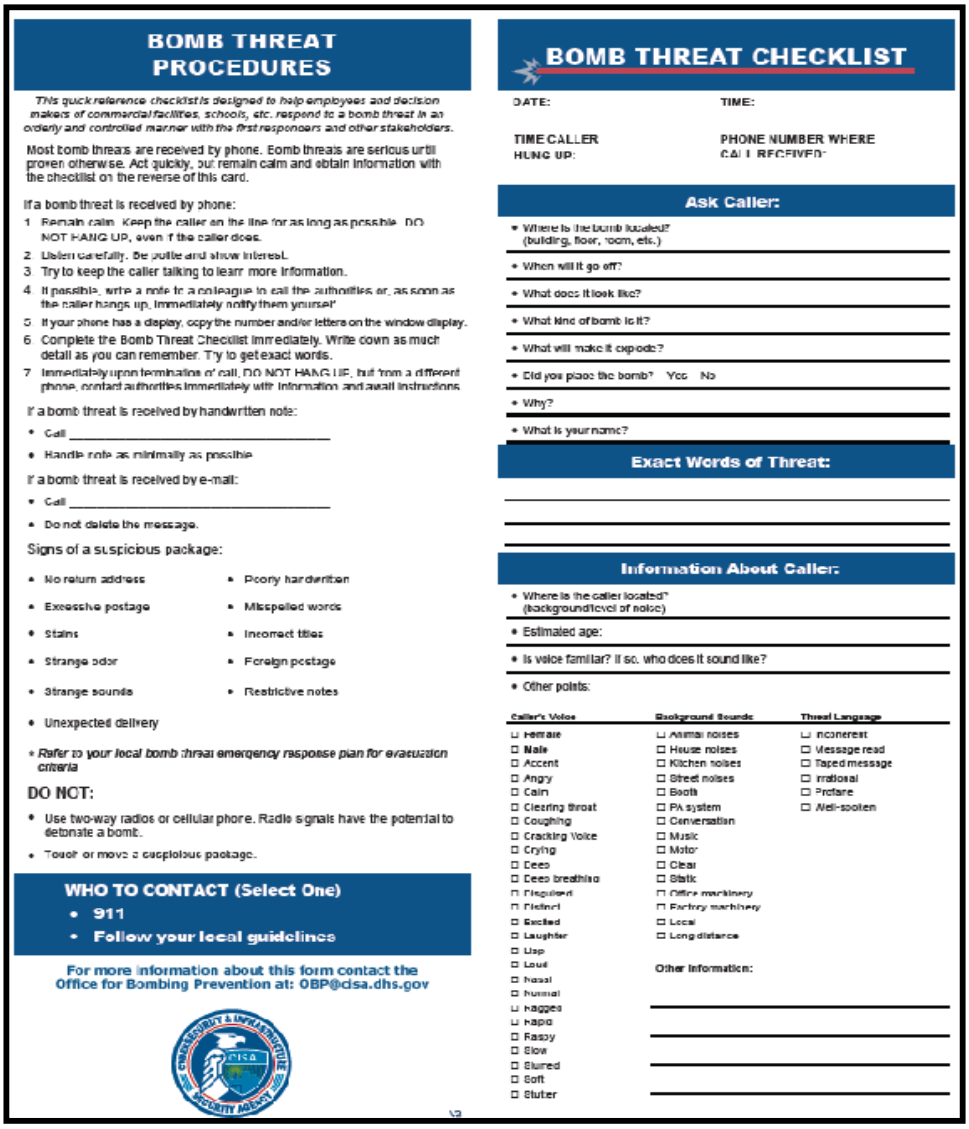
- x Call 911.
- x If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- x Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- x Determine whether to evacuate the threatened resource center and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- x Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- x If it is necessary to evacuate the entire school, use the fire alarm.
- x Notify the Director of Operations and Technology of the situation.
- x Direct a search team to look for suspicious packages, boxes or foreign objects.
- x Do not return to the resource center until it has been inspected and determined safe by proper authorities.
- x Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- x Use a systematic, rapid and thorough approach to search the resource center and surrounding areas.
- x Check the resource center and work areas, public areas (foyers, ~~offices,~~ bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- x If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe emergency meeting area, take attendance. Notify the Administrator of Instructional Services/Safety Ambassador of any missing students.
- Do not return to the resource center until emergency response officials determine it is safe.



BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

Refer to your local bomb threat emergency response plan for evacuation criteria

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov

BOMB THREAT CHECKLIST

DATE: TIME:

TIME CALLER HUNG UP: PHONE NUMBER WHERE CALL RECEIVED:

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice	Background Sounds	Threat Language
☐ Female	☐ Animal noises	☐ Incoherent
☐ Male	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking Voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long distance	
☐ Lisp		
☐ Loud	Other Information:	
☐ Nasal		
☐ Normal		
☐ Raggea		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

EMERGENCY RESPONSE: FLOOD

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the resource center. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- X Issue **STAND BY** instruction. Determine if evacuation is required.
- X Notify local police department of intent to **EVACUATE**, the location of the emergency meeting area and the route to be taken to that location.
- X Delegate a search team to assure that all students have been evacuated.
- X Post a notice on the resource center door stating where the school has relocated and inform the Sorrento Mesa RC~~District Office~~.
- X Monitor local AM radio weather station for flood information.
- X Notify the Director of Operations and Technology of school status and action taken.
- X Do not allow staff and students to return to the resource center until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- X If warranted, **EVACUATE** students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the resource center.
- X Remain with students throughout the evacuation process.
- X Upon arrival at the emergency meeting area, take attendance. Report any missing students to Administrator of Instructional Services/Safety Ambassador and emergency response personnel.
- X Do not return to the resource center until it has been inspected and determined safe by property authorities.

EMERGENCY RESPONSE: GAS ODOR / LEAK

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt

All school personnel and custodians shall immediately report any gas odor or suspected gas leak to the Director of Operations and Technology. If an odor is detected outside the resource center, it may not be necessary to evacuate.

STAFF ACTIONS:

- X Notify Administrator of Instructional Services.
- X Move students from immediate vicinity of danger.
- X Do not turn on any electrical devices such as lights, computers, fans, etc.
- X If odor is severe, leave the area immediately.
- X If the resource center is evacuated, take student attendance and report any missing students to Administrator of Instructional Services/Safety Ambassador.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- X If gas leak is internal, evacuate the resource center immediately.
- X Call 911.
- X Notify utility company.
- X Determine whether to move to alternate location.
- X If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE: HAZARDOUS MATERIALS

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt

The nature of the material and the proximity of the incident to the resource center will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- X Call 911, if necessary.
- X If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- X Initiate **EVACUATION.** Any toxic cloud that can affect students in their resource centers would very likely affect them outside the resource centers as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- X Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- X If time is available, initiate **Emergency Meeting Area Evacuation**. Move students and staff away from the path of the hazardous materials.
- X Notify Director of Operations and Technology.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Do not allow the return of students to the resource centers or buildings until public safety officials declare the area safe.
- X Upon return to school, ensure that all resource centers are adequately aired.

TEACHER ACTIONS:

- X Follow standard student assembly, accounting and reporting procedures.
- X Report names of missing students to the Sorrento Mesa RC~~office~~.
- X Do not take unsafe actions such as returning to the resource center before it has been declared safe.

EMERGENCY RESPONSE: HOSTAGE SITUATION

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS

X Call 911. Provide all known essential details of the situation:
- Number of hostage takers and description
- Type of weapons being used
- Number and names of hostages
- Any demands or instructions the hostage taker has given
- Description of the area

X Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.

X Protect resource center occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both).

X Secure exterior doors from outside access.

X When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.

X Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.

X Identify media staging area, if appropriate. Implement a hotline for parents.

X Account for students as they are evacuated.

X Provide recovery counseling for students and staff.

STAFF ACTIONS:

X If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.

X Alert the Administrator of Instructional Services/Safety Ambassador.

X Account for all students.

EMERGENCY RESPONSE: INTRUDER

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

All public schools are required to post signs at points of entry to their resource centers. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the front desk. Failure to do so may constitute a misdemeanor.

-- *California Penal Code Title 15, Chapter 1.1 § 627.2*

To prevent intruders on resource centers, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- X Initiate **LOCKDOWN**.
- X Request intruder to leave the resource center. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
  - *"What can we do to make this better?'*
  - *"I understand the problem, and I am concerned."*
  - *"We need to work together on this problem."*
- X As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- X Keep subject in view until police or law enforcement arrives.
- X Take measures to keep subject away from students and the resource center.
- X Designate an administrator or staff member to coordinate with public safety at their command post; provide a resource center map/exit plan and keys to public safety personnel.
- X When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- X Be available to deal with the media and bystanders and keep the resource center clear of visitors.

STAFF ACTIONS:

- X Notify the Administrator of Instructional Services/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- X Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

- X Isolate intruder from students. Lock the resource center ~~and office~~ doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

EMERGENCY RESPONSE: UTILITY FAILURE

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR:

- X Notify utility company. Provide the following information:
- X Determine length of time service will be interrupted.
- X Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- X If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- X Use messengers with oral or written word as an alternate means of faculty notification.
- X Notify the Sorrento Mesa RC~~District Office~~ of loss of service.
- X Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets:
Drinking Water:
Food Service:
Fire Suppression:
Other:

B. Plan for Loss of Electricity

Ventilation:
Emergency Light:
Computers:
Other:

C. Plan for Loss of Natural Gas

Heat:
Food Service:
Other:

EMERGENCY RESPONSE: THREATS / ASSAULTS

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt

Threats occur when a belligerent or armed person on the resource centers bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are

presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:

1) Is the individual moving towards violent action?
2) Is there evidence to suggest movement from thought to action?
    - High violence potential qualifies for arrest or hospitalization.
    - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.

X Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.

X Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.

X Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.

X If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.

X Facilitate a meeting with student(s) and family to review expectations.

X Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

X If any students are outside, move them inside the resource center or away from the location of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.

X Inside the resource center, institute **LOCKDOWN**. Close all curtains and blinds.

X Disconnect the school television system in resource centers so the individual cannot view news coverage and see locations of police/students/etc.

X Remain with students until **ALL CLEAR** is given.

EMERGENCY RESPONSE: IRRATIONAL BEHAVIOR

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment

that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- X Keep the individual under continuous adult supervision.
- X Keep the individual in the resource center until parent/guardian has been notified.
- X Arrange appropriate support services for necessary care of individual.
- X If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- X School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the Administrator of Instructional Services. The next steps may include:
  - Provide parents/guardian with the names and phone numbers of mental health resources
  - Recommend that the parents make an immediate contact with a therapist.
  - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- X Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- X Provide follow-up collaborative support for the student and parents (as indicated) within the school
- X Develop a safety plan prior to the student's return to school.
- X Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- X Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- X Notify Administrator of Instructional Services/Safety Ambassador.
- X Notify school nurse, school psychologist, counselor or social worker.
- X Protect individual from injury.

EMERGENCY RESPONSE: EXPLOSION

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR:

- Determine whether emergency meeting area evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the resource center. **EVACUATION** may be warranted in some resource centers but others may be used for **SHELTER IN PLACE**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the Director of Operations and Technology of school status.

Notify emergency response personnel of any missing students.

- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check resource centers and work areas, public areas (foyers, ~~offices,~~ bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate location for resource center instruction. Do not return to the resource center until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

X Initiate **DROP, COVER AND HOLD ON**.

X If explosion occurred inside the resource center, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the resource center and away from fire-fighting equipment.

X Check to be sure all students have left the resource center. Remain with students throughout evacuation process.

X Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.

X Render first aid as necessary.

X Do not return to the resource center until the emergency response personnel determine it is safe to do so.

X If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

EMERGENCY RESPONSE~~: PANDEMIC~~: PANDEMIC INFLUENZA

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

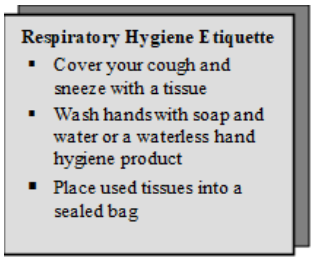
Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR~~PRINCIPAL/SITE ADMINISTRATOR~~ ACTIONS:

- x Activate heightened surveillance of illness within school location. Gather data on symptoms of students and staff who are sick ~~at home~~at home.
- x Insure that students and staff members who are ill stay home.
- x Send sick students and staff home from school immediately.
- x Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- x Monitor bulletins and alerts from the Department of Health and Human Services.
- x Keep staff informed of developing issues.
- x Assist the Department of Health and Human Services in monitoring outbreaks.
- x Respond to media inquiries regarding school attendance status.
- x Implement online education, if necessary, so that students can stay home.
- x Maintain surveillance after the initial epidemic in the event a second wave passes through the community.



STAFF and STUDENT ACTIONS:

- x Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- x Practice “respiratory hygiene etiquette”.
- x Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- x Implement online homework assignments so that students can stay home.

EMERGENCY ~~RESPONSE:Active~~RESPONSE: Active Shooter/Armed Assailant

Formatted: Font: Myriad Pro, Not Bold, Font color: Accent 1

Formatted: Font: Myriad Pro, Not Bold, Font color: Accent 1

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"*Active shooter situations*" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knifes, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.

    a. **Act immediately** if you or your students:
        - hear a sound that might be gunfire.
        - see something that looks like a weapon being carried or used on or near the campus.
        - sense any other indication of active shooter / armed assailant threat.

    b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.

    c. **Be decisive.** Communicate your plan to your students and act quickly.

    d. **Call 911 and the Sorrento Mesa RC~~School Office~~** as soon as it is safe to do so.

2. **Options~~: *Run*~~: Run*, Hide or Fight***

    a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
        - Do not evacuate unless you…
            - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
            - **and** can visualize a route that will get your students and yourself safely off campus.

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Centered
Formatted: Font: 12 pt
Formatted: Font: 12 pt

- Don't carry anything with you.
  - Police may mistake an item in your hands as a weapon.
  - Leave everything behind.
- If you encounter people along the way…
  - Adults: Warn them and take them with if you can but don't stop if they refuse to come.
  - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*.
- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you. Call (insert phone number) to report your location and obtain instructions.

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- Lock the doors
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of site from room entrance.
- Prepare to take action if the assailant attempts to get in the room;
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

c. **FIGHT~~: Never~~: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

~~c.~~

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.

Formatted: Font: 12 pt, No underline
Formatted: Font: 12 pt, No underline
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: Not Bold
Formatted: Font: 12 pt
Formatted: Indent: Left: 1", No bullets or numbering

- Construct a strong barricade.
- If you have another way out (a window or back door) use it while the assailant is attempting to get in.
- If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
    a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)

- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

    a. Provide as much information as possible (slow down – be calm):
        - State the emergency: "I hear gunfire." "I saw..."
            - Give information on people who are wounded.
        - Location of the assailant (if known):
        - Description of the assailant (if known):
        - Your precise location: "room __"
        - The number of children with you:
    b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

    a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

        - *Run* – If you encounter injured persons while you are trying to get out of danger…
            - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

        - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.

Formatted: Font: 12 pt

- As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

- *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
  - If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
  - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

b. Law Enforcement: If you encounter law enforcement officers…
   - Immediately raise your hands in the air and display your open palms.
   - Don't run up to officers or attempt to hug or talk to them.
   - Don't talk unless they ask you a question.
   - Do exactly what they tell you to do.

c. Weapons~~: If~~: If the assailant loses control of a weapon, exercise extreme care when securing it:
   - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
   - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

d. Ongoing Communication~~: (~~: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

e. School Activities~~: (~~: (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- Follow the ~~All-Staff~~All-Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
  - Include as much actionable information on the announcement as possible.
    - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

- If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people in the resource center with information they can use to better evaluate their options.
  - *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*

- Notify the Sorrento Mesa RC~~corporate office~~ after you call 911.
- If possible, assist emergency personnel.
  - Assist police in entering the school;
  - Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- **Emergency Operations Center (EOC)**
  - Activate the district's Emergency Operations Center
  - Dispatch a back-up ICS team to take over responsibility for ICS functions from RC staff who will be impacted by this emergency.

- **Emergency Area Reunification**
  - The Operations Section should prepare an emergency evacuation area for reunification.
    - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
    - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
    - School staff and students will remain in lockdown until evacuated on a room by room basis.
    - Vans should be placed on standby for evacuation.
    - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

- **Crisis Intervention**
  - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
  - This team will also provide ongoing support throughout the recovery phase of the emergency response.

Formatted: Font: 12 pt

- Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
- Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____
- _____

EMERGENCY RESPONSE FIRE (Outside Fire/Wildfire)

Formatted: Font: Not Bold, Font color: Accent 1

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Determine if **EVACUATION** of school location is necessary.
- X Contact local fire department (call 911) to determine the correct action for your school location.
- X If necessary, begin evacuation of school location to previously identified safe location using school evacuation plan. If needed, contact van dispatch for **EMERGENCY EVACUATION**.
- X Direct inspection of premises to assure that all students and personnel have left the building.
- X Notify the school district where the school has relocated and post a notice on the RC~~office~~ door stating the temporary new location.
- X Monitor radio station for information.
- X Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- X If students are to be evacuated, take attendance to be sure all students are present before leaving the building location.
- X Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- X Take attendance at the assembly area. Report any missing students to the School Administrator/Safety Ambassador and emergency response personnel.
- X Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

FIRE (WILDFIRE)

Formatted: Font: Not Bold, Font color: Accent 1

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property.

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of our staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to our school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around our structures, and surrounding topography. It may be best for some resource centers~~/offices~~ to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near our locations, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a resource center closure. The Charter Schools have procedures in place for each of these possibilities.

BEFORE

Goals:

1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response
2. Develop the capacity of staff to lead students through appropriate response options
3. Prevent the risk of injury to individuals and damage of property from wildfire

Objective(s):

Goal 1 Objectives

a) Coordinate with local fire department to ensure an effective response to a Wildfire
b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
c) Develop a clear chain of command with staff

Goal 2 Objectives

a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure

Goal 3 Objectives

a) Store combustible materials in fireproof containers
b) Follow Fire Code and district rules regarding fire prevention

c) Provide fire prevention training to staff

d) Hold Fire Drills
e) Maintain an adequate supply of fire extinguishers
f) Ensure proper maintenance of fire prevention equipment

Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure
b) Develop location specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop location specific plans

Goal 2 Actions

a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure

Goal 3 Actions

a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan
b) Ensure combustible materials are stored in fireproof containers
c) Hold fire extinguisher training for staff
d) Ensure adequate supply of fire extinguishers are appropriately maintained
e) Hold required number of fire drills and vary the situation to improve staff and student response

STAFF ACTIONS

Goal 2 Actions

a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher
b) Read any fire prevention and wildfire response materials provided by administration

Goal 3 Actions

a) Participate and lead students in fire drills
b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto school
c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations

DURING

Goals:

1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions

Objective(s):

Goal 1 Objectives

a) Conduct appropriate wildfire response actions in a timely manner
b) Conduct accountability procedures in a timely manner
c) Activate school location Incident Command Team, as necessary

Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) Work with the Sorrento Mesa RC~~district office~~, local fire department and other responders to determine best course of action
b) Use the "Wildfire Evacuation Decision Tree" following this section.
c) Communicate plan of action to staff and students:
   - voluntary evacuation
   - early dismissal
   - mandatory evacuation
   - shelter-in-place
   - resource center closure

d) Consider the following while implementing response action

- Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)
- Food and water
- Transportation
- Security and Safety
- Communications

e) Contact families to notify of planned course of action

f) Activate school Incident Command Team, as necessary

- Reunification Team

g) Ensure all staff and students are accounted for

h) Ensure that access roads are kept open for emergency vehicles

i) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity

j) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

Goal 2 Actions

a) Remind staff to close doors when exiting resource centers/~~offices~~

b) Notify appropriate utility company of suspected breaks in utility lines or pipes.

c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)

- Provide SDS sheets of any chemicals on location/in the area of the fire to the fire department upon arrival

d) Notify ~~District Office~~the Sorrento Mesa RC of situation

STAFF ACTIONS:

Goal 1 Actions

a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center~~/office~~ closure
b) If evacuating or sheltering-in-place, take emergency backpack and student kits
c) Maintain control of the students a safe distance from the fire and firefighting equipment
d) Take attendance. Report missing students to the School Administrator/designee and emergency response personnel
e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family
f) Serve in any designated position on the Incident Command Team

Shut resource center ~~or office~~ door after all individuals have exited

Provide information to School Administrator/Safety Ambassador regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:

1. Effectively communicate to all stakeholders
2. Determine response strengths, areas from improvement and steps to improvement

Objective(s):

Goal 1 Objectives

a) Provide information to staff, parents, and students
b) Provide information to the Sorrento Mesa RC~~district office~~

Goal 2 Objectives

a) Conduct After-Action Report process

Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS

Goal 1 Actions

a) Provide critical information to the Sorrento Mesa RC~~district office~~ in order to develop effective key messages

b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened
c) Work with appropriate district department to draft talking points for phone calls and media requests

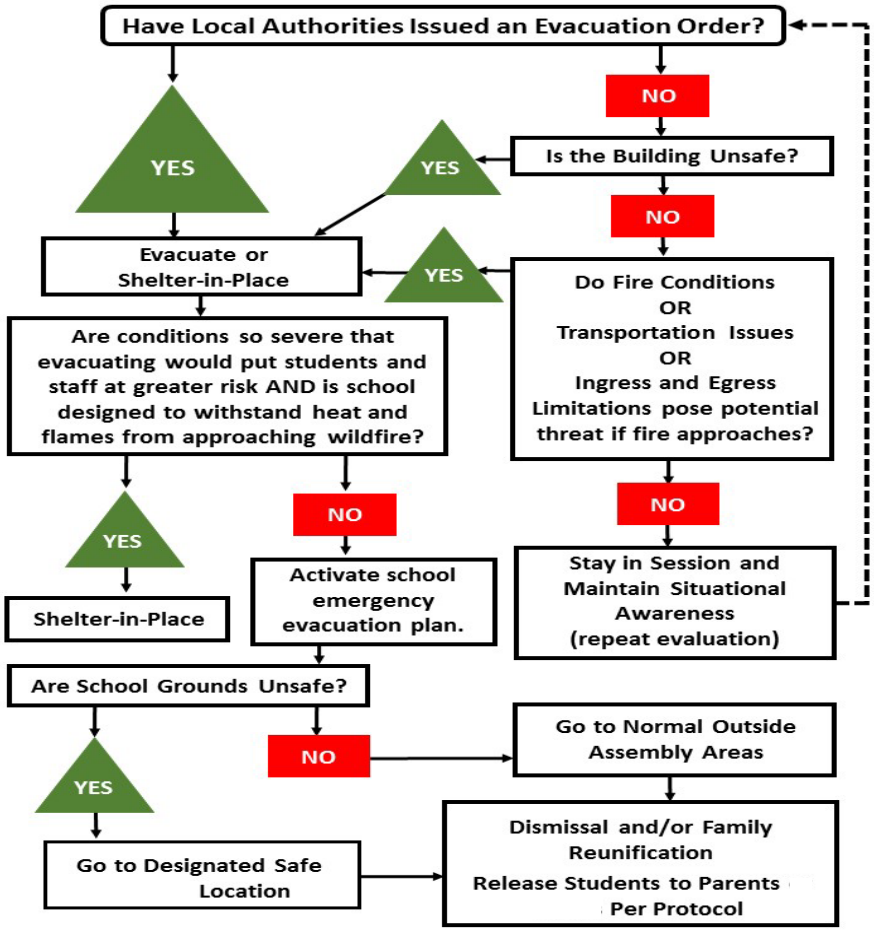
Goal 2 Actions
a) Conduct an after-action report process and implement necessary actions for improving future responses
b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
c) Identify steps to improve future responses
d) Implement steps to improvement

STAFF ACTIONS

Goal 2 Actions
a) Participate in the after-action report process
a) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE DECISION TREE

Formatted: Font color: Accent 1



EMERGENCY RESPONSE: OPIOID ANTAGONIST-Naloxone Hydrochloride

Formatted: Font: Not Bold, Font color: Accent 1

Pursuant to California Education Code 49414.3, any school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Audeo Charter School II has established a Staff Naloxone Hydrochloride Emergency Training Plan and Program pursuant to CDE 49414.3 which includes safe and effective management of opioid-related overdoses. This plan is also incorporated into the school emergency preparedness and response plans.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Audeo Charter School II's primary goal in the fight against opioids and fentanyl use is prevention.

Audeo Charter School II will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
    - How opioids and fentanyl affect the body's systems.
    - Refusal strategies
    - The signs and symptoms of use/abuse
    - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

SIX ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

Formatted: Font: Not Bold, Font color: Accent 1

The following was developed from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Signs of OVERDOSE, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:Call the person's name, tap the person's shoulders, clap your hands loudly in order to assess for level of consciousness.If this doesn't work, per Department of Health and Human Services (DHHS) recommendation, vigorously grind knuckles into the sternum (the breastbone in middle of chest).

- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- If the person does not respond, call 911.
- Grab the Opioid Overdose Emergency Kit and Automatic External Defibrillator (AED).
- Provide rescue breathing if the person is not breathing on their own and administer one dose of naloxone.
- For students, instruct staff member to contact the parent/guardian or emergency contact on file.

STEP 2: CALL 911 FOR HELP

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

STEP 3: ADMINISTER NALOXONE

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: Arial

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

Audeo Charter School II **uses intranasal spray.**

Formatted: Font color: Accent 1

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

Formatted: Font: Not Bold, Font color: Accent 1

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Formatted: Font: Not Bold, Font color: Accent 1

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of

Formatted: Font: Not Bold, Font color: Accent 1

naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: Arial

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: Arial

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)
Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

Formatted: Font: Not Bold, Font color: Accent 1

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

STEP 6: ADDITIONAL SUPPORT

- Have the individual transported to the nearest medical facility, even if symptoms seem to get better.
- Debrief with students and staff present and assess further needs for support.
- Complete an Accident Report Form.

  Follow up with assigned school nurse for additional support.

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Centered

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: Arial

SUSPENSION AND EXPULSION POLICY AND PROCEDURES

~~SUSPENSION AND EXPULSION POLICY~~

3110

Suspension ~~/~~and Expulsion Policy and Procedures

Amended: May 5, 2009,* February 16, 2022, *December 7, 2022, June 22, 2023, February 28, 2024, June 26,2024, February 27, 2025

This Student Suspension and Expulsion Policy and Procedures has been established by the Board of Directors of Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, and Audeo Valley Charter School~~Audeo II, Audeo III, Audeo Valley Charter School, Altus Schools East County , Mirus Secondary School and Altus Schools South Bay~~, (hereinafter collectively referred to as "Charter School").

In adopting this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's P~~p~~olicy and P~~p~~rocedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This P~~p~~olicy and its P~~p~~rocedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: 12 pt, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 12 pt, Italic, No underline, Font color: Accent 1

Formatted: Font: 12 pt

force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that ~~the~~ this P~~p~~olicy and its P~~p~~rocedures are available up ~~o~~n request ~~a~~to the ~~School Coordinator's~~ School Administrator ~~office~~. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian , and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein,

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt

"involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to

comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when the School Administrator or designee determines the student:~~for any of the following acts when it is determined the student:~~

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but it not limited to electronic files and databases.

Formatted: Font: 12 pt

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 14 pt, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

g) Stole or attempted to steal school property or private property, which includes but it not limited to electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

~~k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.~~

-Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

~~l)~~k) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

~~m)~~l) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

~~n)~~m) Engaged in or attempted to engage in hazing. For the purposes of this ~~subdivision~~Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this ~~section~~Policy, "hazing" does not include athletic events or school-sanctioned events.

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

~~o)~~n) Made terroristic threats against school officials and/or school property, which includes but ~~is~~but it not limited to electronic files and databases. For purposes of this ~~section~~Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for ~~his or her~~their own safety or for ~~his or her~~their immediate family's safety, or for the protection of school property, which includes but ~~it~~ is not limited to electronic files and databases, or the personal property of the person threatened or ~~his or her~~their immediate family.

~~p)~~o) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this ~~section~~Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This ~~section~~ provision shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

~~q)~~p) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in ~~subdivision (e) of~~ Education Code Section 233(e) ~~of the Education Code~~. This section shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

~~r)~~q) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This ~~section~~ provision shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

~~s)~~r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of ~~his or her~~their age, or for a person of ~~his or her~~their age

with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on ~~his or her~~their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

~~ii.~~ iv. Causing a reasonable student to experience substantial interference with ~~his or her~~their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the ~~School~~ school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. i. A message, text, sound, video, or image.

~~i.~~ii. ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Indent: Left: 0.5", No bullets or numbering

Formatted: Font: 12 pt

reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this ~~clause~~Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by

means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

Formatted: Font: 12 pt

(b) For purposes of this ~~clause~~Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Formatted: Font: 12 pt

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) u. A student who aids or abets, as defined in Penal Code Section 31~~ of the Penal Code~~, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

Formatted: Font: 12 pt

w) v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had

obtained written permission to possess the item from a certificated school employee, with the ~~School Coordinator~~ School Administrator or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion ~~for any of the following acts~~ when it is determined the student:

   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the ~~School Coordinator~~ School Administrator or designee's concurrence.

   b) Brandished a knife at another person.

   c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

   d) Committed or attempted to commit a sexual assault ~~or committed a sexual battery~~ as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion ~~for any of the following acts~~ when it is determined the student:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force or violence upon the person of another, except self-defense.
   c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

   e) Committed or attempted to commit robbery or extortion.

Formatted: Font: Myriad Pro
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: Myriad Pro
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of ~~his or her~~a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in or attempted to engage in hazing. For the purposes of this ~~subdivision~~Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this ~~section~~Policy, "hazing" does not include athletic events or school-sanctioned events.

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases For purposes of this ~~section~~Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for ~~his or her~~their own safety or for ~~his or her~~their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases or the personal property of the person threatened or ~~his or her~~their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this ~~section~~Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This ~~section~~ provision shall apply to students in any of grades ~~4~~ 7to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in ~~subdivision (e) of~~Education Code Section 233(e) ~~of the Education Code~~. This ~~section~~ provision shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed

Formatted: Font: 12 pt

Formatted: Font: 12 pt

hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

~~i.~~ i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of ~~his or her~~their age, or for a person of ~~his or her~~their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

~~ii.~~ Causing a reasonable student to experience a substantially detrimental effect on ~~his or her~~their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with ~~his or her~~ their academic performance. iv. Causing a reasonable student to experience substantial interference with ~~his or her~~their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the ~~School~~school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. i. A message, text, sound, video, or image. ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

Formatted: No bullets or numbering

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: Myriad Pro

Formatted: List Paragraph

Formatted: Font: Myriad Pro

Formatted: Font: Myriad Pro

Formatted: Font: Myriad Pro

Formatted: Font: Myriad Pro

Formatted: Font: 12 pt

Formatted: Font: 12 pt

(a) For purposes of this ~~clause~~Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this ~~clause~~Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31 ~~of the Penal Code~~, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the ~~School Coordinator~~ School Administrator or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion ~~for any of the following acts~~ when it is determined pursuant to the procedures below that the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

permission to possess the item from a certificated school employee, with the ~~School Coordinator~~ School Administrator or designee's concurrence.

b. Brandished a knife at another person.
c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d. Committed or attempted to commit a sexual assault ~~or committed a sexual battery~~ as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 ~~of~~ or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or ~~dangerous~~ destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Formatted: Font: 12 pt
Formatted: Font: Myriad Pro
Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"
Formatted: Font: 12 pt
Formatted: Font: Myriad Pro
Formatted: Font: Myriad Pro
Formatted: Font: 12 pt
Formatted: Font: Myriad Pro
Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, Underline, Font color: Accent 1
Formatted: Font: 12 pt

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the ~~School Coordinator~~ School Administrator or designee with the student and ~~his or her~~the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the ~~School Coordinator~~ School Administrator or designee.

The conference may be omitted if the ~~School Coordinator~~ School Administrator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against ~~him or her~~the student and shall be given the opportunity to present ~~his or her~~their version and evidence in ~~his or her~~their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. ~~No penalties may~~Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student as well as~~. In addition, the notice may also state~~ the date and time when the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the ~~School~~

Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt

~~Coordinator~~ School Administrator or designee, the student and the student's parent/guardian ~~will~~ shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student ~~or~~ and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the ~~Schoo~~l ~~Coordinator~~ School Administrator or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial ~~Audeo~~ ASSC Board of Directors following a hearing before it, or by the neutral and impartial ~~Audeo~~ ASSC Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of the ~~Audeo~~ ASSC Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 14 pt, Font color: Accent 1

Formatted: Font: 14 pt

Formatted: Font: 12 pt

Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the ~~School Coordinator~~ School Administrator or designee determines that the student has committed an expellable offense and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the ~~Audeo~~ ASSC Board of Directors for a final decision whether to expel. The hearing shall be held in ~~closed session~~confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act (FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School 's disciplinary rules which relate to the alleged violation;
4. ~~4.~~ Notification of the student's or parent/guardian's obligation to provide information about the student's status at Charter School to any other school district or school to which the student seeks enrollment;
5. ~~4.~~ An explanation of ~~T~~the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. An explanation of ~~T~~the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of ~~T~~the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of ~~T~~the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Formatted: Font: 14 pt, Font color: Accent 1

Formatted: Font: 14 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Indent: Hanging: 0.25", Numbered + Level: 1 + Numbering Style: 1, 2, 3, … + Start at: 1 + Alignment: Left + Aligned at: 0.17" + Indent at: 0.17"

Formatted: Font: 12 pt

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five ~~calendar~~ days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the ~~complaint~~ complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which ~~he or she~~the complaining witness may leave the hearing room.

~~4.~~ The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

~~5.~~4. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

~~6.~~5. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing

Formatted: Font: 14 pt, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Line spacing: Multiple 1.08 li

Formatted: Indent: Hanging: 0.25", Right: 0.67", Space After: 0.25 pt, Numbered + Level: 1 + Numbering Style: 1, 2, 3, … + Start at: 1 + Alignment: Left + Aligned at: 0.01" + Indent at: 0.01"

Formatted: Font: 12 pt

from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

~~7.~~6. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School . The ~~person~~ entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising ~~his or her~~their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

~~8.~~7. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

~~9.~~8. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

~~10.~~ Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Indent: Hanging: 0.25", Numbered + Level: 1 + Numbering Style: 1, 2, 3, … + Start at: 1 + Alignment: Left + Aligned at: 0.01" + Indent at: 0.01"

be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

I. Expulsion Decision

The ~~decision~~ determination of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board ~~who~~ which will make a final determination regarding the expulsion. The Board of Directors shall make the final ~~decision~~ determination regarding the expulsion ~~by the Board shall be made~~ within ten (10) school days following the conclusion of the hearing or as soon as practical. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

Formatted: Font: 12 pt
Formatted: Font: 14 pt, Font color: Accent 1
Formatted: Font: 14 pt
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Font color: Accent 1
Formatted: Font: 14 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The ~~School Coordinator~~ School Administrator or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student ~~or~~ and parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School~~.~~.

The ~~School Coordinator~~ School Administrator or designee shall send a copy of the written notice of the decision to expel to the ~~authorizer~~student's district of residence. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

K. Disciplinary Records

Charter School shall maintain records of all student suspensions and expulsions at the Charter School.~~.~~
Such records shall be made available to the authorizer upon request.

L. No Right to Appeal

Formatted: Font: 12 pt
Formatted: Font: 14 pt, Font color: Accent 1
Formatted: Font: 14 pt
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Font color: Accent 1
Formatted: Font: 14 pt

The student shall have no right of appeal from expulsion from Charter School as the ~~Audeo~~ ASSC Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to Charter School for readmission.

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the ~~School Coordinator~~ School Administrator or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. ~~The School Coordinator~~ The School Administrator or designee shall make a recommendation to the Board of Directors following the meeting regarding ~~his or her~~their determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the

requirements of the Brown Act. The student's readmission is also contingent upon the Charter School 's capacity at the time the student seeks readmission or admission to the Charter School.

Formatted: Font: 12 pt

Formatted: Font: 14 pt, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 14 pt, Font color: Accent 1

Formatted: Font: 14 pt

Formatted: Font: 12 pt

Formatted: Font: 14 pt, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 12 pt

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. ~~Involuntary Removal for Truancy~~Removal Due to Noncompliance with Independent Study Requirements

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for ~~truancy~~ noncompliance shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.]

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim ~~alterative~~alternative educational setting.

Formatted: Font: 14 pt, Font color: Accent 1
Formatted: Font: 14 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, Underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School , the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

c. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
d. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
e. Return the child to the placement from which the child was removed, unless the parent/guardian and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School , the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) daytime period provided for in an interim alternative educational setting, unless the Parent/guardian and Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5.Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The ~~School Coordinator~~ School Administrator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Indent: Left: 0.17"
Formatted: Font: 12 pt
Formatted: Font: 12 pt

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

~~c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.~~

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School 's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt
Formatted: Font: Myriad Pro
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 12 pt

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Notification to Staff of Dangerous Students

Formatted: Font: Not Bold, No underline, Font color: Accent 1

a. The administration will inform the Administrator of Instructional Services of information received from the court and the Probation Department. The Audeo Charter School II Administrator of Instructional Services shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.

b. Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.

c. Any information received from the court shall be kept in a separate confidential file at the school of attendance and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.

d. After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.

Anti-Discrimination and Harassment Policy

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Audeo Charter School II is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Audeo Charter School II shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English language proficiency will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from Audeo Charter School II may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the Administrator of Instructional Services at (858) 678-2056 for resolution. If not resolved, contact: The Board President, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2050.

School-Wide Dress Code

Formatted: Font: Not Bold, No underline, Font color: Accent 1

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to school. Students who are not wearing appropriate clothing, parents/guardians will be notified, and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- Pants sagging below the waist
- Beachwear or sleepwear, including bedroom slippers
- Shorts/skirts that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses vulgar/profane language and/or images
- Head coverings such as, hats, bandanas, beanies, or do-rags

~~Loitering Law Compliance~~LOITERING LAW COMPLIANCE

AUDEO CHARTER SCHOOL II~~Audeo Charter School II~~

SY ~~2024~~2025-~~2025~~2026

Daytime Loitering of Students in Public Places on School Days

Students who are subject to compulsory education must comply with the daytime loitering laws of their community. General guidelines are below, however, may differ slightly among communities.

- On days and times when schools are open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.
- On scheduled school days, students may travel to and from school without parental or guardian accompaniment.
- Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences if multiple violations occur.

Responsibility of parents, guardians, etc.

It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.

Law Enforcement Procedures *may include*:

- Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the school from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile's parents/guardians.
- If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.
- When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace office may issue a citation for a misdemeanor to the parent to appear in court.

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Myriad Pro, 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: Italic, No underline, Font color: Accent 1

Formatted: Centered

Formatted: Font: Italic, No underline

Formatted: Font: 12 pt

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 12 pt

Exceptions *may include*:

- A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.
- Students who have permission to leave school campus for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.
- A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.
- A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.
- A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.

Definitions

- "Adult" means any person twenty-one (21) years of age and older.
- "Emergency" includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.
- "Establishment" means any privately-owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.
- "Juvenile" means any person under eighteen (18) years of age.
- "Parent" means a person who is the natural or adoptive parent of a person. "Parent" includes a court- appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.
- "Public place" means any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and the common areas of schools, hospitals, ~~office~~ buildings, transport facilities, shopping centers, stores, and malls.
- "Scheduled school days" are Monday through Friday excluding school holidays. "School hours" are generally 8:30 a.m. to 2:30 p.m. (in some communities 1:30 p.m.) NOT the student's appointment times at the Resource Center.

I have read and understand this notice. My student and I will obey the laws.

Student:_____ Date:_____

Parent:_____ Date:_____

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Formatted: Font: 12 pt

Going to and From School Safely

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Everyday millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Audeo Charter School II students to understand safety guidelines and tips to follow to ensure their safety to and from the resource center. The following safety tips are reviewed annually with Audeo Charter School II students and parents to help prepare all Audeo Charter School II students for a safer journey.

1. Every Audeo Charter School II student will have a set schedule for arrival and departure from the resource center. When a student fails to arrive for his appointment, and has not notified the school or the absence, his or her teacher will call home to ensure the student is safe.

2. Every student, parent and guest are required to sign-in and out each time he/she arrives and departs the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.

3. All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.

4. Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas, and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.

5. Parents will be encouraged to walk the route to and from school with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.

6. If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.

7. In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and **TELL** a school staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.

8. Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.

9. Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to **TELL** a school staff member, parent, or another trusted adult what happened.

10. Students will be taught that if anyone tries to take them somewhere, they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.

11. Students will be taught to never leave the resource center with anyone they don't know. They should always **CHECK FIRST** with a school staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always **CHECK FIRST** before doing anything. Students will be taught to make sure they understand to **TELL** a trusted adult if they notice anyone they don't know hanging around the resource center.

12. Parents are encouraged to practice these safety tips with their student to make certain they really know and understand them. Make the walk to and from school a "teachable moment" and chance to put their skills to the test.

Safe Ingress and Egress Procedures

Formatted: Font: Not Bold, No underline, Font color: Accent 1

All Audeo Charter School II staff and students shall review RC evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted at the RC. If there is a need for evacuation from the RC, the following procedures are as follows:

- Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted RC evacuation plan
- Designated staff take along emergency release binder, class sign-in sheets, emergency materials specified in disaster preparedness plan
- Using class sign-sheets, staff verifies presence of all students and staff
- Staff contacts appropriate emergency units
- Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given
- Once the ALL CLEAR is given, the Administrator of Instructional Services or designee reenters building to ensure that it is safe and secure
- Staff and students reenter building and resume instructional/administrative activities

If the building is not safe to reenter, the reunification procedures are required:

- Staff will notify parent/guardians regarding emergency situation and procedures for verification and release of students
- When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms
- Parent/Guardian will sign form verifying that student is being released to them
- Staff will maintain documentation to ensure accountability of all students

Ensuring a Safe and Orderly Environment

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Audeo Charter School II is and will remain a safe place for students and adults.

Formatted: Font: Not Bold, Font color: Accent 1

Audeo Charter School II staff believes that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high-quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

Discipline Procedures

Formatted: Font: Not Bold, No underline, Font color: Accent 1

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

SCHOOL RULES/DISCIPLINE

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

- Attend school according to the schedule on the master agreement, arrive on time and return directly home after each weekly appointment.
- Complete ALL assignments as scheduled.
- Respect the authority of ALL ADULTS at Audeo Charter School II.

SEVERE CLAUSE BYPASSES

Formatted: Font: Not Bold, Font color: Accent 1

A majority of students at Audeo Charter School II will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

Fighting/open rebellion	Possession or use of drugs or alcohol
Defiance/unprovoked attack	Smoking
Stealing	Vandalism
Profanity, Vulgarity, or Obscene Acts	Severely inappropriate behavior

PARENT RESPONSIBILITIES

Formatted: Font: Not Bold, Font color: Accent 1

Attendance

- Ensure that students get to their scheduled weekly appointment on time. Contact teacher if this is not possible to arrange an alternate time.
- Follow up to make sure your student is doing high quality work according to scheduled dates.
- Arrange for your student to attend appropriate tutoring sessions, seminars and field trips.
- Meet with staff when requested.

PARENTS' ROLE IN DISCIPLINE AND BEHAVIOR

Formatted: Font: Not Bold, Font color: Accent 1

Parents are expected to cooperate with school staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help him/her to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

Child Abuse Reporting Procedures

Formatted: Font: Not Bold, No underline, Font color: Accent 1

All Audeo Charter School II certificated teachers, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Audeo Charter School II employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a **reasonable** suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff member is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss **ALL** situations at the time of occurrence with the Administrator of Instructional Services or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the staff and/or student(s) are threatened or in danger, call 911 immediately.

~~Instructions for filing a Suspected Child Abuse Report~~Instructions to Submitting a Suspected Child Abuse Report via Mandated Reporter Application, Child & Family Well-Being (CFWB), San Diego

1. ~~Call the Child Abuse Hotline first (1-800-344-6000) to make a verbal report to the agency immediately or as soon as is practicably possible by telephone. Please be sure to get the name of the hotline worker. Within 36 hours after providing verbal report, follow up with a written or faxed report.~~Create a New Account: Log into the Mandated Reporter Application (MRA) on website: Cosdapps.sandiegocounty.gov/CWS/LandingPage

Formatted: Font color: Accent 1

Formatted: Font color: Accent 1

Formatted: Font: Not Bold

2. ~~The correct form for either the written or fax report is DOJ SS8572. This form may be downloaded from the California Attorney General's Web site at www.ag.ca.gov/childabuse/pdf/ss_8572.pdf or obtain a copy from the School Nurse or Administrator of Instructional Services.~~Complete Online

Formatted: Font color: Accent 1

Report: Complete the online Safety Questionnaire (required by State mandate) to determine if your report is non-urgent without needing to call the Child Abuse Hotline or submit a follow-up written report. Please complete every space on the online report. If you do not know certain requested information, type unknown or N/A.

Formatted: Font: Bold

3. ~~Please complete every space on the SS8572 form. If you do not know certain requested information, write unknown.~~If your report does not qualify as non-urgent, the system will not allow you to continue to report online.

Formatted: Font color: Accent 1

a. Mandated Reporter (MR) will need to call the San Diego Child Abuse Hotline at (858)560-2191. For immediate, life-threatening situation, call 9-1-1.

Formatted: Font: Bold

4. ~~Please type or print legibly in black ink to avoid a time-consuming callback~~Once the Mandated Reporter has finished report submission, the Mandated Reporter will receive a pop-up verification that the report has been completed.

Formatted: Font color: Accent 1

5. Online option not available? Call immediately to make a report to (858)560-2191 with a written SS-8572 report within 36 hours.

https://www.sandiegocount.gov/hhsa/programs/phs/documents/EMS-FormSS8572_SusoectedChildAbuse.pdf

Formatted: Font: Bold

6. Need assistance with MRA Account? Contact the Child Abuse Hotline at (858)560-2191.

~~5. "Narrative" -Please give detailed information. If you have additional information beyond what you have given by phone, please indicate this on the written report. If necessary, please continue your~~
~~narrative on an additional sheet of paper, identifying the minor and indicating it is page 2 of the referral.~~
~~DISTRIBUTION OF FAX SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:~~

~~*Note: the fax machines are only available from 8:00 a.m. until 5:00 p.m., Monday through Friday.*~~

~~1. Fax form to Child Abuse Hotline (858) 467-0412~~

~~2. Send the original to Administrator of Instructional Services to place in a confidential locked file.~~

~~OR~~

~~DISTRIBUTION OF WRITTEN SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:~~

~~1. Original to Child Abuse Hotline, 6950 Levant St., San Diego, CA 92111~~

~~2. Send a copy to the Administrator of Instructional Services to place in a confidential locked file.~~

NOTE: ~~Suspected~~: Suspected Child Abuse Reports are never placed in the student's cumulative record or documented in the student's health record.

I. REPORTING RESPONSIBILITIES

Formatted: Font: Not Bold, No underline, Font color: Accent 1

• No ~~child care~~childcare custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made and the person knew or should have known that the report was false.

• Any ~~child care~~childcare custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child abuse shall
report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report thereof within 36 hours of receiving the information concerning the incident.

• Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected instances of child

abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

Formatted: Font: Not Bold, No underline, Font color: Accent 1

• "Childcare custodian" means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.

• "Health practitioner" means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

• "Child protective agency" (CPA) means a police or sheriff's department, a county probation department, or a county welfare department.

~~For more information on the Child Abuse Reporting laws, the link is www.leginfo.ca.gov~~

Emergency Notification Information

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The primary or alternate Incident Commander should notify the Police. Once notified, the Police will begin dispatching public safety services to assist the Incident Commander, pursuant to their procedures.

The very next action to occur is the need to alert or warn school staff. Methods for notifying staff include: Telephone – Landline and/or cellular, Radio, Runners – staff and/or students, or Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this RC.

The police will conduct an initial assessment based on available information. The police will advise the Incident Commander of the recommended actions to be taken.

As services are being dispatched to assist, the Incident Commander will begin to gather and direct resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

ALWAYS USE A HARD-WIRED PHONE IN AN EMERGENCY

EXTERNAL CONTACTS:

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Centered

CONTACT	EMERGENCY	NON-EMERGENCY
Carlsbad Police	911	760-931-2197
Carlsbad Fire	911	760-931-2141
Carlsbad Water	911	760-438-2722
Oceanside Police	911	760-435-4900

Oceanside Fire	911	760-435-4100
Oceanside Water	911	760-435-4500
SD County Office of Emergency Services		858-565-3490
San Diego Gas & Electric		1-800-611-7343

INTERNAL CONTACTS FOR AUDEO CHARTER SCHOOL II:

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Centered

CONTACT	EMERGENCY	NON-EMERGENCY
Audeo Charter School II Safety Coordinator	619-757-0028	858-678-2045 Sorrento Mesa RC~~Business Office~~
Audeo II Administrator of Instructional Services	630 290-3034~~949-280-9499~~	858- 203-4640~~858-678-2056~~ Bonita RC~~Business Office~~
Facilities Emergency Maintenance	619-757-0028	858-678-2045 Sorrento Mesa RC~~Business Office~~
Communications ~~Office~~Team	858-678-4811	

Formatted: Font: Myriad Pro, 12 pt, Not Bold

Emergency Resource Information

Emergency Disaster Kit

This resource center maintains one kit. The kit(s) are located: Janitorial Closet

The Emergency Disaster Kit stores necessary resources for an RC incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the RC to a Public Safety Incident Command Post. School personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- ☑ Handheld Air Horns – recommend a minimum of five (Incident Commander & Chiefs)
- ☑ Bull Horn – recommend a minimum of one
- ☑ Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie- talkies)
- ☑ Flashlights – recommend one per Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately.
- ☑ Walkie-Talkies – recommend a minimum of five (Incident Commander & Chiefs)
- ☑ Duct Tape – recommend a minimum of two rolls used for marking blank vests.
- ☑ Rosters - recommend a minimum of one set per room sorted by alphabet
- ☑ Steno Pads (5x7) – recommend one per Incident Command Team member (17)
- ☑ Pencils & Pens - recommend one each per Incident Command Team member (34)
- ☑ Copies of Forms
- ☑ Chalk - recommend twenty-five sticks, red in color
- ☑ 3x5 Cards – recommend one hundred
- ☑ Department or Placards
- ☑ First Aid & Medical Team Supplies
- ☑ Search and Rescue Team Supplies
- ☑ Vests for Key Personnel – recommend a total of 17 for Incident Command Team members

All Emergency Disaster Kits and their contents are the responsibility of the Incident Commander. The Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the RC. The responsibility to delegate the transport the Emergency Disaster Kit to an activated RC Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font color: Accent 1

Formatted: Font color: Accent 1

Crisis Response Boxes

Formatted: Font: Not Bold, No underline, Font color: Accent 1

This resource center maintains 1 Crisis Response Box.

Formatted: Font color: Accent 1

The Crisis Response Boxes are located: Janitorial Closet and each Safety Team Member

Formatted: Font color: Accent 1

The Crisis Response Boxes are file folder-type boxes. The boxes are clearly labeled and contain vital information needed by the Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established). The following information is stored inside each box:

- ☑ Current copy of the Emergency Plan which should include RC evacuation procedures, including staging locations. Also included should be an aerial photo including all **new** structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, resource center numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.
- ☑ Current map of resource center layout. Map must show **all** buildings, RC numbers, and evacuation routes.
- ☑ Most current blueprint (architectural drawings).
- ☑ Current roster of students and staff assigned to the RC, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- ☑ A list of the RC's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- ☑ If available, current student photos on CD-ROM or most recent yearbook.
- ☑ Telephone numbers listed in numerical order for each RC/building.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Incident Commander. The responsibility to inspect and replace information belongs to the RC.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Emergency Quick Reference Guide

Formatted: Font: Not Bold, No underline, Font color: Red

This document, often referred to as the "Emergency Quick Reference Guide" is a red, white and blue quick flip-type reference chart that provides basic guidelines for emergencies. Each resource center ~~and office~~ has been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All staff should familiarize themselves with the content annually.

Emergency Operations Overview

Formatted: Font: Not Bold, No underline, Font color: Accent 1

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The emergency procedures within this Plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

Disaster Service Workers

Formatted: Font: 14 pt, No underline, Font color: Accent 1

California Government Code, Chapter 8, Section 3100 states: "…all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain at the school to carry out assigned responsibilities. School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the "Evacuation Area"), where the students will be reassigned to another teacher. The teacher will then carry out their assigned Incident Command Team responsibilities.

Plan Maintenance

Formatted: Font: 14 pt, No underline, Font color: Accent 1

The Incident Commander is responsible for the maintenance of this plan. The Emergency Plan is Criterion 2 of California's mandated Comprehensive Safe Schools Plan. The School Safety team is responsible for annual plan review. The Emergency Plan will be maintained on a secured intranet with "read only" access to the Incident Command Team and revision access to the School Safety Team.

Training & Exercises

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. Exercises allow "people" to practice what they have been trained to do and improve their skills for an actual emergency.

The Incident Commander will coordinate annual training for all staff on the basic emergency procedures of this plan. All new staff assigned to the RC will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent reunification locations, and the location of related resources. Members of the Incident Command Team will receive additional training specific to their duties every year by the School Safety Team.
The Incident Commander will coordinate annual exercises for all staff as outlined in the Emergency Procedures section.

Incident Command Team Overview

Formatted: Font: Not Bold, No underline, Font color: Accent 1

According to ICS, the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one "position". (Example: in a small incident the School Principal oftentimes serves as the Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Incident Commanders have been encouraged to "cluster" certain same-section positions, if the workload allows. The Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning & Intelligence Chief could assume the Documentation and Situation Analysis duties.

Incident Command Team Assignments

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Key staff will be pre-assigned to the Incident Command Team and have specific duties during emergencies. These duties include:

- Incident Commander – responsible for overseeing emergency operations. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties

  Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

  - **Safety Officer** - ensures that all activities are conducted in as safe a manner as possible
  - **Public Information Officer** – acts as official spokesperson for the RC in an emergency situation, until the Communications Officer is available
  - **Liaison Officer** – serves as the point-of-contact for agencies outside of the school.
- Operations Chief – manages direct response to the RC emergency

  Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

  - **Resource Center Check & Security** – controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Incident Commander
  - **Search & Rescue Leader and Team** – checks RC for damage, rescues victims, and reports RC conditions
  - **First Aid & Medical Leader and Team** – provides medical response including CISM (Critical Incident Stress Management)
  - **Student/Parent Reunification**

- **Assembly Area** – ensures the care and safety of all students at the RC (except those in the Medical Treatment Area)

- **Request Gate** – processes requests by parents or authorized adults for release of students
- **Release Gate** – releases student to parent or authorized adult

- Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident
  - **Documentation** – collects, evaluates, and documents event
  - **Situation Analysis** – assesses the overall incident
- Logistics Chief – provides facilities, services, personnel, equipment and materials to support response – includes food and transportation services
  - **Supplies, Facilities, & Staffing** – provides supplies, equipment and staffing to support response
- Finance & Administration Chief – tracks purchases, staff hours, costs, and student accountability

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

In the event of an emergency, a Command Post will be established by the Incident Commander. Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Incident Command Team will report to the Incident Commander at the Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

It's important that the Incident Command Team refer to both the School Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

SECTION THREE

EMERGENCY PROCEDURES

RESOURCE CENTER EVACUATION PROCEDURE

Notification

The Incident Commander is responsible to notify the Incident Command Team when an evacuation is necessary.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by announcement, telephone or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings

The Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each resource center has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation location. All staff will be trained to conduct rapid visual and verbal "sweeps" of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

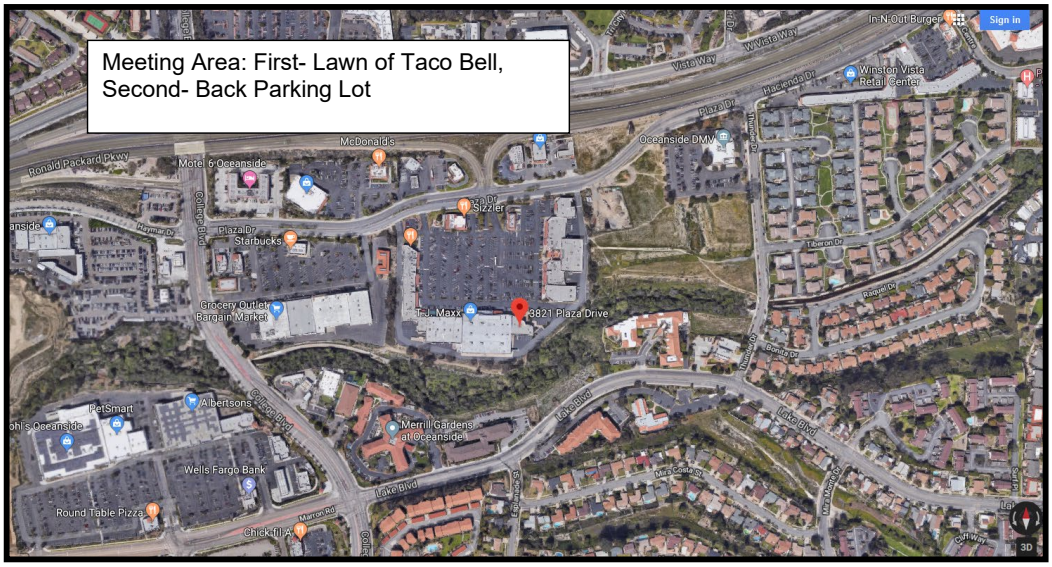
Primary: **Incident Commander**
Alternate: **Operations Chief**

Formatted: Font: 14 pt, Bold, No underline, Font color: Accent 1
Formatted: Font: 14 pt, Bold, No underline
Formatted: Font: 16 pt, No underline, Font color: Accent 1
Formatted: Font: Not Bold, No underline, Font color: Accent 1
Formatted: Font: 14 pt, Font color: Accent 1
Formatted: Font: 14 pt, Font color: Accent 1

Evacuation Locations

In the event that the situation requires a further distance be placed between individuals and the facility, the Incident Commander will direct individuals to proceed to the designated meeting area.

North Carlsbad Resource Center~~: 3821~~: 3821 Plaza Dr., Suites 401-402, Oceanside, CA 92056
Cross Street~~: College~~: College Blvd.
Meeting Area~~: First~~: **First**- Lawn of Taco Bell, Second- Back Parking Lot

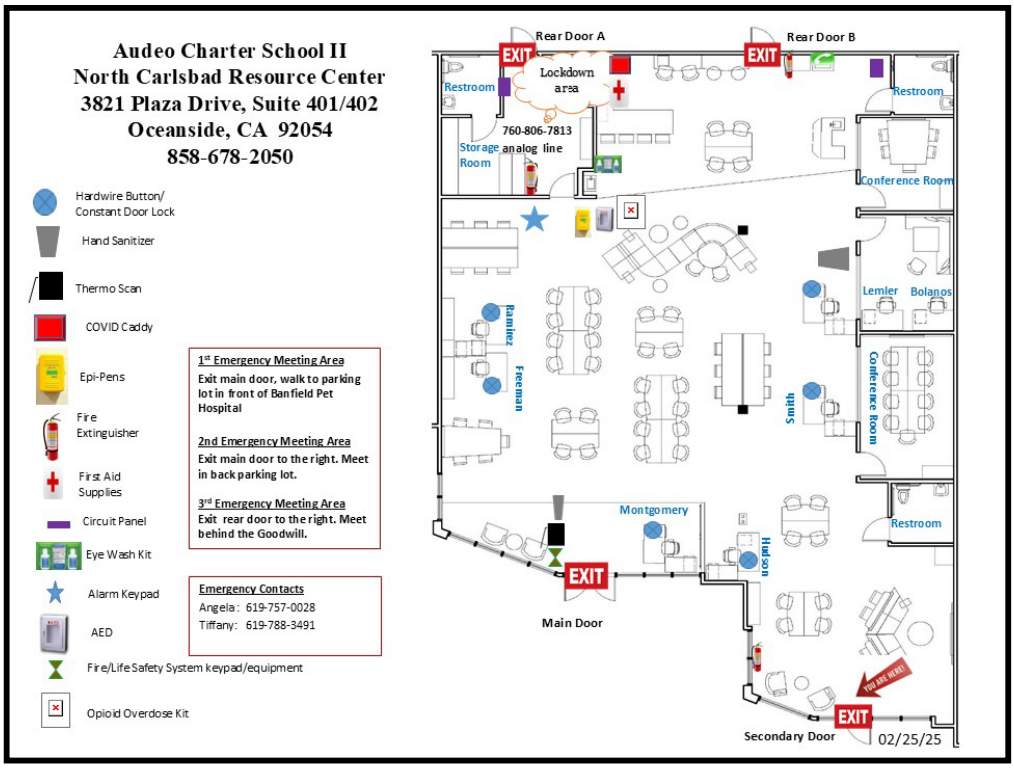


Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

North Carlsbad Plan

Formatted: Font: Not Bold, Font color: Accent 1



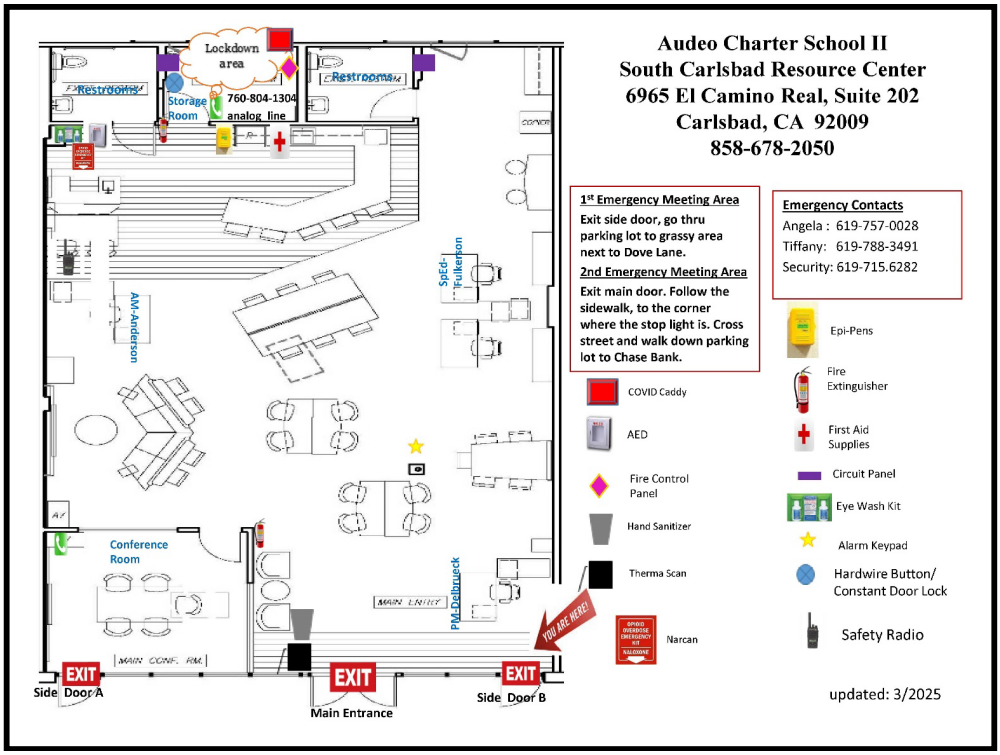
South Carlsbad Resource Center: 6965 El Camino Real D202, Carlsbad, CA 92009
Cross Streets: Dove Lane and Aviara Parkway
Meeting Area: ~~Grassy~~: Grassy area next to Dove Lane then cross parking lot to Chase Bank

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: Not Bold



South Carlsbad Plan

Formatted: Font: Not Bold, Font color: Accent 1



Persons with Disabilities

Formatted: Font: Not Bold, No underline, Font color: Accent 1

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. The Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Return to Resource Center

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Centered

The Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the resource center.

Emergency Lockdown Procedures

If an emergency situation near an Audeo Charter School II RC endangers student or staff safety, Lockdown the Resource Center.

FIRST: Follow the ~~below lockdown procedures~~lockdown procedures below and notify a Safety Committee Member immediately.

During a lockdown, several security measures will take place:

1. A teacher or designee will declare **"this is a lockdown"** alerting staff and students in a calm manner.
2. All students and staff remain in their RC~~ or offices~~.
3. All RC doors and windows are to be closed and locked.
4. All window blinds should be drawn or closed.
5. A staff member will activate "STAY" function on ADT/~~Protection One~~Everon Security Alarm Panel.
6. Safety Ambassador or designee will call/email Executive Safety Committee.
7. A staff member will take a head count of ALL persons in RC/building
8. A staff member will use the attached Sign In sheet for ALL persons on location.
9. All lights should be turned off (as needed)
10. A member of the Audeo Charter School II Safety Committee will communicate and work directly with the Resource Center Safety Ambassador and/or designee.

ONE TO ONE COMMUNICATION. NOT EVERYONE NEEDS TO CALL.

11. *No one is permitted to leave and no one, including a parent, is allowed in the RC.*
12. Students and staff will remain quiet and calm.
13. All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors as needed.
14. First aid will be rendered by staff as necessary.
15. Resource Center staff should defer media statements to the Communications Department.

Only a member of the Audeo Charter School II Safety Committee may lift a ~~lock down~~lockdown.

Persons who may activate ~~a RC~~an RC lockdown:

Formatted: Font: Myriad Pro, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

- Any member of a school staff or community safety support (Police, Fire, Mall Management, etc.) may declare a lockdown.

Conditions in which to activate a school-wide or RC specific lockdown may include, but not limited to:

- Authorities inform the school or RC of a dangerous situation in close proximity to the facility.
- The immediate pursuit of a dangerous suspect.
- The execution of a high-risk search or arrest warrant.
- A large-scale enforcement operation involving potentially dangerous suspects.
- Someone with a weapon is en route to a RC.
- Gunshots are heard nearby.
- An act of terrorism.

BEST PRACTICE: enroll your work email on local media news alerts for your area.

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Should a lockdown occur, parents should be aware of the following:

- Remain calm as school and local authorities manage the situation.
- If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. School staff will attempt to notify parents by phone.
- Parents may be required to pick up children from the RC or another designated staging area, once it is determined to be safe to do so.
- Parents will be required to present identification.
- The reunification location will be given to parents over the phone, if possible.
- Students and parents are reminded that during an emergency situation, cellular locations may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff at the RC.

Following Lockdown:

- The Safety Ambassador for the RC will fill out and submit to Angela Neri within 24 hours:
    - Lockdown Incident Report Form
    - Emergency Sign-In Report
    - Emergency Student Sign Out Report
- The Safety Committee will convene within 72 hours to debrief

- The Safety Ambassador Coordinator will keep a record of all occurrences.

Lockdown Incident Report

Formatted: Font: Not Bold, Font color: Accent 1

Resource Center/Building:	**Duration of Lockdown:** **Beginning time:** **End Time:**
Date of Incident:	**Report Prepared by:**
Name of Executive Safety Lead Notified:	

1. Type of Incident/Brief Explanation:

2. Who declared the lockdown?

3. How did you hear about the need for a lockdown?

4. Were there any First Aid or Health matters during the lockdown? If so, please explain.

5. Is there a need for follow up to any students/parents?

6. Did you have enough communication, information, and resources during your lockdown?

7. Are there any recommendations:

***Attach this report to the Sign in Sheets and the Sign Out report.**
Return entire Lockdown packet to Angela Neri within 24 hours.

Signature: _____Date: _____

Date Report Received: _____

ACS II ~~EMERGENCY LOCKDOWN~~EMERGENCY ~~SIGN~~LOCKDOWN SIGN ~~IN~~ SHEET~~IN~~ SHEET

(ALL persons in RC/building sign in)When the Safety Team lifts the lockdown please use the attached Emergency Release Record to sign students out.

Date/Time of lockdown:	**RC/Building:**	**Name of Safety Ambassador Notified:**

Use the ~~below sign in sheet~~sign in sheet below for **ALL** persons in the lock down area.

NO ONE is to leave OR enter the RC/building.

	Last Name	**First Name**	**Position/Role**	**Signature**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

Formatted: Font: 16 pt, No underline

Formatted: No underline

Formatted: No underline

Formatted: Font: 16 pt, No underline

Formatted: No underline

Formatted: Font: 16 pt, No underline

Formatted: Font: Not Bold

Page of

EMERGENCY RELEASE SIGN OUT RECORD PAGE 1 of __

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt, Not Bold

Date:	Time of lockdown:	Safety Ambassador lifted lockdown:
RC/Building:	Time lockdown lifted:	Location of students at Lift:

PLEASE PRINT

1.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

2.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

3.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

4.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 2 of __

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

5.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

6.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

7.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

8.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

9.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 3 of __

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

10.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

11.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

12.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

13.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

14.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 4 of __

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

15.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

16.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

17.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

18.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

19.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 5 of __

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

20.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

21.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

22.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

23.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

24.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 6 of __

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

25.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

26.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

27.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

Parent Notification & Reunification Procedure

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Following a lockdown or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Formatted: Font: Italic, Font color: Accent 1

Notification

In the event the Administrator of Instructional Services determines students are to be released from school, or that notification of parents/guardians is warranted, he/she will first notify the Director of Operations and Technology. A collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the school's student database.

Reunification

Reunification will generally occur from the location pre-identified as the meeting evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Incident Command Team members will use school attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Earthquake Procedure

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this RC.

Formatted: Font: Italic, Font color: Accent 1

Notification

Give the command to "Drop, Cover, and Hold" at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your evacuation procedures after confirming the path and destination are safe.

Do not return to the inside of any building until emergency personnel has checked the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.

Advise Administrator of Instructional Services of the situation. Contact the Director of Operations and Technology at (619) 778-3491.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

Fire Procedure

Formatted: Font: Not Bold, Font color: Accent 1

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this RC.

Formatted: Font: Italic, Font color: Accent 1

Notification

Notify your Administrator of Instructional Services. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department ("9-1-1") or notify Director of Operations and Technology by calling 619-778-3491. The Director of Operations and Technology will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify the Director of Operations and Technology of injuries.

Activate specific components of your emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the assembly area until the situation is under control.

Have some staff standing by the entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the RC or arrange for an early dismissal.

Altus SCHOOLS

Fire/Earthquake
Evacuation Drill Report

_____
School/Resource Center

Date of Training/Drill	Time of Training/Drill	Duration (in minutes)	Number of Students Participating

**Please conduct the drill at least three times on different days and/or times so as many students as possible can participate.*

1. Names of staff members participating in drill:

2. If there were others present during the drill, please list their names and reasons for being at the site (volunteer, guest speakers, parent, etc.):

3. Location of Evacuation/Assembly Area:

4. What worked particularly well during the training and drill?

5. How could the training/drill be improved to make it more effective?

6. Any other suggestions?

7. Safety Supplies have been reviewed?
   - ❑ *See attached for needed items*
   - ❑ *Reviewed and NO items are needed at this time*

Report prepared by: _____

Signature: _____ *Date:* _____

Safety Supplies

Formatted: Font color: Accent 1

The following checklist will help you identify the items that you will review each time you perform a drill. If your kit needs replenishment, please identify the item(s) below.

First Aid Kit

- ❑ Twenty Gauze pads, non-sterile (3 x 3 or 4 x 4)
- ❑ Four Roller Gauze, 4" wide, to secure gauze pads over wounds
- ❑ Two Adhesive tape, 1" wide, to secure gauze pads or bandages over wound
- ❑ Fifty Band-Aids, Regular size, 1" x 3", to cover minor wounds
- ❑ Twenty Band-Aids, small, to cover minor wounds (finger)
- ❑ Ten Band-Aids, large, to cover large wounds
- ❑ Five Pairs Latex-free gloves, Medium
- ❑ Two Cold compress
- ❑ Twenty Cotton Tip Applicators
- ❑ Two Triangular Bandage
- ❑ Four Thermometers-disposable
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Blood Bourne Pathogen Kit (BBP Kit)

- ❑ Wastebasket for supplies storage
- ❑ Marked spray bottle to create disinfectant solution
- ❑ Dishwashing Soap
- ❑ Sponge
- ❑ Gloves
- ❑ Zip lock baggies
- ❑ Roll of paper towels
- ❑ Brush and dust pan
- ❑ Wastebasket size plastic liners
- ❑ Kitty litter
- ❑ Disposable plastic aprons
- ❑ Written instructions for the use of the BBP kit and materials
- ❑ 1 pair Goggles
- ❑ 2 pairs Shoe Covers

Backpack Survival Kit

- ❑ Emergency Preparedness Binder (contains
- ❑ Safety Plan and other documents) Transistor AM/FM radio
- ❑ Wired Phone
- ❑ Safety glow sticks - 2
- ❑ Candles - 2
- ❑ Emergency Blanket
- ❑ Waterproof Matches
- ❑ Whistle (located on the end of the "Life Gear" glow stick)
- ❑ Flashlights
- ❑ Duct Tape
- ❑ Pad of Paper Marker

Field Trip First Aid Kit

- ❑ Ten Sterile gauze pads, 2"x2"
- ❑ Two Gauze roller, 4"
- ❑ Four Gauze roller, 2"
- ❑ Fifteen Band-Aids, Regular size, 1"x3"
- ❑ Five Band-Aids, large
- ❑ Two Triangular bandage
- ❑ One Adhesive tape, 1"
- ❑ One Hand sanitizer, 2oz bottle
- ❑ One First Aid Antiseptic, 2oz bottle
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Science Cart First Aid Kit

- ❑ One Absorbent Compress
- ❑ Ten Antibiotic Cream
- ❑ Ten Antiseptic Towelettes
- ❑ Ten Burn Cream
- ❑ Five Fabric fingertip bandages
- ❑ Four Fabric Knuckle Bandages
- ❑ One First Aid Tape
- ❑ One Forceps 4"
- ❑ Four Gauze pads 3x3
- ❑ One Gauze roll, 2" x 6 yd
- ❑ One Instant Ice Pack 5x7"
- ❑ 2 large Nitrile Gloves
- ❑ Sixteen Plastic Bandages 1x3"
- ❑ One Scissors 4"
- ❑ One Sting Wipes 1 x2"
- ❑ One Triangular Bandage 40x40x56"
- ❑ First Aid Facts Guide

COVID Caddy

- ❑ One Disinfectant wipes
- ❑ Two Disinfectant spray
- ❑ Paper towels
- ❑ One box of Masks
- ❑ One box of Gloves
- ❑ One Thermometer with Batteries
- ❑ Hand sanitizer

Notes:

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

OVERVIEW

A. Response to armed assailants has focused on implementing a school lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the "Run, Hide, Fight" model.

B. Armed assailant drills have both benefits and concerns associated with their implementation.
   - Armed assailants in schools account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.
   - Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.
   - Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.

DRILL APPROACHES AND PLANNING

A. Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.

B. Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.

C. Schools should keep simulation techniques appropriate to the participants' developmental maturity.
   - Inform participants of the use and purpose of props and simulation aids prior to the drill.
   - Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.

D. Regular practice helps participants develop readiness and quickly access and apply knowledge.

DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.

Formatted: Font: Not Bold, No underline, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt

B. It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.

C. School-employed mental health professionals should be involved in every stage of preparation.
   - Prior to the drill, staff should be trained to recognize common trauma reactions.
   - Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.
   - After completion, staff and students should have access to mental health support, if needed.

D. Participation should never be mandatory, and parental consent should be required for all students.

E. If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.

STEPS FOR CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.
2. Conduct a needs assessment of the school community.
3. Implement a cost–benefit analysis that considers all emergency preparedness needs and options.
4. Tailor drills to the context of the school environment.
5. Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.
6. Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.
7. Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.
8. Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.

Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt

Active Shooter and Other Armed Assailant Drills

INTRODUCTION

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Formatted: Font: 12 pt

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Formatted: Font: 12 pt

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

Formatted: Font: 12 pt

PART I: OVERVIEW

Formatted: Font: Not Bold, Font color: Accent 1

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013).

Formatted: Font: 12 pt

Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term *active shooter* refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Formatted: Font: 12 pt

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

Formatted: Font: 12 pt

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. Background

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a RC). These approaches include adapting the "Run, Hide, Fight" model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the

Formatted: Font: 12 pt

number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. Benefits and Concerns Associated with Armed Assailant Drills

Costs versus benefits. School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on school grounds is possible—and devastating if it happens—it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.

Empowerment versus potential harm. The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological makeup are among the many factors that influence the potential for harm.

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

Available research. Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt
Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt

practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.

Potential lawsuits. The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.

PART II: DRILL APPROACHES AND PLANNING

A. Traditional Lockdown Versus Options-Based Drills

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options- based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade RC doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the school campus (e.g., ease of access to outside doors and proximity of places to hide other than a resource center).

B. Hierarchy of Education and Training Activities

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Formatted: Centered

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of Education, 2006a). ***Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.***

C. Simulations and Simulation Techniques

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

*Drills utilizing props and simulation aids***.** Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.

Airsoft as a simulation aid. Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1

The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.

B. Considerations

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly "escape" into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

C. Regular Practice

Formatted: Font: Not Bold, Font color: Accent 1

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Centered

A. Impact of Adult Behavior on Children's Behavior

Formatted: Font: Not Bold, Font color: Accent 1

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will

Formatted: Font: 12 pt

follow and gain confidence and ability.

B. Developmental Levels of Safety Awareness

Formatted: Font: Not Bold, Font color: Accent 1

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a

Formatted: Font: 12 pt

corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

Formatted: Font: 12 pt

C. Mental Health Support and Considerations

Formatted: Font: Not Bold, Font color: Accent 1

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

Formatted: Font: 12 pt

Before an armed assailant drill or simulation, Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

During an armed assailant drill or simulation, Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.

After an armed assailant drill or simulation. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school- employed mental health professionals after the event to provide additional assistance if needed.

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

D. Parent Consent

Formatted: Font: Not Bold, Font color: Accent 1

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

Formatted: Font: 12 pt

- Parent permission – parents return a permission slip allowing their child to participate.
- Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.
- Parent notification – parents are notified, but no consent form is used; thus, schools assume participation is granted unless parents assertively state otherwise.

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

Formatted: Font: Not Bold, Font color: Accent 1

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

Formatted: Font: 12 pt

PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Centered

Formatted: Font: 14 pt, No underline

1. Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:

Formatted: Font: 12 pt, Font color: Accent 1

Formatted: Font: 12 pt

   - Identifies a lead person to coordinate school safety efforts, including drills;
   - Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;
   - Takes a lead in identifying the most appropriate preparedness activities for the school;
   - Provides ongoing professional development and training as needed; and
   - Ensures that the school's policies are in compliance with state laws and school board policies.

2. Conduct an assessment of the school community to:
   - Identify the types of crisis events most likely to occur,
   - Determine the current school culture and climate,
   - Map existing resources and capacities of school personnel or school safety teams, and
   - Identify any related policies that should be considered in the planning of drills.

3. Implement a cost–benefit analysis that:
   - Considers financial costs in relation to the likelihood of a particular crisis;
   - Identifies what resources, activities, or preparedness training must be replaced or postponed, to engage in active shooter or other armed assailant drills;
   - Balances the need to empower school staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);
   - Considers the current knowledge and identified needs of the staff; and
   - Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.

4. Tailor drills to the context of the school environment, taking into consideration:
   - The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);
   - Age, cognitive, and developmental levels of awareness of students;
   - Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;
   - The capacity, comfort level, and trust among staff;
   - Administrative support;
   - Optimal timing, including time of year, day of the week, and time of the day;
   - Relationships with external partners, law enforcement, and other first responders; and
   - The layout of the school building and campus.

5. Create a plan of progression that:
   - Considers whether any previous activities have been conducted in the school;
   - Starts with simple, low-cost, discussion-based exercises;
   - Considers all available types of drills;
   - Identifies specific objectives and goals for the drills; and
   - Identifies a timeline and metrics to help determine whether more complex exercises are needed.

6. Prepare for logistics of the drill to ensure that:
   - Previous traumatic experiences of those involved are considered;
   - School staff learn to recognize stressful reactions to drills;

Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt

- Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;
- School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;
- Adequate follow up is available for students or staff with questions; and
- Appropriate methods to evaluate outcomes are implemented.

7. Develop a communications plan that:
   - Informs members of the school community of planned drills and what will be entailed;
   - Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;
   - Provides opt-out options for staff and students; and
   - Encourages feedback and evaluation by participants after the fact.

8. Establish a long-term follow up plan to support sustainability that considers:
   - What additional training is required;
   - How the drill integrates with other school safety and crisis prevention efforts;
   - How current and previous training and knowledge can be maintained and built upon; and
   - When follow-up should be conducted and how often.

Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt

CONCLUSION

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Centered

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

Formatted: Font: 12 pt

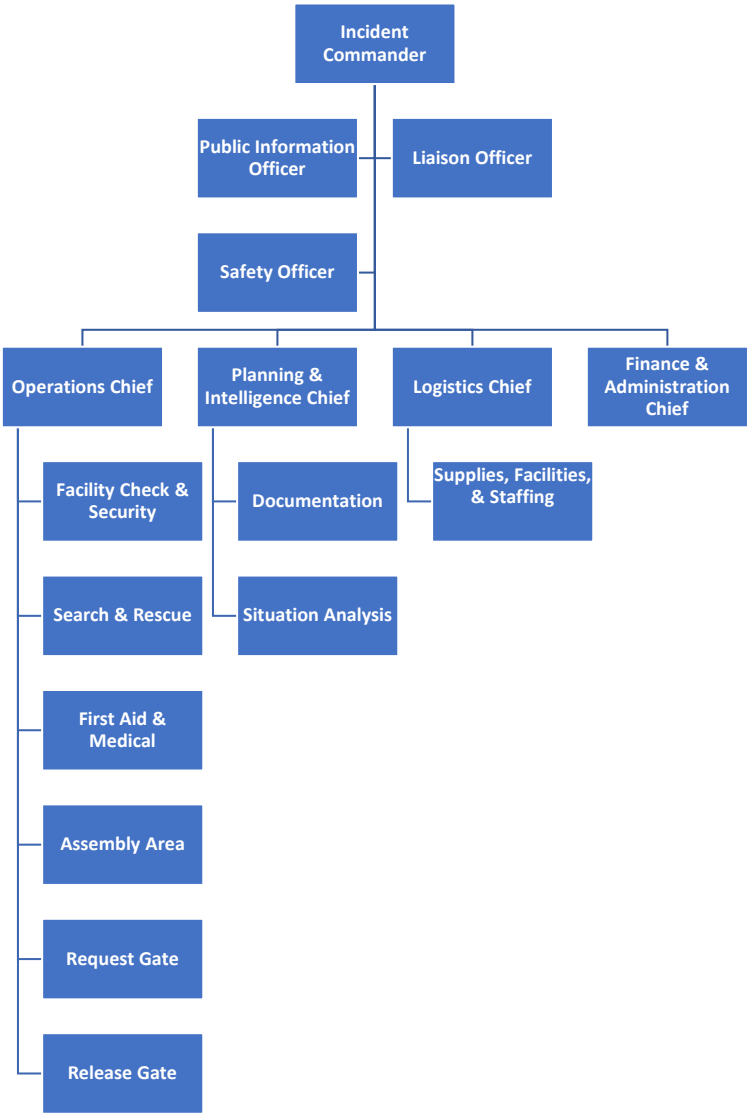
SECTION FOUR

Formatted: Font: 14 pt, Bold, No underline, Font color: Accent 1

Emergency Plan Roles & Responsibilities

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Incident Command Team
Organizational Chart


Incident Commander
Public Information Officer
Liaison Officer
Safety Officer
Operations Chief
Planning & Intelligence Chief
Logistics Chief
Finance & Administration Chief
Facility Check & Security
Search & Rescue
First Aid & Medical
Assembly Area
Request Gate
Release Gate
Documentation
Situation Analysis
Supplies, Facilities, & Staffing

Incident Command Team Assignments

(This assignment list identifies the names of individuals assigned to positions)

Primary	Position	Alternate
Mary Bixby	Incident Commander	Tim Tuter
Tim Tuter	Safety Officer	Angela Neri
~~Amanda Akle~~Elizabeth Orona	Public Information Officer (PIO)	Tiffany Yandell
Eleanor Pe	Liaison Officer	Elizabeth Orona
Tim Tuter	Operations Chief	~~Hayley Beaupre~~Allison Fleck
Angela Neri	Facility Check/Security	~~Hayley Beaupre~~Allison Fleck
Safety Ambassador by Location	Search & Rescue Team Leader	~~Hayley Beaupre~~Allison Fleck
Eleanor Pe	First Aid & Medical Team Leader	Designated per location
Administrator of Instructional Services	Assembly Area	~~Hayley Beaupre~~Allison Fleck
Safety Ambassadors (per location)	Request Point	~~Hayley Beaupre~~Allison Fleck
Safety Ambassadors (per location)	Release Point	~~Hayley Beaupre~~Allison Fleck
~~Hayley Beaupre~~Allison Fleck	Planning Chief / Logistics Chief	Angela Neri
Angela Neri	Documentation	Aida Garcia
Tiffany Yandell	Situation Analysis	Angela Neri, Eleanor Pe
Tiffany Yandell	Supplies/Facilities/Staffing	Angela Neri, Aida Garcia
Lynne Alipio	Finance & Administration Chief	Tim Tuter

Position Activation Information

Equipment

Every position on the Incident Command Team will require the following equipment:

1. Identification vest
2. Two-way campus radio
3. Paper and pens/pencils
4. Job description clipboard

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

1. Once notified of your assignment, put on your vest.
2. Check in with the Incident Commander at the Incident Command Post for a situation briefing.
3. Check in with your Chief for details and updates associated with your position.
4. Obtain necessary equipment and supplies.
5. Open and maintain a Position Log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:
    a. Messages received
    b. Actions taken
    c. Decision justifications and documentation
    d. Requests filled
    e. Document missing staff

Position Deactivation

1. At the direction of the Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.
2. Return equipment and reusable supplies to Logistics.

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold

Section: ~~Command~~: Command

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Position: Incident Commander

Responsibility: The Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Command Post to observe and direct all operations. Ensures the safety of students, staff and others.

Formatted: Font: 12 pt

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- ☐ Crisis Response Boxes
- ☐ Emergency Disaster Kit
- ☐ Master keys
- ☐ Position-Specific forms
- ☐ AM/FM radio (battery)
- ☐ Command Post Tray (pens, etc.)
- ☐ Emergency Plan
- ☐ Tables & chairs (if Command Post is outdoors)
- ☐ Job Description Clipboards
- ☐ Bull horn
- ☐ Staff rosters (2 sets)
- ☐ Copies of Forms

Start-Up:

- ☐ Assess type and scope of emergency.
- ☐ Determine threat to human life and structures.
- ☐ Implement Emergency Plan and Emergency Procedures.
- ☐ Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives.
- ☐ Activate functions (assign positions) as needed.
- ☐ Fill in Incident Command Team Assignment Form as positions are staffed.
- ☐ Appoint a backup or alternate Incident Commander in preparation for long-term operations.

During Event:

- ☐ Continue to monitor and assess total school situation:
- ☐ View location map periodically for Search & Rescue progress and damage assessment information.

- ☐ Check with chiefs for periodic updates.
- ☐ Reassign personnel as needed.
- ☐ Develop and communicate revised incident action plans as needed.
- ☐ Authorize release of information.
- ☐ Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.
- ☐ Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**
- ☐ Release staff as appropriate. By law, during a disaster, the staff will become "Disaster Service Workers."
- ☐ Remain on and in charge of your RC until the incident has been resolved.

After:

- ☐ Authorize deactivation of sections or units when they are no longer required.
- ☐ Deactivate the entire emergency response.
- ☐ Ensure that any open actions not yet completed will be taken care of after deactivation.
- ☐ Ensure the return of all equipment and reusable supplies to Logistics.
- ☐ Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.
- ☐ Proclaim termination of the emergency and proceed with recovery operations if necessary.

Section: Command

Position: ~~Safety~~: Safety Officer

Reports To: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Special Equipment:

- ☐ Hard hat (if available)

During Event:

- ☐ Monitor drills, exercises, and emergency response activities for safety.
- ☐ Identify and mitigate safety hazards and situations.
- ☐ Stop or modify all unsafe operations.
- ☐ Ensure that responders use appropriate safety equipment.
- ☐ Think ahead and anticipate situations and problems before they occur.
- ☐ Anticipate situation changes, such as severe aftershocks, in all planning.
- ☐ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold
Formatted: Font: 12 pt

Section: ~~Command~~: Command

Position: ~~Public~~: Public Information Officer

Reports To: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the school ***as soon as it is available.***

The Public Information Officer acts as the official spokesperson for the school in an emergency situation.

Special Equipment:

- ☐ Battery operated AM/FM radio
- ☐ Marking pens
- ☐ Scotch tape/masking tape
- ☐ Forms:
  - Public Information Release Worksheet
  - School Accountability Report Card
- ☐ Scissors
- ☐ School map(s) and area map(s):
  - 8-1/2 x 11 handouts
  - Laminated display
- ☐ Tape recorder and tapes

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt

Start-Up Activities:

- ☐ Determine a possible "news center" location as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- ☐ Identify yourself as the "Public Information Officer" (vest, visor, sign, etc.)
- ☐ Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.
- ☐ Advise arriving media that the school is preparing a press release and approximate time of its issue.
- ☐ Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- ☐ Keep up-to-date on the situation.
- ☐ Statements must be approved by the Incident Commander and should reflect:
  - Reassurance — EGBOK — "Everything's Going to Be OK."
  - Incident or disaster cause and time of origin.
  - Size and scope of the incident.
  - Current situation — condition of school, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
  - Resources in use.
  - Best routes to school if known and appropriate.
  - Any information school wishes to be released to the public.
  - **Read** statements if possible.
- ☐ When answering questions, be complete and truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase "no comment."
- ☐ **Remind school/staff volunteers to refer *all* questions from media or waiting parents to the PIO.**
- ☐ Update information periodically with Incident Commander.
- ☐ Ensure announcements and other information is translated into other languages as needed.
- ☐ Monitor news broadcasts about incident. Correct any misinformation heard.

Section~~: Command~~: Command

Position~~: Liaison~~: Liaison Officer

Reports to: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the school and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

During Event:

- ☐ Brief Agency Representatives on current situation, priorities and incident action plan.
- ☐ Ensure coordination of efforts by keeping Incident Commander informed of agencies' action plans.
- ☐ Provide periodic update briefings to Agency Representatives, as necessary.

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Section: ~~Operations~~: Operations

Position: ~~Operations~~: Operations Chief

Reports to: **Incident Commander**

Staffing Characteristics: The Operations Chief should be a staff member familiar with the school and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which can include Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.

Special Equipment:

- ☐ Search & Rescue equipment
- ☐ Maps: See Crisis Response Box

During Event:

- ☐ Assume the duties of all operations positions until staff is available and assigned.
- ☐ As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- ☐ Coordinate Search & Rescue operations. Appoint Search & Rescue Team Leader to direct their operations, if necessary.
- ☐ As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- ☐ Inform the Incident Commander regarding tasks and priorities.
- ☐ Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- ☐ Schedule breaks and reassign Operations staff within the section as needed.

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Section: ~~Operations~~: Operations

-Position: Facility Check & Security

Reports to: **Operations Chief**

Staffing Characteristics: Building Safety Supervisor or others familiar with the school's facilities.

Responsibility: Controls utilities, restricts access to unsafe areas and communicates damage to the Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.

Special Equipment:

- ☐ Hard hat
- ☐ Work gloves
- ☐ Whistle
- ☐ Master keys
- ☐ Bucket or duffel bag with goggles
- ☐ Flashlight
- ☐ Dust masks
- ☐ Yellow caution tape
- ☐ Shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- ☐ Check condition and take along appropriate tools.

During Event:

- ☐ As you do the following, observe the campus and report any damage to the Command Post.*
- ☐ Lock or open gates and major external doors appropriate for the situation.
- ☐ Locate/control/extinguish small fires as necessary.
- ☐ Check gas meter and, ***if gas is leaking,*** shut down gas supply.
- ☐ Shut down electricity only if building has clear structural damage or advised to do so by Command Post.
- ☐ Post yellow caution tape around damaged or hazardous areas.
- ☐ Verify that campus is "locked down" and report same to Incident Command Post.

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Justified

Formatted: Font: 12 pt

- ☐ Advise Incident Command Post of all actions taken for information and proper logging.
- ☐ Be sure that the entire campus has been checked for safety hazards and damage.
- ☐ No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- ☐ Direct traffic of vehicles of parents, public safety, and media as appropriate.

Section: Operations

Position~~: Search~~: Search & Rescue Team Leader

Reports to: **Operations Chief**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports situation to the Operations Chief.

Special Equipment:

- ☐ Search & Rescue Team Member Backpack

Start-Up Activities:

- ☐ **You must be wearing sturdy shoes and long sleeves.**
- ☐ Put batteries in flashlight.
- ☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- ☐ **Teams should be assigned based on available manpower.**

During Event:

- ☐ **Buddy system: Minimum of 2 persons per team.**
  - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
  - **Follow all operational and safety procedures.**
- ☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- ☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- ☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

- ☐ When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations

Position~~: Search~~: Search & Rescue Team

Reports to: **Search & Rescue Team Leader**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the RC for damage, rescues victims, reports situation to the Search & Rescue Team Leader.

Special Equipment:

☐ Search & Rescue Team Member Backpack

Start-Up Activities:

☐ **You must be wearing sturdy shoes and long sleeves.**
☐ Put batteries in flashlight.
☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
☐ **Teams should be assigned based on available manpower.**

During Event:

☐ **Buddy system: Minimum of 2 persons per team.**
- Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
- **Follow all operational and safety procedures.**

☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

- ☐ When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations

First Aid & Medical Team Leader

Reports to: **Operations Chief**

Staffing Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).

Responsibility: Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.

Special Equipment:

- ☐ Marking pens
- ☐ First Aid Supplies: Stretchers, Blankets, Vests (if available), Quick reference medical guides
- ☐ Tables & chairs
- ☐ Ground cover/tarps
- ☐ Forms: Notice of First Aid Care Given Form
- ☐ Medical Treatment Victim Log
- ☐ Morgue supplies:
  - Tags
  - Vicks Vapor Rub
  - Pens/Pencils
  - Plastic tarps
  - Plastic trash bags
  - Stapler
  - Duct tape
  - 2" cloth tape

Start-Up Activities:

- ☐ Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- ☐ Request assistance from the Crisis Response Team for psychological staff and student needs

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

- ☐ Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- ☐ Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- ☐ Assess available inventory of supplies & equipment.
- ☐ Review safety procedures and assignments with personnel.
- ☐ Establish point of entry ("triage") into treatment area.
- ☐ Establish "immediate" and "delayed" treatment areas.
- ☐ Set up a separate Psychological First Aid area with staff trained in CISM from the Crisis Response Team.
- ☐ Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:
- ☐ If directed, set up morgue area. Verify:
  - Tile, concrete, or other cool floor surface
  - Accessible to Coroner's vehicle
  - Remote from assembly area
  - Security: keep unauthorized persons out of morgue.
  - Maintain respectful attitude.

During Event:

- ☐ Oversee care, treatment, and assessment of patients
- ☐ Ensure caregiver and rescuer safety
  - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- ☐ Make sure that accurate records are kept.
- ☐ Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.
- ☐ If needed, request additional personnel from Logistics.
- ☐ Brief newly assigned personnel.
- ☐ Report deaths immediately to Operations Chief.
  - **After pronouncement or determination of death:**
  - ***Do not*** move the body until directed by Command Post.
  - ***Do not*** remove any personal effects from the body. Personal effects must remain with the body ***at all times.***
  - As soon as possible, ***notify Operations Chief***, who will notify the Command Post, who will attempt to notify law

enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.

- Keep accurate records and make available to law enforcement and/or the Coroner when requested.
- Write the following information on two tags:
  - Date and time found.
  - Exact location where found.
  - Name of decedent, if known.
  - If identified—how, when, by whom.
  - Name of person filling out tag.
  - Attach one tag to body.
  - If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.

Formatted: Font: 12 pt

☐ Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.

☐ Keep Operations Chief informed of overall status.

☐ Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.

☐ Stay alert for communicable diseases and isolate appropriately.

After:

☐ Conduct a Critical Incident Stress Debriefing for staff.

Section: ~~Operations~~: Operations
Position: ~~First~~: First Aid & Medical Team

Reports to: **First Aid & Medical Team Leader**

Staffing Characteristics: Trained in first aid and CISM

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- ☐ First-aid supplies
- ☐ Marking pens
- ☐ Stretchers, blankets, vests (if available)
- ☐ Quick reference medical guides
- ☐ Tables, chairs, ground cover/tarps, medication from the Health Team~~health office~~
- ☐ Forms: ~~Notice~~: Notice of First Aid Care Given Form, First Aid & Medical Treatment Victim Log
- ☐ **Start-Up Activities:**
- ☐ Obtain & wear personal safety equipment including latex gloves.
- ☐ Use approved safety equipment and techniques.
- ☐ Check with First Aid & Medical Team Leader for assignment.

During Event:

- ☐ Administer appropriate first aid.
- ☐ **Keep accurate records of care given**.
- ☐ Continue to assess victims at regular intervals.
- ☐ Report deaths immediately to First Aid & Medical Team Leader.
- ☐ If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim.**
- ☐ Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available.

Triage Entry Area:

- ☐ Staffed with minimum of 2 trained team members, if possible.

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

- ☐ One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- ☐ Second team member logs victims' names on form and sends forms to Incident Command Post as completed.

Treatment Areas ("Immediate" & "Delayed")

- ☐ Staff with minimum of 2 team members per area, if possible.
- ☐ One member completes secondary head-to-toe assessment.
- ☐ Second member records information on triage tag and treatment records.
- ☐ Follow categories: Immediate, Delayed, Dead

After:

- ☐ Clean up First Aid & Medical Treatment Area. Dispose of hazardous waste safely.
- ☐ Assist in the Critical Incident Stress Debriefing for the staff

Section~~: Operations~~: Operations

Position~~: Assembly~~: Assembly Area

Reports to: **Operations Chief**

Staffing Characteristic: Trained in managing large groups of students

Responsibility: Ensure the care and safety of all students (except those who are in the First Aid & Medical Treatment Area).

Special Equipment:

- ☐ Ground cover and tarps
- ☐ First aid kit, water, food, sanitation supplies
- ☐ Student activities: books, games, coloring books, etc.
- ☐ Forms:
  - Student Accounting Form
  - Notice of First Aid Care Given Form

Start-Up Activities:

- ☐ Request additional personnel, if needed.
- ☐ If school is evacuating:
  - Verify that the assembly area and routes to it are safe.
  - Count or observe the students as they exit, to make sure that all students evacuate.
  - Initiate the set-up of portable toilet facilities and hand-washing stations.

During Event:

- ☐ Monitor the safety and well-being of the students and staff in the Assembly Area.
- ☐ Administer minor first aid as needed.
- ☐ Support the Release Gate Unit process by releasing students with appropriate paperwork.
- ☐ When necessary, provide water and food to students and staff.
- ☐ Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- ☐ Make arrangements to provide shelter for students and staff.

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

- ☐ Arrange activities and keep students reassured.
- ☐ Update records of the number of students and staff in the assembly area (or in the buildings).
- ☐ Direct all requests for information to the Public Information Officer.

Section~~: Operations~~: Operations
Position~~: Request~~: Request Gate

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Reports to: **Operations Chief**

Formatted: Font: 12 pt

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- ☐ Stapler
- ☐ Box(es) of Emergency Cards
- ☐ Signs: Parent Request Gate
- ☐ Empty file boxes to use as out boxes
- ☐ Forms:
  - Student Release Form
  - Volunteer Assignment List

Start-Up Activities:

- ☐ Secure area against unauthorized access. Mark gate with sign.
- ☐ Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- ☐ Have Student Release Forms available for parents or guardians outside of fence at Request Gate. Assign volunteers to assist.
- ☐ Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ☐ **Refer all requests for information to the Public Information Officer. Do not spread rumors!**
- ☐ If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Gate.

Reunification Procedures:

- ☐ Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.
- ☐ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- ☐ Staff instructs the requester to proceed to the Release Gate.
- ☐ If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
- ☐ Runner takes form(s) to the designated resource center.

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

Formatted: Font: 12 pt

If student is with class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "***Sent with Runner***."
- ☐ If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- ☐ Runner walks student(s) to Release Gate.
- ☐ Runner hands paperwork to staff at Release Gate.

If student is not with the class:

- ☐ Teacher makes appropriate notation on Student Release Form:
- ☐ "***Absent***" if student was never in school that day.
- ☐ "***First Aid***" if student is in First Aid & Medical Treatment Area.
- ☐ "***Missing***" if student was in school but now cannot be located.
- ☐ Runner takes Student Release Form to the Command Post.
- ☐ Command Post verifies student location if known and directs runner accordingly.
- ☐ **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Command Post for verification.**

Section: ~~Operations~~: Operations
Position: ~~Release~~: Release Gate

Reports to: **Operations Chief**

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper reunification of student with parent or guardian at the Release Gate.

Special Equipment:

- ☐ Stapler
- ☐ Signs: Parent Release Gate
- ☐ Empty file boxes to use for processed Student Release Forms

Start-Up Activities:

- ☐ Secure area against unauthorized access. Mark gate with sign.
- ☐ Set up Release Gate away from the Request Gate.
- ☐ Assign volunteers to assist, as needed.

During Event:

- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ☐ **Refer all requests for information to the Public Information Officer. Do not spread rumors!**

If student is with class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "***Sent with Runner***."
- ☐ If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- ☐ Runner walks student(s) to Release Gate.
- ☐ Runner hands paperwork to staff at Release Gate.
- ☐ Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable.

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

If student is not with the class:

- ☐ Teacher makes appropriate notation on Student Release Form:
- ☐ "***Absent***" if student was never in school that day.
- ☐ "***First Aid***" if student is in First Aid & Medical Treatment Area.
- ☐ "***Missing***" if student was in school but now cannot be located.
- ☐ Runner takes Student Release Form to Incident Command Post.
- ☐ Incident Command Post verifies student location if known and directs runner accordingly.
- ☐ If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Incident Command Post for verification.
- ☐ Parent should be notified of missing student status and escorted to crisis counselor.
- ☐ If student is in first aid, parent should be escorted to First Aid & Medical Treatment Area.
- ☐ If student was marked absent, parent will be notified by staff member.

Section: ~~Planning~~: Planning & Intelligence

Position: Planning & Intelligence Chief/Logistic Chief

Reports to: **Incident Commander**

Staffing Characteristics: Someone familiar with the school and its occupants

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- ☐ File box(es)
- ☐ Dry-erase pens and eraser
- ☐ Forms:
  - Position Log

During Event:

- ☐ **Assume the duties of all Planning Section positions until staff is available and assigned.**
- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ Assist the Incident Commander in writing Incident Action Plan

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Section: ~~Planning~~: Planning & Intelligence

Position: ~~Documentation~~: Documentation

Reports to: **Planning Chief**

Staffing Characteristics: **It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.**

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- ☐ File box(es)
- ☐ Forms:
  - Position Log

During:

Records:

- ☐ Maintain time log of the Incident, noting all actions and reports.
- ☐ Record verbal communication for basic content.
- ☐ Log in all written reports.
  - ***Important***: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents.**
- ☐ File all reports for reference.

Student and Staff Accounting:

- ☐ Receive, record, and analyze Student Accounting Forms.
- ☐ Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- ☐ Report missing persons and damage to the Incident Command Post.
- ☐ Report first aid needs to First Aid & Medical Team Leader.

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

- ☐ File forms for reference.
- ☐ Track regular and overtime of all staff.

After:

- ☐ Collect and file all paperwork and documentation from deactivating sections.
- ☐ Securely package and store these documents for future use.

Section~~: Planning~~: Planning & Intelligence

~~Position: Situation~~: Situation Analysis

Reports to: **Planning Chief**

Staffing Characteristics: **It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.**

Responsibility: Analyzes the range of events impacting the school to provide the Incident Commander and the rest of the Incident Command Team with cumulative information about the incident.

Special Equipment: Dry-erase pens and eraser

- ☐ File box(es)
- ☐ Map of local area

During:

Situation Status Map:

- ☐ Collect, organize and analyze situation information.
- ☐ Mark school map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus.
- ☐ Preserve map as legal document until photographed.
- ☐ Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- ☐ Provide current situation assessments based on analysis of information received.
- ☐ Develop situation reports for the Incident Command Post to support the action planning process.
- ☐ Think ahead and anticipate situations and problems before they occur.
- ☐ **Report only to Incident Command Post personnel. Refer all other requests to Public Information Officer**.

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Section: ~~Logistics~~: Logistics

Position: ~~Logistics~~: Logistics Chief

Reports to: **Incident Commander**

Staffing Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Special Equipment:

- ☐ Cargo container or other storage facility with all emergency supplies stored.
- ☐ Forms:
  - Status Report
  - Volunteer Assignment List

Start-Up Activities:

- ☐ **Assume the duties of all Logistics positions until staff is available and assigned.**
- ☐ Ensure that the Incident Command Post and other facilities are setup as needed.

During Event:

- ☐ Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- ☐ Maintain security of cargo container, supplies and equipment.

After:

- ☐ Secure all equipment and supplies.

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Section: ~~Logistics~~: Logistics

Position: ~~Supplies~~: Supplies, Facilities, & Staffing

Reports to: **Logistics Chief**

Staffing Characteristics: **It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.**

Responsibility: Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

Special Equipment:

- ☐ Cargo container or other storage facility and all emergency supplies stored.

Start-Up Activities:

- ☐ Open supplies container or other storage facility if necessary.
- ☐ Begin distribution of supplies and equipment as needed.
- ☐ Set up the Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- ☐ Review staff roster and begin call-back, as required.

During Event:

- ☐ Maintain security of cargo container, supplies and equipment.
- ☐ Distribute supplies and equipment as needed.
- ☐ Assist team members in locating appropriate supplies and equipment.
- ☐ Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- ☐ Coordinate with the Incident Commander on establishing the need for future work shifts and related staffing needs.

After:

- ☐ Secure all equipment and supplies.

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Section: Finance & Administration

Position~~: Finance~~: Finance & Administration Chief

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Reports to: **Incident Commander**

Formatted: Font: 12 pt

Staffing Characteristics: Familiar with common financial record keeping standards.

Responsibility: Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

Special Equipment:

- ☐ None

During:

- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- ☐ Track financial records. Maintains accurate and complete records of purchases.
- ☐ Manage and analyze timekeeping records for emergency responders
- ☐ Determine process for tracking regular and overtime of staff.
- ☐ Ensure that accurate records are kept of all staff members, indicating hours worked.
- ☐ If school personnel not normally assigned to the RC are working, be sure that records of their hours are kept.
- ☐ Determine process for tracking purchases.
- ☐ Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.
- ☐ Support Logistics in making any purchases which have been approved by the Incident Commander.

After:

- ☐ Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

~~Audeo Charter School II~~AUDEO CHARTER SCHOOL II

RC/Facility Planning Teams

Safety Ambassadors*

~~2024-2025~~SY 2025-2026

The designated Ambassadors are responsible for planning and implementation at the Resource Center (RC). Resource Center Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓ Number of students in RC – adhere to student scheduled hours
- ✓ Schedule CTR works hours – ensure there are two staff members when opening and closing the RC
  Share information at RC meetings - Discuss safety at monthly resource center meetings
- ✓ Meet with new resource center staff within 30 days
- ✓ Reach out to the Juvenile Community Officer, Community Resources and Community Sub Police Stations
- ✓ Keep technology locked and secured

Instructional Support:

- ✓ Consistent RC rules among all staff – hats, phones, language use
- ✓ Ensure middle school students work together
- ✓ Instructional tables labeled by subject area
- ✓ Know your student needs – triggers
- ✓ Measuring threat levels
- ✓ CTR supporting the learning environment

Compliance:

- ✓ Safety Drills are mandated to be performed three (3) times per year
- ✓ Ensure safety supplies are located in designated area and replenished each time a drill is performed
- ✓ Confirm that the Emergency Radio works properly (Channel 1)
- ✓ Update Resource Center Emergency Exit Plan annually
- ✓ Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye wash Inspections
- ✓

Resource Center	Safety Ambassador
North Carlsbad	Jennifer Montgomery
South Carlsbad	David Delbrueck

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

SY 2025-2026

Instructional Continuity Plan

ALTUS SCHOOLS SOUTHERN CALIFORNIA

AUDEO CHARTER SCHOOL II

AUDEO CHARTER SCHOOL II

Instructional Continuity Plan

Formatted: Font color: Accent 1

General Information

At Audeo Charter School II (AUDEO II), we prioritize uninterrupted learning. This Instructional Continuity Plan (ICP) embodies our proactive commitment to ensuring education continues seamlessly, regardless of circumstances. By establishing robust systems for remote instruction and communication *now*, we are prepared to transition swiftly and effectively to virtual learning environments should any emergency or unforeseen event occur. Our integrated online learning platforms, video conferencing capabilities, and digital communication tools form the bedrock of this preparedness. Furthermore, this ICP details clear decision-making pathways, empowering a designated leadership team to act decisively, activate appropriate remote learning phases, and keep our staff, students, and families informed, ensuring learning remains constant.

Engagement Protocol

Formatted: Font color: Accent 1

In the event of an emergency, AUDEO II is committed to ensuring that students' educational experiences continue with minimal disruption. The school will engage students and families within 5 calendar days using a variety of communication methods to ensure everyone stays informed and connected. Examples of the two-way communication tools include phone calls, SMS text messaging, email, video conferencing, social media, and app notification through ParentSquare. The ParentSquare communication platform integrates with our Student Information System, providing all enrolled students and families with a centralized and accessible communication channel to receive updates and information from school administrators, teachers, and support staff. Given the instructional model of the school, it is common practice for teachers to be in touch with students and/or families daily. This routine communication ensures that in the event of an emergency, there will be no disruption in the connection between teachers, students, and their families. Teachers will continue to provide academic support, share resources, and address any concerns through the established communication channels.

Following an emergency, AUDEO II will utilize our Multi-Tiered System of Supports (MTSS) to ensure all students receive the appropriate level of support based on their individual needs. Healthy Youth Therapists on staff are available to assist in supporting students' social-emotional and mental health needs through individual or group therapy sessions.

AUDEO II strives to maintain a strong and supportive learning environment, even in the face of emergencies. By leveraging multiple communication methods and providing comprehensive support through MTSS, we aim to ensure the continuity of education and the well-being of our students and their families.

Instructional Access Plan

Formatted: Font color: Accent 1

AUDEO II is an independent study program that offers both in-person and hybrid learning options for students. Resource Centers are strategically located within the neighborhoods and communities where students reside. Thanks to our multiple physical locations, state-of-the-art video conferencing technology, and independent study format, AUDEO II can quickly adapt if a Resource Center becomes inaccessible due to an emergency or natural disaster. Students can continue in-person learning at an alternative neighborhood Resource Center or temporarily switch to virtual learning.

Every student at AUDEO II has a Pathways Personalized Education Plan (PPEP). This plan is used by staff to analyze each student's current academic levels, grades/credits, educational goals, learning styles/preferences, interests, and post-high school pathways. The PPEP is developed and continually revised in collaboration with the student, parent, teacher, counselor, and school instructional leader.

As part of the PPEP and Instructional Plan, the school staff administer a fall benchmark assessment, NWEA Measures of Academic Progress (MAP), to all students to measure academic levels and proficiency in Reading, Language, and Mathematics. Teachers and instructional leaders use these assessment results to make data-informed decisions, such as increasing individual tutoring support in specific academic domains or utilizing specialized instructional strategies, curriculum, and programs to improve student skills.

Monitoring student academic progress and growth is a key element of the PPEP. When students do not demonstrate improved academic growth over time, instructional staff initiate and increase academic intervention efforts and support. AUDEO II utilizes a Student Intervention Program aligned with the Multi-Tiered System of Support (MTSS). This intervention model provides instructional staff with a system to quickly identify and match the needs of all students. Each intervention completed by a teacher, counselor, or school support staff is documented in the school information system. The school's Data and Assessment department provides staff with a Monthly Storybook summarizing specific interventions completed. School leaders use this intervention data to monitor effectiveness and ongoing student needs. This plan ensures academic progress is not

disrupted if a student must switch locations or modalities due to an emergency or natural disaster.
As an independent study school, students will naturally continue their learning through their existing textbook-based curriculum, aligned with state standards and developed by subject matter experts, in the event of an emergency or natural disaster. This curriculum will remain accessible within 10 instructional days of an emergency scenario. The Curriculum Department has already implemented digital lesson guides and online textbooks to support independent learning. For families needing hard copies, textbooks, lesson guides, and supplemental materials can be distributed via non-contact methods.

Edgenuity is the platform used to deliver online curriculum. Through Edgenuity, students have access to multiple scaffolds essential for English Learners and Students with Disabilities, including digital notetaking, transcripts in multiple languages, graphic organizers, glossaries, academic language tools, digital sticky notes, extended time, video closed captioning, text translation, and read-aloud features.

Students who lack access to a computer or home internet can be issued data-enabled laptops through the Altus Connect Program, ensuring they can access the Edgenuity platform, virtual meetings & tutoring sessions, and other online resources from home.

School staff are dedicated to maintaining high levels of student engagement and supporting academic achievement. Setting high expectations helps students achieve their daily, weekly, and monthly goals. Key instructional strategies include virtual and/or in-person one-on-one meetings and small group tutoring sessions, where teachers guide instruction and assess mastery of content standards, providing additional instruction as needed. Teachers also offer instructional support during scheduled student hours, both virtually and in-person. Additionally, teachers monitor academic progress and engagement through online forms, surveys, screencast videos, virtual events, and other communication tools, ensuring students remain on track with their educational goals.

Communication Strategy

Formatted: Font color: Accent 1

In a school emergency or natural disaster, clear and timely communication is critical. Our multi-faceted approach prioritizes the safety and well-being of students and families by ensuring a consistent flow of vital information through multiple accessible channels, strengthening the school-to-home partnership.

Initially, ParentSquare can serve as our central hub for rapid dissemination of alerts and critical updates regarding the situation, safety protocols, evacuation procedures (if necessary), and school status. Simultaneously, the school website and the Altus Schools Health and Wellness Hub will be updated with the same crucial information, offering additional reliable sources.

Following immediate alerts, instructional staff will use secure text messaging, emails, and phone calls for more direct updates on student well-being and specific instructions. Virtual conferences via Microsoft Teams and Zoom may also be used for broader informational meetings or individual check-ins, as circumstances permit.

Recognizing potential challenges with digital communication, school staff will be prepared to conduct home visits to provide direct updates, ensure student safety, and deliver essential resources or instructions.

To ensure equitable access, our dedicated bilingual staff will communicate critical emergency information in both English and Spanish.

Access to Devices, Materials, and Connectivity

Formatted: Font color: Accent 1

To ensure students have access to online schoolwork, AUDEO II conducts multiple needs assessments and satisfaction surveys with students and parents to identify families requiring home technology. Teachers maintain regular communication with students and parents through secure text messages, phone calls, virtual conferences, and emails to identify ongoing needs or unique circumstances. As a result, the school has successfully deployed Chromebooks and data plans to all students in need. When new students enroll, school clerks and counselors conduct a technology needs assessment with each family and promptly provide devices to ensure all barriers to learning are eliminated.

Occasionally, school-issued devices require repair or service. In such cases, devices are collected and submitted to the school's Operations Department for maintenance. Students are issued replacement devices to ensure continuous access. Inventory is reviewed regularly by the Operations Department to ensure necessary stock levels are maintained to accommodate student need.

The school has also enhanced its websites and technology tools. To minimize confusion and redundancy for students and parents, the school has created an online landing page, www.altusgo.com, which provides students and families with access to curriculum

and instructional supports. From this landing page, students can access essential school technology programs such as Edgenuity, Naviance, Renaissance (Illuminate), Achieve 3000, and BrainPOP.
For students who prefer or require hard copy materials, staff will work with the family to distribute as needed.

Special Populations and Support Services

Formatted: Font color: Accent 1

Even in a shift to remote learning, our school remains dedicated to providing equitable and personalized education for all students through our key process: Pathways Personalized Educational Plan (PPEP). This collaborative plan, developed with teachers, students, parents, counselors, and instructional leaders, inherently addresses diverse needs, including those of English Learners, Students with Disabilities, and Foster/Homeless Youth. Our dedicated Homeless and Foster Youth Liaison will continue to provide comprehensive case management services remotely, ensuring uninterrupted support through virtual check-ins and resource coordination. Existing PPEPs, outlining individual goals and learning preferences, will guide personalized remote learning experiences, and our Multi-Tiered Systems of Supports (MTSS) framework will deliver tailored online interventions.

For English Learners, we ensure continued language development through both integrated and designated ELD support via online educational platforms and digital resources like Summit K12, BrainPOP EL, and Ellevation. Integrated ELD is embedded within virtual content lessons, while designated ELD focuses on explicit language and literacy skill-building through virtual small groups and individualized online activities, all aligned with the school's English Learner Plan. Students with Disabilities will continue to receive Free Appropriate Public Education (FAPE) through the virtual implementation of their IEPs. Specialized Academic Instruction (SAI) will be provided via distance learning by Education Specialists through secure video conferencing and online learning platforms. Curriculum will be adapted for digital accessibility, and instruction will be differentiated using online platform features and Universal Design for Learning (UDL) principles. Special education case managers will actively monitor student progress remotely through regular virtual check-ins and ongoing collaboration with general education teachers.

Furthermore, we are committed to supporting the holistic well-being of our students in a remote setting. To address mental health and social-emotional needs, we will provide virtual counseling sessions with our school counselors and offer readily accessible resource directories for additional support services. Recognizing the importance of basic

needs, we will also ensure families have access to critical nutrition services and other wraparound supports by providing comprehensive information on accessing local food banks and other essential resources.

Instructional Continuity and Independent Study Readiness

Formatted: Font color: Accent 1

As a WASC-accredited, non-classroom-based independent study program, our school has established and implemented written policies to govern our independent study program. All students and parents/care givers sign a board-approved, year-long independent study Master Agreement contract, which includes required elements such as Contact Information, Methods of Study, Evaluation Procedures, Attendance and Participation Requirements, Outreach Methods, Maximum Time for Assignments, and Number of Missed Assignments.

AUDEO II is dedicated to delivering high-quality, rigorous, and standards-aligned curriculum and instruction entirely through accessible online platforms. Our model inherently ensures that *all* students can be effectively supported remotely. Leveraging a robust digital curriculum, versatile communication tools, and interactive videoconferencing systems, we guarantee seamless continuity of learning, regardless of external circumstances such as emergencies or natural disasters. This instructional approach will ensure that students can receive virtual daily one-on-one meetings, weekly small group tutoring sessions, readily available virtual student hours, and additional personalized check-in meetings. This will ensure every learner receives the individual support they need to thrive in the event of a natural disaster or emergency.

Assessment and Student Progress Monitoring

Formatted: Font color: Accent 1

In the event of an emergency or natural disaster, the school will maintain continuous learning through the following established procedures: Teachers will consistently monitor student learning daily using varied formative assessments and robust tracking methods implemented remotely. Data on participation in online activities, coursework completion, assessments, and communication will be analyzed to inform responsive instruction. Teachers will utilize a Course of Study Record (CSR) and Participation/Credit Tracker to closely follow daily progress virtually, while students will maintain a Student Learning Log, reviewed and archived by teachers in the SPSIS. Attendance will be certified remotely via School Pathways Student Information System (SPSIS) at the end of each Independent Study Learning Period.

In the virtual environment, remote instruction will be shaped by continuous formative and summative assessments, incorporating a variety of online activities to gauge student learning and personalize instruction. Assignments will receive virtual feedback, and scores below 70% will automatically activate tailored virtual remediation plans, ensuring targeted support. Furthermore, teachers and instructional staff will leverage the school's MTSS framework to address the holistic academic, behavioral, and social-emotional needs of each student; these strategies may include additional virtual tutoring, participation in specialized programs like IXL Math, or meetings with guidance counselors or healthy youth therapists.

Leveraging secure video conferencing, educators can deliver dynamic live instruction, foster real-time communication, and implement immediate learning evaluations through engaging virtual activities such as quick writes and collaborative group projects. These interactive sessions bridge the physical distance, enabling active participation and timely feedback.

The SPSIS Gradebook will serve as the central platform for recording all virtual assignments, and teachers will provide summary comments on student progress at the end of each Learning Period. This information will be accessible to students and parents via the School Pathways Portal, with ongoing virtual training and support provided to ensure seamless access and engagement.

Professional Development for Staff

Formatted: Font color: Accent 1

Altus University ("AU") serves as the professional learning platform for the school, offering both in-person and virtual sessions to accommodate the diverse needs of our staff. Altus University includes a fully online component, called AU in the Cloud, which is available to all segments of the workforce and aligned with the California Quality Professional Learning Standards (QPLS).

AU sessions incorporate school-wide initiatives to improve student learning in math and English language development. Each session includes an evaluation for participants to provide feedback on participation, satisfaction, usefulness, learning, and areas for follow-up. This feedback is used by the school's curriculum departments as part of their ongoing Professional Learning Communities (PLCs) and to plan additional AU sessions.

Both in-person and virtual AU sessions provide instructional staff with the time and space to explore curriculum content necessary for quality instruction. Instructors build participants' capacity to use frameworks, standards alignment documents, and

instructional pacing guides to support teaching content standards. Assessment and instructional strategies are incorporated into the sessions so that teachers can use formative assessment strategies to inform instruction for a diverse student population.

Teachers have undergone Leading Edge Certification (LEC), a national certification for educational technology, to become effective online and blended learning teachers. For new teachers, the school continues the certification process through the LEC FLEX program. School instructional leaders provide feedback on new skills acquired through AU sessions during virtual tutoring session observations. Instructors model how to differentiate curriculum and scaffold instruction to support all students. These sessions uphold the school's values by increasing participants' capacity to enhance students' participation, engagement, connection, sense of belonging, and emotional well-being.

Instructional strategies are presented through an equity lens, ensuring access and equity for all students. Data informing AU sessions is disaggregated by gender, race, special needs, foster youth, and socio-economic indicators, allowing for the identification of student instructional needs focused on specific groups. All participants can access AU sessions through registration on the Altus University Portal. Sessions are generally held on the same day of the week and time, allowing teachers to plan instruction around the professional learning sessions they wish to attend. Recorded sessions are available on demand for staff members who are unable to attend live sessions.

Instructors for AU sessions include Administrators, Teachers on Special Assignment, Special Education, General Education teachers. They maintain a positive learning environment for all participants, who can use the chat feature within Microsoft Teams to ask questions without interrupting the flow of instruction and can unmute their microphones to participate verbally. Instructors engage participants through Web 2.0 tools learned from the Leading Edge Certification (LEC). AU instructors understand that student Social Emotional Learning is paramount, focusing on connecting with students first, followed by content.

By combining virtual and in-person professional learning, Altus University ensures that all staff have the resources and support they need to succeed in any learning environment.

Criteria for Returning to In-Person Learning

Formatted: Font color: Accent 1

Following a school emergency or natural disaster, the decision to resume in-person learning will be made in close coordination with state and county emergency

management and education agencies, prioritizing the safety and well-being of students and staff. Return to school sites will occur only when deemed safe by these authorities and when the following critical conditions are met:

- Lifted Evacuation Orders: All evacuation orders affecting the school site and the surrounding areas necessary for safe travel of students and staff must be officially lifted.

- Safe Air Quality and Clean Water: Air quality must be at levels deemed safe by relevant environmental agencies, and access to potable, clean water must be fully restored at the school site.

- Restored Utilities: Essential utilities, including power, gas, and functioning sanitation systems, must be reliably restored to ensure a safe and healthy learning environment.

- Debris Removal: School grounds and access routes must be cleared of any hazardous debris that could pose a risk to students and staff.

- Staffing and Food Service Readiness: Sufficient staffing levels across all essential functions, including instructional, administrative, and support roles, must be ensured. Additionally, food service operations must be ready to provide necessary meals for students.

Upon confirmation that these conditions are met and clearance is received, the school will implement clearly defined return-to-school plans and protocols aligned with the most current guidance from the California Department of Education (CDE) and county education offices. These protocols will be proactively communicated to all students and staff.

Collaboration and Site-Based Planning

The collaborative spirit at our school ensures that our Instructional Continuity Plan (ICP) and School Comprehensive Safety Plan are living documents, shaped by the diverse perspectives of our entire educational community.

Administrators actively champion the development and review processes for both plans. They initiate discussions, provide resources, and ensure that feedback is thoughtfully

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Font color: Accent 1

integrated. Staff members, including teachers, counselors, and support personnel, contribute their invaluable frontline experiences through surveys, focused meetings, and professional development sessions, directly influencing the practical elements of the plans.

Parents and family members play a vital role as essential partners. Their insights into students' needs and home environments are gathered through surveys, school events, parent-teacher conferences, and dedicated meetings, ensuring a holistic approach to both instructional continuity and safety.

Our students' voices are also crucial in this collaborative endeavor. Meaningful feedback is solicited through age-appropriate surveys, student forums, and representative participation in school events, providing a unique and important perspective on safety and learning continuity.

The School Site Council serves as a cornerstone of the annual review process for both the ICP and the School Comprehensive Safety Plan. This body, comprised of administrators, teachers, staff, parents, and students, reviews the plans, analyzes feedback gathered throughout the year, and provides critical input for revisions and improvements, ensuring that our safety and instructional strategies remain responsive and effective. This ongoing cycle of collaborative development and review ensures that our plans reflect the collective wisdom and shared commitment of our entire school community.

Plan Review and Updates

Formatted: Font color: Accent 1

Our Instructional Continuity Plan (ICP) is a living document designed to adapt to the evolving needs of our school community. To maintain its effectiveness, we conduct an annual review and update process.

The Altus Schools Executive Safety Team is central to this process. Each year, they examine the ICP, ensuring its alignment with current best practices and any changes in our school environment or local context. This comprehensive review includes:

- Data Analysis: The Executive Safety Team (EST) analyzes year-long data, including feedback from surveys, meetings, and training involving administrators, staff, parents, and students. The EST contributes critical insights related to safety protocols and potential risks, allowing us to pinpoint the plan's strengths and areas needing improvement.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

- Stakeholder Input: We actively seek and value input from all stakeholders through surveys, focus groups, and school events. The EST thoroughly addresses all safety-related concerns raised during this engagement process and integrates guidance from the School Site Council's review of the Comprehensive School Safety Plan and Instructional Continuity Plan.

- Plan Evaluation: The EST assesses the ICP's effectiveness in addressing potential disruptions to instruction, such as natural disasters, emergencies, and other unforeseen events. The EST lends its expertise to evaluate the clarity of safety procedures, the adequacy of resources, and the practicality of implementation.

Based on this thorough analysis, the Executive Safety Team recommends necessary revisions to the ICP.

The updated ICP then undergoes the following steps:

- Documentation and Communication: All revisions are clearly recorded within the ICP and shared with key educational partners.

- Implementation: The updated ICP is put into practice school-wide, with any required training or professional development provided to staff. The Executive Safety Team actively supports the implementation of all safety-related components.

This annual cycle of review and updates, driven by the active involvement of the Executive Safety Team, guarantees that our ICP remains a relevant and effective instrument for ensuring instructional continuity, demonstrating our unwavering commitment to the safety and academic success of every student.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Comprehensive Safety Plan

Altus SCHOOLS SOUTHERN CALIFORNIA

SY 20254-

Audeo Valley Charter School

Quick Glance Reference

NOTIFICATION SYSTEM

FIRE **Notification Method is** – Series of short beeps followed by verbal instructions

EARTHQUAKE DRILL **Notification Method is** – Continuous long beep followed by verbal instructions

LOCKDOWN **Notification Method is** – Lights being turned off, followed by verbal instructions

SHELTER-IN-PLACE **Notification Method is** – 3 short beeps, 3 long beeps followed by verbal instructions

ALL-CLEAR **Notification Method is** – Series of long beeps followed by verbal instructions

(NOTIFICATION SYSTEMS VARY AT EACH LOCATION. MINIMUM REQUIREMENTS COVER FIRE, EARTHQUAKE, LOCKDOWN, SHELTER-IN-PLACE, AND ALL-CLEAR TO RETURN)

INCIDENT COMMAND TEAM PERSONNEL – MAJOR ASSIGNMENTS ONLY

Primary	Position	Alternate
School Coordinator	Incident Commander	Operations and HR Administrator
Operations and HR Administrator	Operations Chief	Finance Administrator
Chief Business Officer	Planning & Intelligence Chief	Data and Assessment Coordinator
Chief Business Officer	Logistics Chief	Data and Assessment Coordinator
Finance Administrator	Finance & Administration Chief	Chief Business Officer

(SUBORDINATE ASSIGNMENTS CAN BE FOUND ON PAGE 118)

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Centered
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: Not Bold
Formatted: Font: Not Bold
Formatted: Font: Not Bold
Formatted: Font: Not Bold
Formatted: Font: Not Bold
Formatted: Font: Not Bold

TABLE OF CONTENTS

SECTION ONE
Executive Summary 4

SECTION TWO
Facility Information and Street/Aerial Maps 5
Hazard Assessment Summary 7
Assessment of School Crime 8
Responses to Dangerous, Violent and Unlawful Activity.. 9
Emergency Notification Information 10
Emergency Resource Information 12
Emergency Disaster Kit 12
Crisis Response Boxes 13
Emergency Quick Reference Guide 14
Emergency Operations Overview 14
Incident Command Team Overview 16

SECTION THREE
Evacuation Procedure 18
Shelter-In-Place Procedure 22
Lockdown Procedure 23
Parent Notification & Reunification Procedure 34
Earthquake Procedure 35
Fire Procedure 36
Active Shooter and Other Armed Assailants 40
Suspension and Expulsion Policy 53
Disaster-Related Administrative & Emergency Procedures 77
Emergency Responses 78

SECTION FOUR
Emergency Plan Roles and Responsibilities 118
Child Abuse Reporting Procedures 159
Notification to Staff of Dangerous Students 162
Anti-Discrimination and Harassment Policy 163
Schoolwide Dress Code 164
Going To and From School Safely 165
Safe Ingress and Egress Procedures 167
Ensuring a Safe and Orderly Environment 168
Discipline Procedures 169
AVCS Instructional Continuity Plan 170

Formatted: No underline, Font color: Accent 1
Formatted: Font color: Accent 1
Formatted: Font color: Accent 1
Formatted: Font color: Accent 1
Formatted: Font color: Accent 1

SECTION ONE

Executive Summary

Formatted: Font: 14 pt, Font color: Accent 1

Formatted: Font: 14 pt, Font color: Accent 1

Formatted: Font: 16 pt, Not Bold, No underline

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any location.

An "Incident Commander" (and alternate) is assigned to be the point of contact for this plan. During emergencies, the Incident Commander is the point of coordination for all operations. An Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Incident Commander and the Incident Command Team are assigned to maintain and implement their Emergency Plan. The Safety Coordinator will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, the Safety Coordinator will review this emergency plan on an annual basis to determine if the Emergency Plan Template is compliant with Federal, State, and local laws.

The Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this site. The Incident Commander, coordinating with the Safety Coordinator, will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

This format allows staff to understand basic roles and responsibilities regardless of where in the school they may be working.

It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another's life.

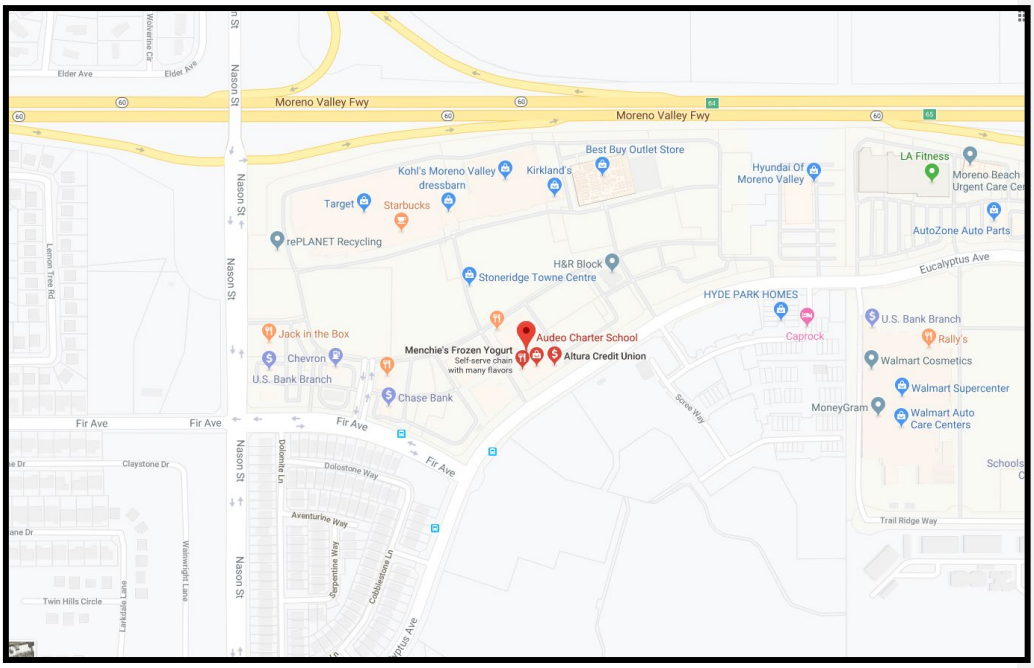
SECTION TWO

AUDEO VALLEY CHARTER SCHOOL

~~Office/~~Site Information and Street/Aerial Maps

~~Facility Information and Street/Aerial Maps~~

Location/Site Name~~: Moreno~~: Moreno Valley Resource Center
~~Office/~~Site Address~~: 27130~~: 27130 Eucalyptus Ave., Ste. A, Moreno Valley, CA 92555
Located in the Target Super Complex, next to Altura Credit Union
~~Office/~~Site Public Phone Number: 858-678-2050
~~Office/~~Site Direct Phone Numbers: 951-924-4964
~~**Office/**~~Site Fax Number: 951-242-6722



Formatted: Font: 14 pt, Font color: Accent 1

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Title, Tab stops: 3.25", Centered + 4.41", Left

Formatted: Font: 14 pt, Not Bold

Formatted: Font color: Accent 1

Formatted: No underline

Formatted: Font: Not Bold, No underline

Formatted: Font: Not Bold, No underline

Formatted: No underline

Moreno Valley Aerial Map

Formatted: Font: Not Bold, Font color: Accent 1



Hazard Assessment Summary

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Information will be included here on any incidents that may occur during the previous school years.

Assessment of School Crime

Formatted: Font: Not Bold, No underline, Font color: Accent 1

In assessing the crime rate for the last two school years at Audeo Valley Charter School, the crime data indicates that there have been no incidents of the last two years. Audeo Valley staff will continue to monitor student behavior to ensure a safe and supportive environment. Both students and parents continue to rate the school high for providing a safe environment in their annual surveys.

	~~22-23yr~~23-24yr	Rate	~~23-24yr~~24-25yr	Rate	% Change
PROPERTY CRIME					
Arson	0	0.00	0	0.00	0.00
Burglary	0	0.00	0	0.00	0.00
Graffiti	0	0.00	0	0.00	0.00
Theft	0	0.00	0	0.00	0.00
Vandalism	0	0.00	0	0.00	0.00
Total	**0**				
DRUGS & ALCOHOL					
Use of Alcohol/Drugs	0	0.00	0	0.00	0.00
Possession of Alcohol	0	0.00	0	0.00	0.00
Possession of Drugs	0	0.00	0	0.00	0.00
Sale of Furnishing of Alcohol/Drugs	0	0.00	0	0.00	0.00
Total	**0**		**0**		
CRIMES AGAINST PERSONS					
Assault with Deadly Weapon	0	0.00	0	0.00	0.00
Battery	0	0.00	0	0.00	0.00
Homicide	0	0.00	0	0.00	0.00
Robbery/Extortion	0	0.00	0	0.00	0.00
Sex Offense	0	0.00	0	0.00	0.00
Total			**0**		
OTHER OFFENSES					
Bomb Threat	0	0.00	0	0.00	0.00
Destructive/Explosives	0	0.00	0	0.00	0.00
Loitering/Trespassing	0	0.00	0	0.00	0.00
Possession of Weapon(s)	0	0.00	0	0.00	0.00
Total	**0**		**0**		
ENROLLMENT ~~22-23yr~~23-24yr	~~239~~241		~~23-24yr~~24-25yr ~~241~~238		

The data represented is the total number of reported incidents within each crime category and as rates per 100 students enrolled. It is important to note that comparisons (% Change) are calculated from incident rates and not total numbers, because the rates reflect changes in student enrollment from year to year. Crimes involving Arson, Graffiti, and Vandalism must exceed $100 per incident, theft $50, and Burglary has no dollar limit. Any rate change

to or from zero is represented as a 100% change. Caution should be used when drawing conclusions from individual rate changes. Improved reporting practices may have resulted in increases in crime rates which may not represent actual increases in crime.

RESPONSE GUIDELINES FOR DANGEROUS, VIOLENT OR UNLAWFUL ACTIVITIES

Formatted: Font color: Accent 1

Audeo Valley Charter School adheres to the following Law Enforcement Notification Matrix in assessing and responding to dangerous and unlawful activity.

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
• Bomb threat/Suspicious package • Firearm on complex • Explosive on complex • Fire • Immediate risk of harm to student(s) and/or staff' • Intruder on complex • Medical emergency • Possible abduction	• Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) ○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) ○ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) ○ Any action that creates a **reasonable suspicion** that the student is preparing to commit a homicidal act related to	• Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapons (EC48902) ○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

	school or a school activity	

Formatted: Font: 12 pt

Emergency Notification Information

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The Safety Coordinator will serve as the primary notification point for emergencies at this site. The primary or alternate Incident Commander will notify the Safety Ambassadors. Once notified, they will begin contacting public safety officers to assist the Incident Commander, pursuant to their policies and procedures.

The very next action to occur is the need to alert or warn site staff. Methods for notifying staff include: Telephone – Landline and/or cellular, site radio, Runners – staff and/or students, Siren System – Siren and/or bell depending upon site, Public Announcement System (PA), Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this site. Additional information is found in the School Emergency Procedure.

The Safety Coordinator will conduct an initial assessment based on available information and will advise the Incident Commander and ~~Office of~~ the Superintendent of the recommended actions to be taken. However, if the emergency requires immediate action, the Safety Coordinator will initiate the appropriate warnings and notifications to public safety responders without delay.

As services are being dispatched to assist, the Incident Commander will begin to gather and direct site resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

ALWAYS USE A HARD-WIRED PHONE IN AN EMERGENCY

EXTERNAL CONTACTS:

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold

Formatted: Centered

CONTACT	EMERGENCY	NON-EMERGENCY
Moreno Valley Police	911	951-247-8700
Moreno Valley Fire	911	951-242-3101

Riverside County Fire Department	911	951-924-6860
Moreno Valley Electric	911	844-341-6469

INTERNAL CONTACTS FOR AUDEO VALLEY CHARTER SCHOOL:

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Centered

CONTACT	EMERGENCY	NON-EMERGENCY
Life or Limb Threatening		
Primary Contact: School Coordinator	619-957-8779	858-678-2042 ~~Business Office~~Moreno Valley RC
Audeo Valley Safety Coordinator	619-757-0028	858-678-2045 ~~Business Office~~Sorrento Mesa RC
Facilities Emergency Maintenance	619-757-0028	858-678-2045 ~~Business Office~~Sorrento Mesa RC
Communications ~~Office~~Team	858-678-4811	

Emergency Resource Information
Emergency Disaster Kit

This site maintains one kit. The kit(s) are located: Janitorial Closet

The Emergency Disaster Kit stores necessary resources for a site incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the site to a Public Safety Incident Command Post. Site personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- ☑ Handheld Air Horns – recommend a minimum of five (Incident Commander & Chiefs)
- ☑ Bull Horn – recommend a minimum of one
- ☑ Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie-talkies)
- ☑ Flashlights – recommend one per Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately)
- ☑ Walkie-Talkies – recommend a minimum of five (Incident Commander & Chiefs)
- ☑ Duct Tape – recommend a minimum of two rolls used for marking blank vests.
- ☑ Rosters - recommend a minimum of one set per room sorted by alphabet
- ☑ Steno Pads (5x7) – recommend one per Incident Command Team member (17)
- ☑ Pencils & Pens - recommend one each per Incident Command Team member (34)
- ☑ Copies of Forms
- ☑ Chalk - recommend twenty-five sticks, red in color
- ☑ 3x5 Cards – recommend one hundred
- ☑ Department or Site Placards
- ☑ First Aid & Medical Team Supplies
- ☑ Search and Rescue Team Supplies
- ☑ Vests for Key Personnel – recommend a total of 17 for Incident Command Team members (Search & Rescue Team and First Aid & Medical Team requirements listed separately in Section Four)

All Emergency Disaster Kits and their contents are the responsibility of the Incident Commander. The Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the site. The responsibility to delegate the transport the Emergency Disaster Kit to an activated Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font color: Accent 1

Formatted: Font color: Accent 1

Crisis Response Boxes

This site maintains 1 Crisis Response Box.

The Crisis Response Boxes are located~~: Janitorial~~: Janitorial Closet and each Support Team Member

The Crisis Response Boxes are file folder- type boxes. The boxes are clearly labeled and contain vital information needed by the Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established. The following information is stored inside each box:

- ☑ Current copy of the Emergency Plan which should include site evacuation procedures, including staging locations. Also included should be an aerial photo including all **new** structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, site numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.
- ☑ Current map of site layout. Map must show **all** buildings, site numbers, and evacuation routes.
- ☑ Most current blueprint (architectural drawings).
- ☑ Current roster of students and staff assigned to the site, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- ☑ A list of the site's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- ☑ If available, current student photos on CD-ROM or most recent year book.
- ☑ Telephone numbers listed in numerical order for each site/building.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Incident Commander. The Incident Commander will work with Safety Coordinator on conducting an inspection during October of each year. The responsibility to inspect and replace information belongs to the site.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: **Incident Commander**

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

Formatted: Font color: Accent 1

Formatted: Underline, Font color: Accent 1

Alternate: **Operations Chief**

Emergency Quick Reference Guide

Formatted: Font: Not Bold, No underline, Font color: Accent 1

This document, often referred to as the "Emergency Quick Reference Guide" is a red, white and blue quick flip-type reference chart that provides basic guidelines for emergencies. The information in this guide is drawn directly from the School's Emergency Procedures. Each site ~~and office~~ has been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All staff should familiarize themselves with the content annually. Replacement copies are available through the Operations Department.

Emergency Operations Overview

Formatted: Font: Not Bold, No underline, Font color: Accent 1

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The emergency procedures within this Plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

Disaster Service Workers

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

California Government Code, Chapter 8, Section 3100 states: "…all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain in the site to carry out assigned responsibilities. Site staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the "Evacuation Area"), where the students will be reassigned to another teacher. The teachers will then carry out their assigned Incident Command Team responsibilities.

Plan Maintenance

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

The Incident Commander is responsible for the maintenance of this plan. The Emergency Plan is Criterion 2 of California's mandated Comprehensive Safe Schools Plan. The School Safety

Coordinator is responsible for annual plan review. Appropriate changes or modifications shall be forwarded by the Incident Commander to the Safety Coordinator for approval prior to any distribution. The Emergency Plan will be maintained on a secured intranet with "read only" access to the Incident Command Team and revision access to the Incident Commander and the Safety Coordinator.

Training & Exercises

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. Exercises allow "people" to practice what they have been trained to do and improve their skills for an actual emergency.

The Incident Commander will coordinate annual trainings for all staff on the basic emergency procedures of this plan. All new staff assigned to the site will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent reunification locations, and the location of related resources. Members of the Incident Command Team will receive additional training specific to their duties every year by the Incident Commander and School Safety Coordinator.

The Incident Commander will coordinate annual exercises for all staff as outlined in the School Emergency Procedures.

Incident Command Team Overview

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold

According to ICS, the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one "position". (Example: in a small incident the School Principal oftentimes serves as the Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Incident Commanders have been encouraged to "cluster" certain same-section positions, if the workload allows. The Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning & Intelligence Chief could assume the Documentation and Situation Analysis duties.

Formatted: Font: Not Bold, Font color: Accent 1

Incident Command Team Assignments

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Key staff will be pre-assigned to the Incident Command Team and have specific duties during emergencies. These duties include:

- Incident Commander – responsible for overseeing the site emergency operations. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties

Formatted: Font: Not Bold, Font color: Accent 1

  - **Safety Officer** - ensures that all activities are conducted in as safe a manner as possible
  - **Public Information Officer** – acts as official spokesperson for the site in an emergency situation, until the School's Communications Officer is available
  - **Liaison Officer** – serves as the point-of-contact for agencies outside of the School's organization.
- Operations Chief – manages direct response to the site emergency

Formatted: Font: Not Bold, Font color: Accent 1

  - **Facility Check & Security** – controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Incident Commander
  - **Search & Rescue Leader and Team** – checks site for damage, rescues victims, and reports site conditions
  - **First Aid & Medical Leader and Team** – provides medical response including CISM (Critical Incident Stress Management)
  - **Student/Parent Reunification**

        - **Assembly Area** – ensures the care and safety of all students in site (except those in the Medical Treatment Area)
        - **Request Gate** – processes requests by parents or authorized adults for release of students
        - **Release Gate** – releases student to parent or authorized adult
- Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident
    - **Documentation** – collects, evaluates, and documents event
    - **Situation Analysis** – assesses the overall incident
- Logistics Chief – provides facilities, services, personnel, equipment and materials to support response – includes food and transportation services
    - **Supplies, Facilities, & Staffing** – provides supplies, equipment and staffing to support response
- Finance & Administration Chief – tracks purchases, staff hours, costs, and student accountability

In the event of an emergency, a Command Post will be established by the Incident Commander. Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Incident Command Team will report to the Incident Commander at the Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The Emergency Operations Center (EOC) located at the ~~Corporate Offices~~Sorrento Mesa RC may be activated to support site emergency operations. In the event that the EOC is activated, the Incident Commander will establish communications and coordinate closely with the EOC.

It's important that the Incident Command Team refer to both the Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 14 pt

SECTION THREE

Emergency Procedures

Evacuation Procedure

Notification

The Incident Commander is responsible to notify the Incident Command Team when an evacuation is necessary. The Safety Ambassador, in coordination with the Incident Commander is responsible for activating the evacuation notification procedures for site-level personnel. Additional information pertaining to site evacuations can be found in Emergency Procedures.

The signal for evacuation is:

short interrupted blast.

If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by telephone, radio or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings

The Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each site and department has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation area. All staff will be trained to conduct rapid visual and verbal "sweeps" of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Formatted: Font: 16 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Italic, Font color: Accent 1

Evacuation Locations

In the event that the situation requires a further distance be placed between individuals and the facility, the Incident Commander will direct individuals to proceed to the designated emergency meeting area.

Moreno Valley RC; 27130 Eucalyptus Ave., Ste. A, Moreno Valley, CA 92555
Cross Street: Fir Avenue
Emergency Meeting Area~~: First~~: First- Exit rear door to parking lot next to planter; **Second-** Exit door and head to Kohl's Department Store



Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

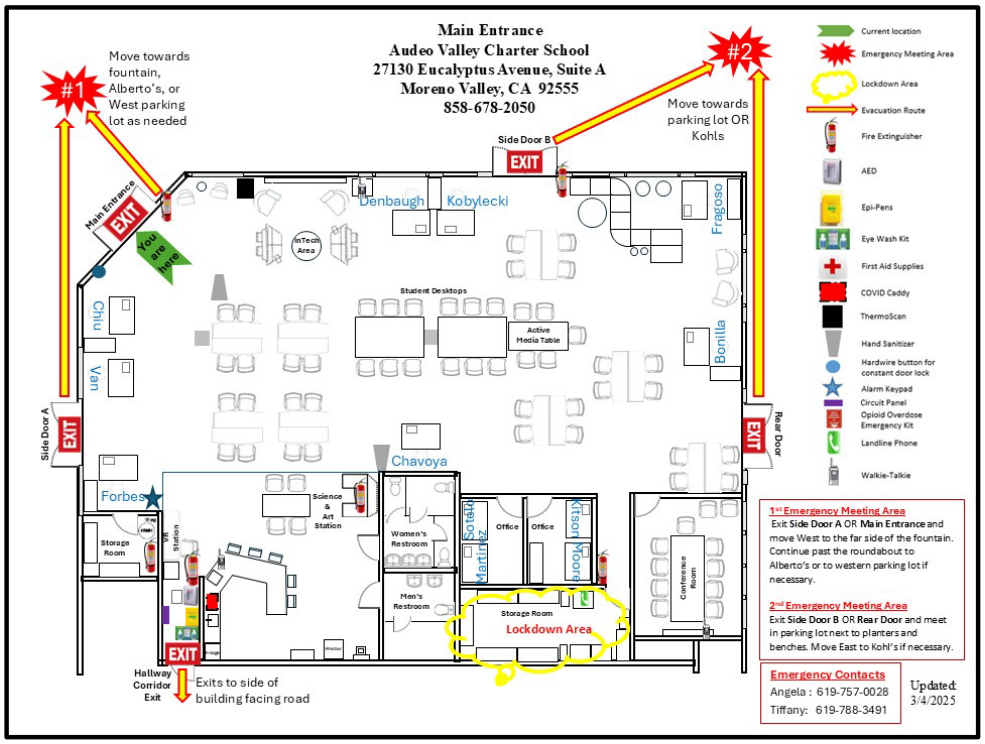
Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Moreno Valley Plan

Formatted: Font: Not Bold, Font color: Accent 1



Persons with Disabilities

Formatted: Font: Not Bold, Font color: Accent 1

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. Each Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time. Proper signage for this area is "Area of Rescue Assistance." Evacuation maps will articulate this information.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this site:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Return to Facility

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Centered

The Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Incident Commander must request approval from the ~~Office of the~~ Superintendent. The Safety Coordinator should be advised of this information.

The notification for a safe return to facilities located at this is:
Communication via Emergency Radio and/or Cell Phone

Shelter-In-Place Procedure

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Shelter-In-Place generally occurs when evacuating the site is more dangerous than taking shelter inside a building. This generally occurs during natural disasters, severe weather conditions, or health hazards. The following procedure applies to this site. Additional information pertaining to Shelter-in-Place is available in Emergency Procedures.

Formatted: Font: 14 pt, Font color: Accent 1

Notification

The Incident Commander is responsible to notify the Incident Command Team when a Shelter-In-Place is necessary. The Safety Coordinator, in coordination with the Incident Commander is responsible for activating the Shelter-In-Place notification procedures for site-level personnel.

The signal for Shelter-In-Place is: 3 short beeps, 3 long beeps followed by Verbal Instructions

If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit**.**

Activation & Deactivation

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Quickly direct students and staff inside to the nearest room; do a verbal and visual sweep as you get everyone inside. Shut all doors and windows leading into the room, including interior doors. Doors may be opened for late arrivals if the exterior environment is safe. Take student attendance and report missing or extra students to the ~~office~~SM RC by radio, telephone or e-mail. For environmental emergencies, immediately shut off the air conditioning/heating system, try to seal air vents and gaps under doors and around windows. Monitor your local radio, T.V. or e-mail for updates. Remain in Shelter-in-Place until the "All Clear" signal is sounded.

Return to Facility

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold

The Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Incident Commander must request approval from the ~~Office of the~~ Superintendent. The Safety Coordinator should be advised of this information.

The notification for a safe return to facilities located at this site is:
Communication via Emergency Radio and/or Cell phone

Emergency Lockdown Procedures

Formatted: Font: Not Bold, No underline, Font color: Accent 1

If an emergency situation near a site endangers student or staff safety, Lockdown the Site/Building.

FIRST: Follow the ~~below lockdown procedures~~lockdown procedures below and notify an Executive Safety Committee Member immediately.

Executive Safety Committee	~~Office~~Contact Number
School Coordinator	951-924-4964
School Nurse	951-924-4964
Operations and HR Administrator	951-924-4964

During a lockdown, several security measures will take place:

1. A teacher or designee will declare **"this is a lockdown"** alerting staff and students in a calm manner.
2. All students and staff remain in their site ~~or offices~~.
3. All site doors and windows are to be closed and locked.
4. All window blinds should be drawn or closed.
5. A staff member will activate "STAY" function on ADT/Protection One Security Alarm Panel.
6. Safety Lead or designee in site will call/email Executive Safety Committee.
7. A staff member will take a head count of ALL persons in site/building
8. A staff member will use the attached Sign In sheet for ALL persons on location.
9. All lights should be turned off (as needed)
10. A member of the Executive Safety Committee will communicate and work directly with the Site Safety Ambassador and/or designee.

~~10.~~ *ONE TO ONE COMMUNICATION. NOT EVERYONE NEEDS TO CALL.*

Formatted: Font color: Accent 1

Formatted: Indent: Left: 0.25", No bullets or numbering

11. No one is permitted to leave and no one, including a parent, is allowed in the site.
12. Students and staff will remain quiet and calm.
13. All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors as needed.

14. First aid will be rendered by staff as necessary.
15. Site staff should not make statements to the media.

Only a member of the Executive Safety Committee may lift a lockdown.

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Persons who may activate a site lockdown:

- Any member of the site staff or community safety support (Police, Fire, Mall Management etc.) may declare a lockdown.

Conditions in which to activate a school-wide or site- specific lockdown may include, but not limited to:

- Authorities inform the school or site of a dangerous situation in close proximity to the facility.
- The immediate pursuit of a dangerous suspect.
- The execution of a high-risk search or arrest warrant.
- A large-scale enforcement operation involving potentially dangerous suspects.
- Someone with a weapon is en route to a site.
- Gunshots are heard nearby.
- An act of terrorism.

BEST PRACTICE: enroll your work email on local media news alerts for your area.

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Should a lockdown occur, parents should be aware of the following:

- Remain calm as site and local authorities manage the situation.
- If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. Site staff will attempt to notify parents by phone.
- Parents may be required to pick up children from the site or another designated staging area, once it is determined to be safe to do so.
- Parents will be required to present identification.
- The reunification location will be given to parents over the phone, if possible.

- Students and parents are reminded that during an emergency situation, cellular sites may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff on the site.

Following Lockdown:

- The Safety Ambassador for the site will fill out and submit to School Coordinator within 24 hours:
    - Lockdown Incident Report Form
    - Emergency Sign-In Report
    - Emergency Student Sign Out Report
- The Safety Committee will convene within 72 hours to debrief
- The Safety Ambassador Coordinator will keep a record of all occurrences.

Lockdown Incident Report

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Site/Building:	**Duration of Lockdown:** **Beginning time:** **End Time:**
Date of Incident:	**Report Prepared by:**
Name of Executive Safety Lead Notified:	

1. Type of Incident/Brief Explanation:

2. Who declared the lockdown?

3. How did you hear about the need for a lockdown?

4. W~~h~~ere there any First Aid or Health matters during the lockdown? If so, please explain.

5. Is there a need for follow up to any students/parents?

6. Did you have enough communication, information and resources during your lockdown?

7. Are there any recommendations:

***Attach this report to the Sign In Sheets and the Sign Out report.**
Return entire Lockdown packet to Angela Neri within 24 hours.

Signature: _____Date: _____

Date Report Received: _____

AVCS ~~EMERGENCY LOCKDOWN~~EMERGENCY ~~SIGN~~LOCKDOWN SIGN ~~IN SHEET~~IN SHEET

(ALL persons ~~i~~on-site/building sign in)

When the Safety Team lifts the lockdown, please use the attached Emergency Release Record to sign students out.

Date/Time of lockdown:	**Site/Building:**	**Name of Safety Lead Notified:**

Use the ~~below sign in sheet~~sign in sheet below for **ALL** persons in the lock down area.

NO ONE is to leave OR enter the site/building.

	Last Name	**First Name**	**Position/Role**	**Signature**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				

Formatted: Font: 16 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: No underline, Font color: Accent 1

Formatted: Font: Not Bold

24				

EMERGENCY RELEASE SIGN OUT RECORD PAGE 1 of __

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Date:	Time of lockdown:	Safety Lead lifted lockdown:
Site/Building:	Time lockdown lifted:	Location of students at Lift:

PLEASE PRINT

1.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

2.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

3.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

4.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 2 of __

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

5.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

6.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

7.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

8.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

9.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 3 of __

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

10.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

11.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

12.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

13.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

14.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 4 of __

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

15.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

16.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

17.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

18.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

19.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 5 of __

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt, Not Bold

20.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

21.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

22.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

23.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

24.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 6 of __

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

25.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

26.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

27.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

Parent Notification & Reunification Procedure

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Following a lockdown, shelter-in-place, or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following site procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

In the event the School Coordinator determines students are to be released from the site, a collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the school student database.

Reunification

Formatted: Font: 14 pt, Font color: Accent 1

Reunification will generally occur from the location pre-identified as the evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Incident Command Team members will use site attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification at this site belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Earthquake Procedure

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this site.

Notification

Give the command to "Drop, Cover, and Hold" at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your site evacuation procedures after confirming the path and destination are safe.

Monitor your site emergency radio for possible updates and instructions from the School's Emergency Operations Center. Use radio Channel 1.

Do not return to the inside of any building until emergency personnel check the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premises to prevent entrance by others.

Advise your School Coordinator of the situation.
Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Italic, Font color: Accent 1

Formatted: Font: 14 pt, Font color: Accent 1

Formatted: Font: 14 pt

Formatted: Font: 14 pt, Font color: Accent 1

Fire Procedure

Formatted: Font: Not Bold, Font color: Accent 1

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this site.

Formatted: Font: Italic, Font color: Accent 1

Notification

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Notify your School Coordinator. If possible, quickly assess the site and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department ("9-1-1"). If phone service is unavailable, use your emergency radio (Channel 1).

Render first aid as needed. Be sure to notify the School Coordinator of injuries.

Activate specific components of your site emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the site assembly area until the situation is under control.

Have some staff standing by at the site entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the site or arrange for an early dismissal.

Fire/Earthquake
Evacuation Drill Report

_____
School/Site

Date of Training/Drill	Time of Training/Drill	Duration (in minutes)	Number of Students Participating

**Please conduct the drill at least three times on different days and/or times so as many students as possible can participate.*

1. Names of staff members participating in drill:

2. If there were others present during the drill, please list their names and reasons for being at the site (volunteer, guest speakers, parent, etc.):

3. Location of Evacuation/Assembly Area:

4. What worked particularly well during the training and drill?

5. How could the training/drill be improved to make it more effective?

6. Any other suggestions?

7. Safety Supplies have been reviewed?
   - ❑ *See attached for needed items*
   - ❑ *Reviewed and NO items are needed at this time*

Report prepared by: _____

Signature: _____ *Date:*

Safety Supplies

The following checklist will help you identify the items that you will review each time you perform a drill. If your kit needs replenishment, please identify the item(s) below.

Formatted: No underline, Font color: Accent 1

Formatted: Font: Not Bold

First Aid Kit

- ❑ Twenty Gauze pads, non-sterile (3 x 3 or 4 x 4)
- ❑ Four Roller Gauze, 4" wide, to secure gauze pads over wounds
- ❑ Two Adhesive tape, 1" wide, to secure gauze pads or bandages over wound
- ❑ Fifty Band-Aids, Regular size, 1" x 3", to cover minor wounds
- ❑ Twenty Band-Aids, small, to cover minor wounds (finger)
- ❑ Ten Band-Aids, large, to cover large wounds
- ❑ Five Pairs Latex-free gloves, Medium
- ❑ Two Cold compress
- ❑ Twenty Cotton Tip Applicators
- ❑ Two Triangular Bandage
- ❑ Four Thermometers-disposable
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Blood Bourne Pathogen Kit (BBP Kit)

- ❑ Wastebasket for supplies storage
- ❑ Marked spray bottle to create disinfectant solution
- ❑ Dishwashing Soap
- ❑ Sponge
- ❑ Gloves
- ❑ Zip lock baggies
- ❑ Roll of paper towels
- ❑ Brush and dust pan
- ❑ Wastebasket size plastic liners
- ❑ Kitty litter
- ❑ Disposable plastic aprons
- ❑ Written instructions for the use of the BBP kit and materials
- ❑ 1 pair Goggles
- ❑ 2 pairs Shoe Covers

Backpack Survival Kit

- ❑ Emergency Preparedness Binder (contains
- ❑ Safety Plan and other documents) Transistor AM/FM radio
- ❑ Wired Phone
- ❑ Safety glow sticks - 2
- ❑ Candles - 2
- ❑ Emergency Blanket
- ❑ Waterproof Matches
- ❑ Whistle (located on the end of the “Life Gear” glow stick)
- ❑ Flashlights
- ❑ Duct Tape
- ❑ Pad of Paper Marker

Field Trip First Aid Kit

- ❑ Ten Sterile gauze pads, 2"x2"
- ❑ Two Gauze roller, 4"
- ❑ Four Gauze roller, 2"
- ❑ Fifteen Band-Aids, Regular size, 1"x3"
- ❑ Five Band-Aids, large
- ❑ Two Triangular bandage
- ❑ One Adhesive tape, 1"
- ❑ One Hand sanitizer, 2oz bottle
- ❑ One First Aid Antiseptic, 2oz bottle
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Science Cart First Aid Kit

- ❑ One Absorbent Compress
- ❑ Ten Antibiotic Cream
- ❑ Ten Antiseptic Towelettes
- ❑ Ten Burn Cream
- ❑ Five Fabric fingertip bandages
- ❑ Four Fabric Knuckle Bandages
- ❑ One First Aid Tape
- ❑ One Forceps 4"
- ❑ Four Gauze pads 3x3
- ❑ One Gauze roll, 2" x 6 yd
- ❑ One Instant Ice Pack 5x7"
- ❑ 2 large Nitrile Gloves
- ❑ Sixteen Plastic Bandages 1x3"
- ❑ One Scissors 4"
- ❑ One Sting Wipes 1 x2"
- ❑ One Triangular Bandage 40x40x56"
- ❑ First Aid Facts Guide

COVID Caddy

- ❑ One Disinfectant wipes
- ❑ Two Disinfectant spray
- ❑ Paper towels
- ❑ One box of Masks
- ❑ One box of Gloves
- ❑ One Thermometer with Batteries
- ❑ Hand sanitizer

Notes:

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

Overview

A. Response to armed assailants has focused on implementing a site lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the "Run, Hide, Fight" model.

B. Armed assailant drills have both benefits and concerns associated with their implementation.

- Armed assailants in site's account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.
- Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.
- Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.

Drill Approaches and Planning

A. Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.

B. Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.

C. Schools should keep simulation techniques appropriate to the participants' developmental maturity.

- Inform participants of the use and purpose of props and simulation aids prior to the drill.
- Using Airsoft guns as simulation aids requires careful safety measures and opt-out

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, Not Italic, Font color: Accent 1

opportunities.

D. Regular practice helps participants develop readiness and quickly access and apply knowledge.

Developmental And Mental Health Considerations

A. Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.

B. It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.

C. School-employed mental health professionals should be involved in every stage of preparation.

- Prior to the drill, staff should be trained to recognize common trauma reactions.
- Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.
- After completion, staff and students should have access to mental health support, if needed.

D. Participation should never be mandatory, and parental consent should be required for all students.

E. If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.

Steps For Conducting Safe, Effective, And Appropriate Drills

1. Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.
2. Conduct a needs assessment of the school community.
3. Implement a cost–benefit analysis that considers all emergency preparedness needs and options.
4. Tailor drills to the context of the school environment.
5. Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.
6. Prepare for drill logistics that ensure physical and

psychological safety as well as skills and knowledge acquisition.

7. Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.
8. Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.

Active Shooter and Other Armed Assailant Drills

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Introduction

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Centered

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

Part I: Overview

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term

active shooter refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

Formatted: Font: 14 pt, Font color: Accent 1

A. Background

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a site). These approaches include adapting the "Run, Hide, Fight" model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. Benefits and Concerns Associated with Armed Assailant Drills

Costs versus benefits. School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on site grounds is possible—and devastating if it happens—it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.

Empowerment versus potential harm. The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological makeup are among the many factors that influence the potential for harm.

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

*Available research***.** Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.

*Potential lawsuits***.** The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.

Part II: Drill Approaches and Planning

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt

A. Traditional Lockdown Versus Options-Based Drills

Formatted: Font: Not Bold, Font color: Accent 1

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options- based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade site doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the site (e.g., ease of access to outside doors and proximity of places to hide other than a site).

B. Hierarchy of Education and Training Activities

Formatted: Font: Not Bold, Font color: Accent 1

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of Education, 2006a). ***Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.***

C. Simulations and Simulation Techniques

Formatted: Font: Not Bold, Font color: Accent 1

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

Drills utilizing props and simulation aids. Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.

Formatted: Font: Not Bold, Font color: Accent 1

*Airsoft as a simulation aid***.** Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.

Formatted: Font: Not Bold, Font color: Accent 1

B. Considerations

Formatted: Font: Not Bold, Font color: Accent 1

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly "escape" into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first

and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

C. Regular Practice

Formatted: Font: Not Bold, Font color: Accent 1

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

Part III: Developmental and Mental Health Considerations

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt

A. Impact of Adult Behavior on Children's Behavior

Formatted: Font: Not Bold, Font color: Accent 1

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. Developmental Levels of Safety Awareness

Formatted: Font: Not Bold, Font color: Accent 1

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of

crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. Mental Health Support and Considerations

Formatted: Font: Not Bold, Font color: Accent 1

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

Before an armed assailant drill or simulation. Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.

Formatted: Font: Not Bold, Font color: Accent 1

During an armed assailant drill or simulation. Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.

Formatted: Font: Not Bold, Font color: Accent 1

After an armed assailant drill or simulation. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school- employed mental health professionals after the event to provide additional assistance if needed.

Formatted: Font: Not Bold, Font color: Accent 1

D. Parent Consent

Formatted: Font: Not Bold, Font color: Accent 1

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- Parent permission – parents return a permission slip allowing their child to participate.
- Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.
- Parent notification – parents are notified, but no consent form is used; thus, schools assume participation is granted unless parents assertively state otherwise.

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

Formatted: Font: Not Bold, Font color: Accent 1

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should

provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

Part IV: Steps To Conducting Safe, Effective, And Appropriate Drills

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt

1. Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:

Formatted: Font color: Accent 1

- Identifies a lead person to coordinate school safety efforts, including drills;
- Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;
- Takes a lead in identifying the most appropriate preparedness activities for the school;
- Provides ongoing professional development and training as needed; and
- Ensures that the school's policies are in compliance with state laws and school board policies.

2. Conduct an assessment of the school community to:

Formatted: Font color: Accent 1

- Identify the types of crisis events most likely to occur,
- Determine the current school culture and climate,
- Map existing resources and capacities of school personnel or school safety teams, and
- Identify any related policies that should be considered in the planning of drills.

3. Implement a cost–benefit analysis that:

Formatted: Font color: Accent 1

- Considers financial costs in relation to the likelihood of a particular crisis;
- Identifies what resources, activities, or preparedness training must be replaced or postponed to engage in active shooter or other armed assailant drills;
- Balances the need to empower school staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);
- Considers the current knowledge and identified needs of the staff; and
- Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.

4. Tailor drills to the context of the school environment, taking into consideration:

- The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);
- Age, cognitive, and developmental levels of awareness of students;
- Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;
- The capacity, comfort level, and trust among staff;
- Administrative support;
- Optimal timing, including time of year, day of the week, and time of the day;
- Relationships with external partners, law enforcement, and other first responders; and
- The layout of the site.

5. Create a plan of progression that:

- Considers whether any previous activities have been conducted in the school;
- Starts with simple, low-cost, discussion-based exercises;
- Considers all available types of drills;
- Identifies specific objectives and goals for the drills; and
- Identifies a timeline and metrics to help determine whether more complex exercises are needed.

6. Prepare for logistics of the drill to ensure that:

- Previous traumatic experiences of those involved are considered;
- School staff learn to recognize stressful reactions to drills;
- Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;
- School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;
- Adequate follow up is available for students or staff with questions; and
- Appropriate methods to evaluate outcomes are implemented.

7. Develop a communications plan that:

- Informs members of the school community of planned drills and what will be entailed;
- Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;

Formatted: Font color: Accent 1

Formatted: Font color: Accent 1

Formatted: Font color: Accent 1

Formatted: Font color: Accent 1

- Provides opt-out options for staff and students; and
- Encourages feedback and evaluation by participants after the fact.

8. Establish a long-term follow up plan to support sustainability that considers:

- What additional training is required;
- How the drill integrates with other school safety and crisis prevention efforts;
- How current and previous training and knowledge can be maintained and built upon; and
- When follow-up should be conducted and how often.

Conclusion

Formatted: Font: 14 pt, Not Bold, Not Italic, Font color: Accent 1

Formatted: Font: 14 pt, Not Italic

Formatted: Centered

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

SUSPENSION AND EXPULSION POLICY AND PROCEDURES

3110

Suspension / and Expulsion Policy and Procedures

Amended: May 5, 2009, February 16, 2022, December 7, 2022, June 22, 2023, February 28, 2024, June 26, 2024, February 27, 2025

This Student Suspension and Expulsion Policy and Procedures has been established by the Board of Directors of Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II and ~~Audeo II, Audeo III~~, Audeo Valley Charter School, ~~Altus Schools East County , Mirus Secondary School and Altus Schools South Bay,~~ (hereinafter collectively referred to as "Charter School").

In adopting this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's P~~p~~olicy and P~~p~~rocedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This P~~p~~olicy and its R~~p~~rocedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: 12 pt, Font color: Accent 1

Formatted: Font: 12 pt

on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that ~~the~~ this P~~p~~olicy and its P~~p~~rocedures are available on request ~~at~~from the School Coordinator~~'s office~~. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian , and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's~~,~~ right to request a hearing to challenge the involuntary removal. If a student's parent/~~-~~guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

Formatted: Font: 12 pt

Formatted: Font: 12 pt

removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

A. Grounds for Suspension and Expulsion of Students

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 12 pt

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

1. Discretionary Suspension Offenses. Students may be suspended when the School Coordinator or designee determines ~~for any of the following acts when it is determined~~ the student:

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but it not limited to electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but i~~t~~s not limited to electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of ~~his or her~~their own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

~~k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.~~

~~l)~~k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

~~m)~~l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

~~n)~~m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

~~o)~~n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

~~p)~~o) Engaged in or attempted to engage in hazing. For the purposes of this ~~subdivision~~Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an

educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this Policy, "hazing" does not include athletic events or school-sanctioned events.

~~o)~~p) Made terroristic threats against school officials and/or school property, which includes but ~~it~~ is not limited to electronic files and databases. For purposes of this ~~section~~Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for ~~his or her~~their own safety or for ~~his or her~~their immediate family's safety, or for the protection of school property, which includes but ~~it~~ is not limited to electronic files and databases, or the personal property of the person threatened or ~~his or her~~their immediate family.

~~p)~~q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this ~~section~~Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This ~~section~~ provision shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

~~q)~~r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in ~~subdivision (e) of~~Education Code Section 233 (e) ~~of the Education Code~~. This section shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

~~r)~~s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This ~~section~~ provision shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

~~s)~~t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of ~~his or her~~their age, or for a person of ~~his or her~~their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

   ii. ii. Causing a reasonable student to experience a substantially detrimental effect on ~~his or her~~their physical or mental health.

   ~~i.~~ iii. Causing a reasonable student to experience substantial interference with ~~his or her~~their academic performance. iv. Causing a reasonable student to experience substantial interference with ~~his or her~~their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

Formatted: Indent: Left: 0.26", No bullets or numbering

2) "Electronic Act" means the creation or transmission originated on or off the ~~School~~school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

   i. i. A message, text, sound, video, or image.

   ~~i.~~ ii. A post on a social network Internet Web site including, but not limited to:

      (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

      (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

Formatted: Indent: Left: 0.26", No bullets or numbering

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this ~~clause~~Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this ~~clause~~Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) u) A student who aids or abets, as defined in Penal Code Section 31 ~~of the Penal Code~~, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

Formatted: Font: Myriad Pro

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion ~~for any of the following acts~~ when it is determined the student:

   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

   b) Brandished a knife at another person.

   c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

   d) Committed or attempted to commit a sexual assault ~~or committed a sexual battery~~ as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion ~~for any of the following acts~~ when it is determined the student:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force or violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

   e) Committed or attempted to commit robbery or extortion.

   f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: Myriad Pro
Formatted: Font: 12 pt

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of ~~his or her~~a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in or attempted to engage in hazing. For the purposes of this ~~subdivision~~Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this ~~section~~Policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases For purposes of this ~~section~~Policy, "terroristic

threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for ~~his or her~~their own safety or for ~~his or her~~their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases or the personal property of the person threatened or ~~his or her~~their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this ~~section~~Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This ~~section~~ provision shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in ~~subdivision (e) of~~Education Code Section 233(e) ~~of the Education Code~~. This ~~section~~ provision shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

Formatted: Font: 12 pt

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of ~~his or her~~their age, or for a person of ~~his or her~~their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on ~~his or her~~their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with ~~his or her~~their academic performance. iv. Causing a reasonable student to experience substantial interference with ~~his or her~~their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the ~~School~~school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. i. A message, text, sound, video, or image.
   ~~i.~~ ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
   iii. An act of cyber sexual bullying.
      (a) For purposes of this ~~clause~~Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student

Formatted: Font: Myriad Pro
Formatted: List Paragraph
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.26", No bullets or numbering

or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this ~~clause~~Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31 ~~of the Penal Code~~, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion ~~for any of the following acts~~ when it is determined pursuant to the procedures below that the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.
b. Brandished a knife at another person.
c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 12 pt

d. Committed or attempted to commit a sexual assault ~~or committed a sexual battery~~ as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 ~~of~~ or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or ~~dangerous~~ destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Coordinator or designee with the student and ~~his or her~~their parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Coordinator or designee.

Formatted: Font: Myriad Pro
Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"
Formatted: Font: 12 pt
Formatted: Font: Myriad Pro
Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"
Formatted: Font: 12 pt
Formatted: Font: Myriad Pro
Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt
Formatted: Font: 12 pt
Formatted: No underline, Font color: Accent 1
Formatted: No underline
Formatted: Font: 12 pt

The conference may be omitted if the School Coordinator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against ~~him or her~~the student and shall be given the opportunity to present ~~his or her~~their version and evidence in ~~his or her~~their defense, in accordance with Education Code Section
47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. ~~No penalties may~~Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Formatted: Font: 12 pt

2. Notice to Parents/Guardians

Formatted: No underline, Font color: Accent 1

Formatted: No underline

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student as well as~~. In addition, the notice may also state~~ the date and time when the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Formatted: Font: 12 pt

3. Suspension Time Limits/Recommendation for Expulsion

Formatted: No underline, Font color: Accent 1

Formatted: No underline

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Coordinator or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student ~~or~~ and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

Formatted: Font: 12 pt

This determination will be made by the School Coordinator or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial ~~Audeo~~ ASSC Board of Directors following a hearing before it, or by the neutral and impartial ~~Audeo~~ ASSC Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of the ~~Audeo~~ ASSC Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within

Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt

thirty (30) school days after the School Coordinator or designee determines that the student has committed an expellable offense and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the ~~Audeo~~ ASSC Board of Directors for a final decision whether to expel. The hearing shall be held in ~~closed session~~confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act (FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School 's disciplinary rules which relate to the alleged violation; 4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Charter School to any other school district or school to which the student seeks enrollment;
5. An explanation of ~~T~~the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor; 6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of ~~T~~the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of ~~T~~the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Formatted: Font: 12 pt

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five ~~calendar~~ days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the ~~complaint~~ complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which ~~he or she~~the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

Formatted: Font: 12 pt

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School . The ~~person~~ entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the
complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from

exercising ~~his or her~~their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing.

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Formatted: Font: 12 pt

While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have ~~his or her~~their testimony heard in a session closed to the public.

I. Expulsion Decision

The ~~decision~~ determination of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board of Directors shall make the final ~~decision~~ determination regarding the expulsion ~~by the Board shall be mad~~e within ten (10) school days following the conclusion of the hearing or as soon as practical. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The School Coordinator or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to

Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt

the student ~~or~~ and parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School. ~~.~~

The School Coordinator or designee shall send a copy of the written notice of the decision to expel to the ~~authorizer~~student's district of residence. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

K. Disciplinary Records

Charter School shall maintain records of all student suspensions and expulsions at the Charter School .
Such records shall be made available to the authorizer upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from Charter School as the ~~Audeo~~ ASSC Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to Charter School for readmission.

O. Readmission or Admission of Previously Expelled Students

Formatted: Indent: Left: -0", Right: 0.33", Line spacing: single

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: Arial

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Coordinator or designee shall make a recommendation to the Board following the meeting regarding ~~his or her~~their determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School 's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. ~~Involuntary Removal for Truancy~~ Removal Due to Noncompliance with Independent Study Requirements

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for ~~truancy~~ noncompliance shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.]

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Formatted: Font: 12 pt

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim ~~alterative~~ alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School , the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

c. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

Formatted: No underline, Font color: Accent 1
Formatted: No underline
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: No underline, Font color: Accent 1
Formatted: No underline
Formatted: Font: 12 pt
Formatted: No underline, Font color: Accent 1
Formatted: No underline
Formatted: Font: 12 pt

d. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
e. Return the child to the placement from which the child was removed, unless the parent/guardian and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

Formatted: Font: 12 pt

If the Charter School , the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

Formatted: No underline, Font color: Accent 1
Formatted: No underline
Formatted: Font: 12 pt

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may
request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) daytime period provided for in an interim alternative educational setting, unless the Parent/guardian and Charter School agree otherwise.
In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Formatted: No underline, Font color: Accent 1
Formatted: No underline
Formatted: Font: 12 pt

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Coordinator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

Formatted: No underline, Font color: Accent 1
Formatted: No underline
Formatted: Font: 12 pt

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

Formatted: No underline, Font color: Accent 1
Formatted: No underline
Formatted: Font: 12 pt

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School 's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three
(3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Disaster-Related Administrative and Emergency Procedures

Following is a list of the Administrative and Emergency Procedures that have bearing on conducting effective emergency or disaster responses. Complete copies of the Administrative and Emergency Procedures are maintained on the website.

Administrative Procedures
Crisis Response Team
Site Safety
Emergency Procedures
Homeland Security Threat Levels
Fire
Environmental Emergencies
Shelter-in-Place
Earthquake
Weapons
Injury/Illness/Accidental Death
Disturbances and Demonstrations
Lockdown
Threats and Violence

Formatted: Font: 12 pt
Formatted: Font: Not Bold, No underline, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold

Bombs and Explosions
Shootings
Terrorism
Communications
Emergency Plans & Drills
Evacuation and Reunification
Biological Emergency
Flooding
Utility Emergency

EMERGENCY RESPONSES

Formatted: Font: Not Bold, Font color: Accent 1

EMERGENCY RESPONSE~~: ALLERGIC~~: ALLERGIC REACTION

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- If imminent risk, call 911.
- Send for immediate help (Firs Aid, CPR, medical) and medication kit (for known allergies).
- Notify the School Coordinator.
- Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).

- x If an insect sting, remove stinger immediately.
- x Assess situation and help student/staff member to be comfortable.
- x Move student or adult only for safety reasons.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x If imminent risk, call 911 (always call 911 if using "Epi" pen).
- x Notify nurse/parent or guardian.
- x Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- x Observe for respiratory difficulty.
- x Attach a label to the person's clothing indicating: time & location of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- x Keep an "Epi" pen in the ~~school office~~resource center and notify staff as to location.
- x Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the Site

STAFF ACTIONS:

- x Notify School Coordinator.
- x Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
- x Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- x Follow standard student assembly, accounting and reporting procedures.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x Initiate **SHELTER IN PLACE**.
- x Shut off HVAC units.
- x Move to central location where windows and doors can be sealed with duct tape.
- x Call 911. Provide location and nature of the emergency and school actions taken.
- x Notify Director of Operations and Technology of the situation.
- x Turn on a battery-powered commercial radio and listen for instructions.
- x Remain inside the site until the Department of Health or Fire Department determines it is safe to leave.
- x Arrange for psychological counseling for students and staff.

Inside the Site

STAFF ACTIONS:

- x Notify School Coordinator or Safety Ambassador.
- x Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- x Implement **EVACUATION** or **EMERGENCY MEETING AREA EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- x Follow standard student assembly, accounting and reporting procedures.
- x Prepare a list of those who are in the affected area to provide to emergency response personnel.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x Initiate **EVACUATION** of the site or **EMERGENCY MEETING AREA EVACUATION** to move students away from immediate vicinity of danger.
- x Move up-wind from the potential danger.
- x Call 911. Provide exact location and nature of emergency.

- x Designate security team to isolate and restrict access to potentially contaminated areas.
- x Wait for instructions from emergency responders-- Health or Fire Department.
- x Notify Director of Operations and Technology of the situation.
- x Arrange for immediate psychological counseling for students and staff.
- x Wait to return to the site until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- x Wash affected areas with soap and water.
- x Immediately remove and contain contaminated clothing
- x Do not use bleach on potentially exposed skins.
- x Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

EMERGENCY RESPONSE: BOMB THREAT

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

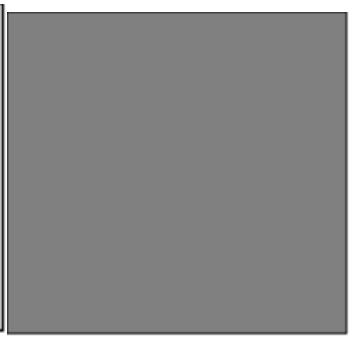
Formatted: Font: 16 pt

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

Telephone Bomb Threats

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

Call 911



PERSON RECEIVING THREAT BY TELEPHONE:

- x Listen. Do not interrupt caller.
- x Keep the caller on the line with statements such as "*I am sorry, I did not understand you. What did you say?*"
- x Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- x Notify Safety Ambassador immediately after completing the call.
- x Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- x Note the manner in which the threat was delivered, where it was found and who found it.
- x Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- x Caution students against picking up or touching any strange objects or packages.
- x Notify School Coordinator or Safety Ambassador.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x Call 911.
- x If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- x Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.

- x Determine whether to evacuate the threatened site and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- x Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- x If it is necessary to evacuate the entire school, use the fire alarm.
- x Notify the Director of Operations and Technology of the situation.
- x Direct a search team to look for suspicious packages, boxes or foreign objects.
- x Do not return to the site until it has been inspected and determined safe by proper authorities.
- x Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- x Use a systematic, rapid and thorough approach to search the site and surrounding areas.
- x Check the site and work areas, public areas (foyers, ~~offices~~, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- x If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- x Evacuate students as quickly as possible, using primary or alternate routes.
- x Upon arrival at the designated safe emergency meeting area, take attendance. Notify the School Coordinator/Safety Ambassador of any missing students.
- x Do not return to the site until emergency response officials determine it is safe.

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

** Refer to your local bomb threat emergency response plan for evacuation criteria*

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov

V2

BOMB THREAT CHECKLIST

DATE: TIME:

TIME CALLER HUNG UP: PHONE NUMBER WHERE CALL RECEIVED:

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice	Background Sounds	Threat Language
☐ Female	☐ Animal noises	☐ Incoherent
☐ Male	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking Voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long distance	
☐ Lisp		
☐ Loud	Other Information:	
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

EMERGENCY RESPONSE: FLOOD

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the site. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x Issue **STAND BY** instruction. Determine if evacuation is required.
- x Notify local police department of intent to **EVACUATE**, the location of the emergency meeting area and the route to be taken to that location.
- x Delegate a search team to assure that all students have been evacuated.
- x Post a notice on the site door stating where the school has relocated and inform the ~~District Office~~Sorrento Mesa RC.
- x Monitor local AM radio weather station for flood information.
- x Notify the Director of Operations and Technology of school status and action taken.
- x Do not allow staff and students to return to the site until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- x If warranted, **EVACUATE** students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the site.
- x Remain with students throughout the evacuation process.
- x Upon arrival at the emergency meeting area, take attendance. Report any missing students to School Coordinator/Safety Ambassador and emergency response personnel.
- x Do not return to the site until it has been inspected and determined safe by property authorities.

EMERGENCY RESPONSE: GAS ODOR / LEAK

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt

All school personnel and custodians shall immediately report any gas odor or suspected gas leak to the Director of Operations and Technology. If an odor is detected outside the site, it may not be necessary to evacuate.

STAFF ACTIONS:

- x Notify School Coordinator.
- x Move students from immediate vicinity of danger.
- x Do not turn on any electrical devices such as lights, computers, fans, etc.
- x If odor is severe, leave the area immediately.
- x If the site is evacuated, take student attendance and report any missing students to School Coordinator/Safety Ambassador.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x If gas leak is internal, evacuate the site immediately.
- x Call 911.
- x Notify utility company.
- x Determine whether to move to alternate location.
- x If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.
- x Do not return to the site until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE: HAZARDOUS MATERIALS

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

The nature of the material and the proximity of the incident to the site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x Call 911, if necessary.
- x If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- x Initiate **EVACUATION.** Any toxic cloud that can affect students in their sites would very likely affect them outside the sites as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- x Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- x If time is available, initiate **Emergency Meeting Area Evacuation**. Move students and staff away from the path of the hazardous materials.
- x Notify Director of Operations and Technology.
- x Wait for instructions from emergency responders-- Health or Fire Department.
- x Do not allow the return of students to the sites or buildings until public safety officials declare the area safe.
- x Upon return to school, ensure that all sites are adequately aired.

TEACHER ACTIONS:

- x Follow standard student assembly, accounting and reporting procedures.
- x Report names of missing students to ~~office~~SM RC.
- x Do not take unsafe actions such as returning to the site before it has been declared safe.

EMERGENCY RESPONSE: HOSTAGE SITUATION

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS

- x Call 911. Provide all known essential details of the situation:
  - Number of hostage takers and description
  - Type of weapons being used
  - Number and names of hostages
  - Any demands or instructions the hostage taker has given
  - Description of the area
- x Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- x Protect site occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both).
- x Secure exterior doors from outside access.
- x When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- x Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- x Identify media staging area, if appropriate. Implement a hotline for parents.
- x Account for students as they are evacuated.
- x Provide recovery counseling for students and staff.

STAFF ACTIONS:

- x If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- x Alert the School Coordinator/Safety Ambassador.
- x Account for all students.

EMERGENCY RESPONSE: INTRUDER

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt

All public schools are required to post signs at points of entry to their sites. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the front desk. Failure to do so may constitute a misdemeanor.

-- *California Penal Code Title 15, Chapter 1.1 § 627.2*

To prevent intruders on sites, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x Initiate **LOCKDOWN**.
- x Request intruder to leave the site. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
  - *"What can we do to make this better?'*
  - *"I understand the problem, and I am concerned."*
  - *"We need to work together on this problem."*
- x As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- x Keep subject in view until police or law enforcement arrives.
- x Take measures to keep subject away from students and the site.
- x Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map/exit plan and keys to public safety personnel.
- x When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- x Be available to deal with the media and bystanders and keep the site clear of visitors.

STAFF ACTIONS:

- x Notify the School Coordinator/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- x Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

x Isolate intruder from students. Lock the site ~~and office~~ doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

EMERGENCY RESPONSE: UTILITY FAILURE

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- x Notify utility company. Provide the following information:
- x Determine length of time service will be interrupted.
- x Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- x If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- x Use messengers with oral or written word as an alternate means of faculty notification.
- x Notify ~~District Office~~SM RC of loss of service.
- x Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets:
Drinking Water:
Food Service:
Fire Suppression:
Other:

B. Plan for Loss of Electricity

Ventilation:
Emergency Light:
Computers:
Other:

C. Plan for Loss of Natural Gas

Heat:
Food Service:
Other:

EMERGENCY RESPONSE: THREATS / ASSAULTS

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt

Threats occur when a belligerent or armed person on the sites bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:

1) Is the individual moving towards violent action?
2) Is there evidence to suggest movement from thought to action?
    - High violence potential qualifies for arrest or hospitalization.
    - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.

x Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.

x Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.

x Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.

x If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.

x Facilitate a meeting with student(s) and family to review expectations.

x Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

x If any students are outside, move them inside the site or away from the location of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.

x Inside the site, institute **LOCKDOWN**. Close all curtains and blinds.

x Disconnect the school television system in sites so the individual cannot view news coverage and see locations of police/students/etc.

x Remain with students until **ALL CLEAR** is given.

EMERGENCY RESPONSE: IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x Keep the individual under continuous adult supervision.
- x Keep the individual in the site until parent/guardian has been notified.
- x Arrange appropriate support services for necessary care of individual.
- x If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- x School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the School Coordinator. The next steps may include:
  - Provide parents/guardian with the names and phone numbers of mental health resources
  - Recommend that the parents make an immediate contact with a therapist.
  - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- x Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- x Provide follow-up collaborative support for the student and parents (as indicated) within the school
- x Develop a safety plan prior to the student's return to school.
- x Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- x Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- x Notify School Coordinator/Safety Ambassador.
- x Notify school nurse, school psychologist, counselor or social worker.
- x Protect individual from injury.

EMERGENCY RESPONSE: EXPLOSION

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- Determine whether emergency meeting area evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the site. **EVACUATION** may be warranted in some sites but others may be used for **SHELTER IN PLACE**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the Director of Operations and Technology of school status. Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check sites and work areas, public areas (foyers, ~~offices~~, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate location for site instruction. Do not return to the site until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- x Initiate **DROP, COVER AND HOLD ON**.
- x If explosion occurred inside the site, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the site and away from fire-fighting equipment.

- x Check to be sure all students have left the site. Remain with students throughout evacuation process.
- x Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.
- x Render first aid as necessary.
- x Do not return to the site until the emergency response personnel determine it is safe to do so.
- x If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

EMERGENCY RESPONSE~~: PANDEMIC~~: PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

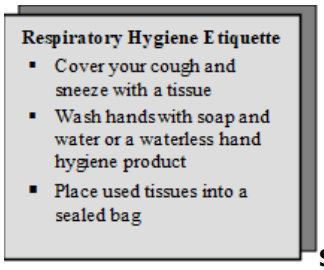
- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

SCHOOL COORDINATOR/SAFETY AMBASSADOR~~PRINCIPAL/SITE ADMINISTRATOR~~

ACTIONS:

- x Activate heightened surveillance of illness within school location. Gather data on symptoms of students and staff who are sick at home.
- x Insure that students and staff members who are ill stay home.
- x Send sick students and staff home from school immediately.
- x Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- x Monitor bulletins and alerts from the Department of Health and Human Services.
- x Keep staff informed of developing issues.
- x Assist the Department of Health and Human Services in monitoring outbreaks.
- x Respond to media inquiries regarding school attendance status.
- x Implement online education, if necessary, so that students can stay home.
- x Maintain surveillance after the initial epidemic in the event a second wave passes through the community.



STAFF and STUDENT ACTIONS:

- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- Practice "respiratory hygiene etiquette".
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Implement online homework assignments so that students can stay home.

EMERGENCY RESPONSE~~: Active~~: Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"*Active shooter situations*" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knifes, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.

    a. **Act immediately** if you or your students:
    - hear a sound that might be gunfire.
    - see something that looks like a weapon being carried or used on or near the campus.
    - sense any other indication of active shooter / armed assailant threat.

    b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
    c. **Be decisive.** Communicate your plan to your students and act quickly.
    d. **Call 911 and the ~~School Office~~SM RC** as soon as it is safe to do so.

2. **Options~~: *Run*~~: Run, *Hide or Fight***

    a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
    - Do not evacuate unless you…
        - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Centered
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt

- **and** can visualize a route that will get your students and yourself safely off campus.
- Don't carry anything with you.
  - Police may mistake an item in your hands as a weapon.
  - Leave everything behind.
- If you encounter people along the way…
  - Adults: Warn them and take them with if you can but don't stop if they refuse to come.
  - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*.
- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you. Call (insert phone #) to report your location and obtain instructions.

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- Lock the doors
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of site from room entrance.
- Prepare to take action if the assailant attempts to get in the room;
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

c. **FIGHT~~: Never~~: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

Formatted: Font: 12 pt

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
    - Construct a strong barricade.
    - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
    - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
        a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

    a. Provide as much information as possible (slow down – be calm):
        - State the emergency: "I hear gunfire." "I saw..."
            - Give information on people who are wounded.
        - Location of the assailant (if known):
        - Description of the assailant (if known):
        - Your precise location: "room __"
        - The number of children with you:
    b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

    a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

        - *Run* – If you encounter injured persons while you are trying to get out of danger...
            - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

Formatted: Font: 12 pt

- *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
    - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

- *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
    - If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
    - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

b. Law Enforcement: If you encounter law enforcement officers…
    - Immediately raise your hands in the air and display your open palms.
    - Don't run up to officers or attempt to hug or talk to them.
    - Don't talk unless they ask you a question.
    - Do exactly what they tell you to do.

c. Weapons~~: If~~: If the assailant loses control of a weapon, exercise extreme care when securing it:
    - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
    - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

d. Ongoing Communication~~: (~~: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

e. School Activities~~: (~~: (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)

SCHOOL COORDINATORS/SAFETY AMBASSADOR ACTIONS:

- Follow the ~~All-Staff~~All-Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
    - Include as much actionable information on the announcement as possible.

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

        - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
    - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people in the site with information they can use to better evaluate their options.
        - *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the ~~corporate office~~SM RC after you call 911.
- If possible, assist emergency personnel.
    - Assist police in entering the school;
    - Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- **Emergency Operations Center (EOC)**
    - Activate the district's Emergency Operations Center
    - Dispatch a back-up ICS team to take over responsibility for ICS functions from RC staff who will be impacted by this emergency.

- **Emergency Area Reunification**
    - The Operations Section should prepare an emergency evacuation area for reunification.
        - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
        - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
        - School staff and students will remain in lockdown until evacuated on a room by room basis.
        - Vans should be placed on standby for evacuation.
        - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

- **Crisis Intervention**
    - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
    - This team will also provide ongoing support throughout the recovery phase of the emergency response.

- Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
- Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: FIRE (Outside Fire/Wildfire)

Formatted: Font: Not Bold, Font color: Accent 1

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Determine if **EVACUATION** of school location is necessary.
- X Contact local fire department (call 911) to determine the correct action for your school location.
- X If necessary, begin evacuation of school location to previously identified safe location using school evacuation plan. If needed, contact van dispatch for **EMERGENCY EVACUATION**.
- X Direct inspection of premises to assure that all students and personnel have left the building.
- X Notify the school district where the school has relocated and post a notice on the ~~office~~ RC door stating the temporary new location.
- X Monitor radio station for information.
- X Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- X If students are to be evacuated, take attendance to be sure all students are present before leaving the building location.
- X Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- X Take attendance at the assembly area. Report any missing students to the School Coordinator/Safety Ambassador and emergency response personnel.
- X Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

FIRE (WILDFIRE)

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property.

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of our staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to our school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around our structures, and surrounding topography. It may be best for some sites~~/offices~~ to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near our site, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a site closure. The Charter Schools have procedures in place for each of these possibilities.

BEFORE

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

Goals:

1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response
2. Develop the capacity of staff to lead students through appropriate response options
3. Prevent the risk of injury to individuals and damage of property from wildfire

Objective(s):

Goal 1 Objectives

a) Coordinate with local fire department to ensure an effective response to a Wildfire
b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
c) Develop a clear chain of command with staff

Goal 2 Objectives

a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and site closure

Goal 3 Objectives

a) Store combustible materials in fireproof containers

b) Follow Fire Code and district rules regarding fire prevention
c) Provide fire prevention training to staff
d) Hold Fire Drills
e) Maintain an adequate supply of fire extinguishers
f) Ensure proper maintenance of fire prevention equipment

Courses of Action:

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and site closure
b) Develop location specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop location specific plans

Goal 2 Actions

a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure

Goal 3 Actions

a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan
b) Ensure combustible materials are stored in fireproof containers
c) Hold fire extinguisher training for staff
d) Ensure adequate supply of fire extinguishers are appropriately maintained
e) Hold required number of fire drills and vary the situation to improve staff and student response

STAFF ACTIONS

Goal 2 Actions

a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher
b) Read any fire prevention and wildfire response materials provided by administration

Goal 3 Actions

a) Participate and lead students in fire drills
b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto school
c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations

DURING

Goals:
1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions

Objective(s):

Goal 1 Objectives

a) Conduct appropriate wildfire response actions in a timely manner
b) Conduct accountability procedures in a timely manner
c) Activate school location Incident Command Team, as necessary

Courses of Action:

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) Work with the ~~district office~~SM RC, local fire department and other responders to determine best course of action
b) Use the "Wildfire Evacuation Decision Tree" following this section.
c) Communicate plan of action to staff and students:
   - voluntary evacuation
   - early dismissal
   - mandatory evacuation

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

- shelter-in-place
- site closure

d) Consider the following while implementing response action

- Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)
- Food and water
- Transportation
- Security and Safety
- Communications

e) Contact families to notify of planned course of action

f) Activate school Incident Command Team, as necessary

- Reunification Team

g) Ensure all staff and students are accounted for

h) Ensure that access roads are kept open for emergency vehicles

i) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity

j) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

Goal 2 Actions

a) Remind staff to close doors when exiting sites~~/offices~~

b) Notify appropriate utility company of suspected breaks in utility lines or pipes.

c) Notify fire department of any hazards or vulnerabilities that could hinder their response or

cause further damage (chemicals, wires, equipment, etc.)

- Provide SDS sheets of any chemicals on location/in the area of the fire to the fire department upon arrival

d) Notify ~~District Office~~the SM RC of situation

STAFF ACTIONS:

Goal 1 Actions

a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and site~~/office~~ closure

b) If evacuating or sheltering-in-place, take emergency backpack and student kits

c) Maintain control of the students a safe distance from the fire and firefighting equipment

d) Take attendance. Report missing students to the School Coordinator/designee and emergency response personnel

e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family

f) Serve in any designated position on the Incident Command Team

Shut site ~~or office~~ door after all individuals have exited

Provide information to School Coordinator/Safety Ambassador regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:

1. Effectively communicate to all stakeholders
2. Determine response strengths, areas from improvement and steps to improvement

Objective(s): Goal 1 Objectives

a) Provide information to staff, parents, and students

b) Provide information to ~~district office~~SM RC

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

Goal 2 Objectives

a) Conduct After-Action Report process

Courses of Action:

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS

Goal 1 Actions

a) Provide critical information to the ~~district office~~SM RC in order to develop effective key messages
b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened
c) Work with appropriate district department to draft talking points for phone calls and media requests

Goal 2 Actions

a) Conduct an after-action report process and implement necessary actions for improving future responses
b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
c) Identify steps to improve future responses
d) Implement steps to improvement

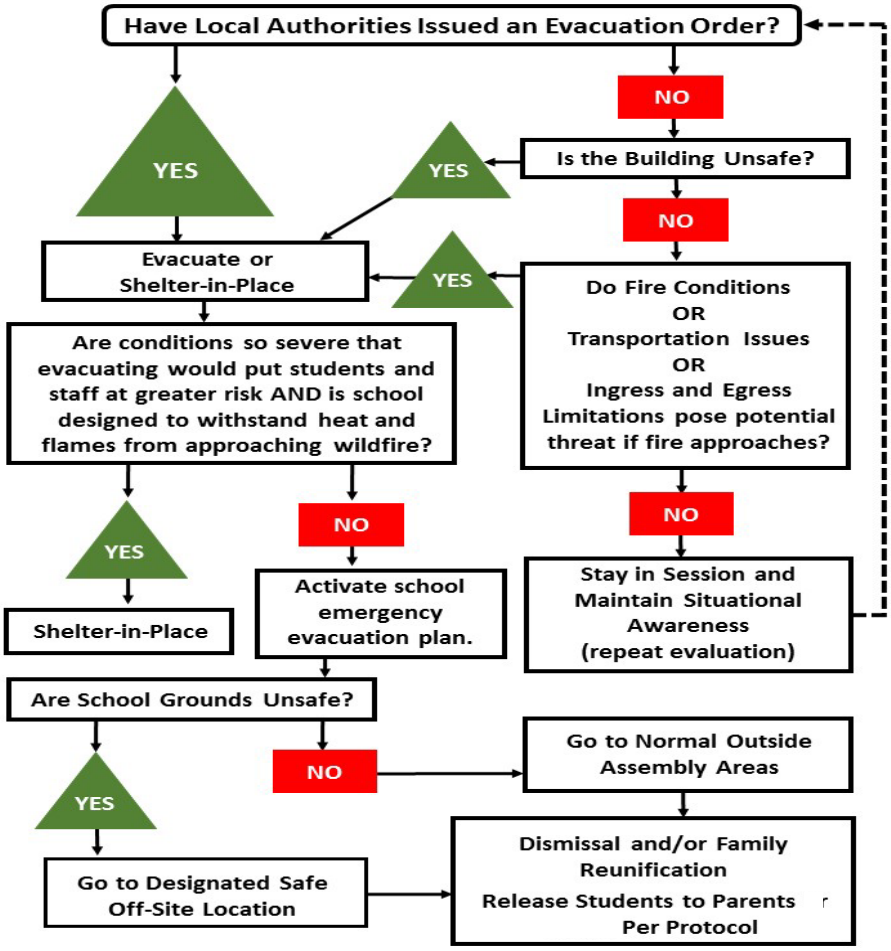
STAFF ACTIONS

Goal 2 Actions

a) Participate in the after-action report process
a) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE DECISION TREE

Formatted: Font color: Accent 1



EMERGENCY RESPONSE~~: OPIOID~~: OPIOID ANTAGONIST-Naloxone Hydrochloride

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Centered

Pursuant to California Education Code 49414.3, any school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Audeo Valley Charter School has established a Staff Naloxone Hydrochloride Emergency Training Plan and Program pursuant to CDE 49414.3 which includes safe and effective management of opioid-related overdoses. This plan is also incorporated into the school emergency preparedness and response plans.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Audeo Valley Charter School's primary goal in the fight against opioids and fentanyl use is prevention.
Audeo Valley Charter School will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
    - How opioids and fentanyl affect the body's systems.
    - Refusal strategies
    - The signs and symptoms of use/abuse
    - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

SIX ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

Formatted: Font color: Accent 1

The following was developed from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

Formatted: Font color: Accent 1

Signs of OVERDOSE, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name, tap the person's shoulders, clap your hands loudly in order to assess for level of consciousness.
- If this doesn't work, per Department of Health and Human Services (DHHS) recommendation, vigorously grind knuckles into the sternum (the breastbone in middle of chest).
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- If the person does not respond, call 911.
- Grab the Opioid Overdose Emergency Kit and Automatic External Defibrillator (AED).
- Provide rescue breathing if the person is not breathing on their own and administer one dose of naloxone.
- For students, instruct staff member to contact the parent/guardian or emergency contact on file.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

Formatted: Centered

Formatted: Font: 14 pt, Font color: Accent 1

Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.
Audeo Valley Charter School **uses intranasal spray.**

Formatted: Font color: Accent 1

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

Formatted: Font: Not Bold, Font color: Accent 1

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Formatted: Font: Not Bold, Font color: Accent 1

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free

device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.
Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

- Place the person on ~~his or her~~his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)
Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

Formatted: Font color: Auto

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

Formatted: Font: Not Bold, Font color: Accent 1

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

STEP 6: ADDITIONAL SUPPORT

- Have the individual transported to the nearest medical facility, even if symptoms seem to get better.
- Debrief with students and staff present and assess further needs for support.
- Complete an Accident Report Form.

  Follow up with assigned school nurse for additional support.

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

Formatted: Centered

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

SECTION FOUR

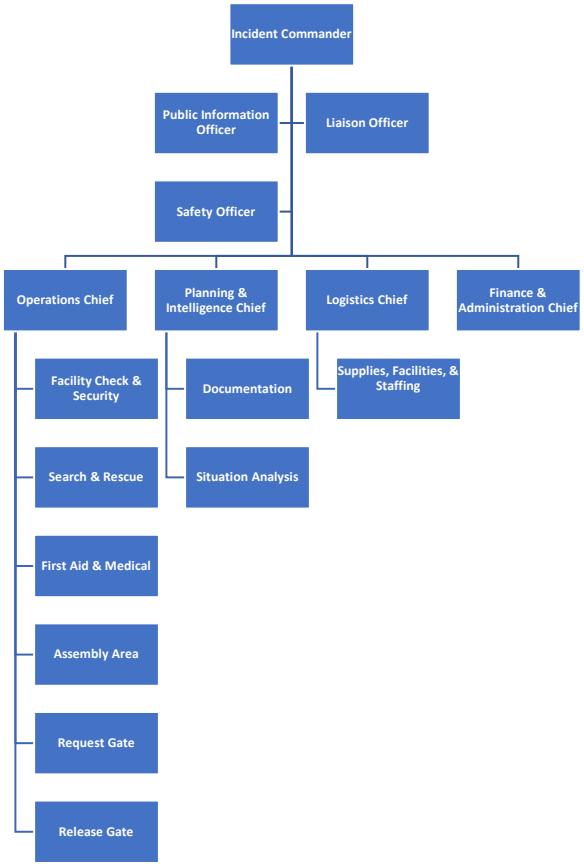
Emergency Plan Roles & Responsibilities

Formatted: Font: 14 pt, Font color: Accent 1

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Incident Command Team Organizational Chart

Formatted: Font: Not Bold, No underline, Font color: Accent 1



Incident Command Team Assignments

Primary	Position	Alternate
School Coordinator	Incident Commander	Operations and H.R. Administrator
School Nurse	Safety Officer	Curriculum and P.D. Coordinator
Data and Assessment Coordinator	Public Information Officer (PIO)	School Nurse
Curriculum and P.D. Coordinator	Liaison Officer	School Coordinator
Operations and H.R. Administrator	Operations Chief	Finance Administrator
Teacher 1	Facility Check/Security	Site Safety Lead
Site Safety Lead	Search & Rescue Team Leader	Safety Ambassadors
School Nurse	First Aid & Medical Team Leader	Site Safety Lead
School Coordinators	Assembly Area	Data and Assessment Coordinator
Safety Ambassadors	Request Gate	School Nurse
Safety Ambassadors	Release Gate	School Nurse
Chief Business Officer	Planning Chief / Logistics Chief	Data and Assessment Coordinator
School Clerk 1	Documentation	Teacher 1
School Coordinator	Situation Analysis	Operations and H.R. Administrator
Operations and H.R. Administrator	Supplies/Facilities/Staffing	School Coordinator
Finance Administrator	Finance & Administration Chief	Chief Business Officer

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Position Activation Information

Equipment

Every position on the Incident Command Team will require the following equipment:

1. Identification vest
2. Two-way site radio
3. Paper and pens/pencils
4. Job description clipboard

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

1. Once notified of your assignment, put on your vest.
2. Check in with the Incident Commander at the Incident Command Post for a situation briefing.
3. Check in with your Chief for details and updates associated with your position.
4. Obtain necessary equipment and supplies.
5. Open and maintain a Position Log. Maintain all required records and documentation to support the history of the emergency or disaster.

   Document:

   a. Messages received
   b. Actions taken
   c. Decision justifications and documentation
   d. Requests filled
   e. Document missing staff

Position Deactivation

1. At the direction of the Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.
2. Return equipment and reusable supplies to Logistics.

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Section~~: Command~~: Command
Position~~: Incident~~: Incident Commander

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Primary~~: School~~: School Coordinator

Alternate~~: Operations~~: Operations and Human Resources Administrator

Reports to: **Superintendent (or designee)**

Staffing Characteristics: Principal or Administrator

Responsibility: The Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Command Post to observe and direct all operations. Ensures the safety of students, staff and others in the site.

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- ☐ Crisis Response Boxes
- ☐ Emergency Disaster Kit
- ☐ Site map
- ☐ Master keys
- ☐ Position-Specific forms
- ☐ AM/FM radio (battery)
- ☐ Command Post Tray (pens, etc.)
- ☐ Emergency Plan
- ☐ Tables & chairs (if Command Post is outdoors)
- ☐ Job Description Clipboards
- ☐ Bull horn
- ☐ Staff rosters (2 sets)
- ☐ Emergency radio
- ☐ Copies of Forms

Start-Up:

- ☐ Assess type and scope of emergency.
- ☐ Determine threat to human life and structures.
- ☐ **Implement Emergency Plan and School Emergency Procedures.**

- ☐ Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives.
- ☐ Activate functions (assign positions) as needed.
- ☐ Fill in Incident Command Team Assignment Form as positions are staffed.
- ☐ Appoint a backup or alternate Incident Commander in preparation for long-term operations.

During Event:

- ☐ Continue to monitor and assess total site situation:
- ☐ View site map periodically for Search & Rescue progress and damage assessment information.
- ☐ Check with chiefs for periodic updates.
- ☐ Reassign personnel as needed.
- ☐ Report through Communications to ~~corporate office~~SM RC on status of staff, site as needed. (Site Status Report)
- ☐ Develop and communicate revised incident action plans as needed.
- ☐ Authorize release of information.
- ☐ Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.
- ☐ Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**
- ☐ Release staff as appropriate per school guidelines. By law, during a disaster, the staff will become "Disaster Service Workers."
- ☐ Remain on and in charge of your site until redirected or released by the ~~Office of the~~ Superintendent.

After:

- ☐ Authorize deactivation of sections or units when they are no longer required.
- ☐ At the direction of the ~~Office of the~~ Superintendent, deactivate the entire emergency response. If the Fire Department or other outside agency calls an "All Clear," contact the ~~corporate office~~SM RC before taking any further action.
- ☐ Ensure that any open actions not yet completed will be taken care of after deactivation.
- ☐ Ensure the return of all equipment and reusable supplies to Logistics.
- ☐ Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.

- ☐ Proclaim termination of the emergency and proceed with recovery operations if necessary.

Section~~: Command~~: Command
Position~~: Safety~~: Safety Officer

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Primary~~: School~~: School Nurse

Alternate~~: Curriculum~~: Curriculum and Professional Development Coordinator

Reports To: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Special Equipment:

- ☐ Hard hat (if available)

During Event:

- ☐ Monitor drills, exercises, and emergency response activities for safety.
- ☐ Identify and mitigate safety hazards and situations.
- ☐ Stop or modify all unsafe operations.
- ☐ Ensure that responders use appropriate safety equipment.
- ☐ Think ahead and anticipate situations and problems before they occur.
- ☐ Anticipate situation changes, such as severe aftershocks, in all planning.
- ☐ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Section~~: Command~~: Command
Position~~: Public~~: Public Information Officer

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Primary: Data and Assessment Coordinator

Alternate: School Nurse

Reports To: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander or the School's Communications ~~Office~~ Team to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the site ***as soon as it is available.***

The Public Information Officer acts as the official spokesperson for the site in an emergency situation. If the School's Communications Officer is available, he/she will be the official spokesperson. A site-based Public Information Officer should only be used if the media is in the site and the School's Communications Officer is not available or forthcoming.

Special Equipment:

- ☐ Battery operated AM/FM radio
- ☐ Marking pens
- ☐ Scotch tape/masking tape
- ☐ Forms:
  - Public Information Release Worksheet
  - School Accountability Report Card
- ☐ Scissors
- ☐ Site map(s) and area map(s):
  - 8-1/2 x 11 handouts
  - Laminated display
- ☐ Tape recorder and tapes

Start-Up Activities:

- ☐ Determine a possible "news center" location as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- ☐ Identify yourself as the "Public Information Officer" (vest, visor, sign, etc.)
- ☐ Consult with School's Communications Officer to coordinate information release.
- ☐ Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.
- ☐ Advise arriving media that the site is preparing a press release and approximate time of its issue.
- ☐ Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- ☐ Keep up-to-date on the situation.
- ☐ Statements must be approved by the Incident Commander and should reflect:
  - Reassurance — EGBOK — "Everything's Going to Be OK."
  - Incident or disaster cause and time of origin.
  - Size and scope of the incident.
  - Current situation — condition of site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
  - Resources in use.
  - Best routes to site if known and appropriate.
  - Any information school wishes to be released to the public.
  - **Read** statements if possible.
- ☐ When answering questions, be complete and truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase "no comment."
- ☐ **Remind site staff volunteers to refer *all* questions from media or waiting parents to the PIO.**
- ☐ Update information periodically with Incident Commander.
- ☐ Ensure announcements and other information is translated into other languages as needed.

- ☐ Monitor news broadcasts about incident. Correct any misinformation heard.

Section~~: Command~~: Command
Position~~: Liaison~~: Liaison Officer

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Primary~~: Curriculum~~: Curriculum and Professional Development Coordinator

Alternate: School Coordinator

Reports to: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the School and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

During Event:

- ☐ Brief Agency Representatives on current situation, priorities and incident action plan.
- ☐ Ensure coordination of efforts by keeping Incident Commander informed of agencies' action plans.
- ☐ Provide periodic update briefings to Agency Representatives, as necessary.

Section: ~~Operations~~: Operations

Position: ~~Operations~~: Operations Chief

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt, Font color: Accent 1

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Primary: Operations and Human Resources Administrator

Alternate: Finance Administrator

Reports to: **Incident Commander**

Staffing Characteristics: The Operations Chief should be a staff member familiar with the site and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which can include site Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.

Special Equipment:

- ☐ Search & Rescue equipment
- ☐ Maps: See Crisis Response Box

During Event:

- ☐ Assume the duties of all operations positions until staff is available and assigned.
- ☐ As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- ☐ Coordinate Search & Rescue operations. Appoint Search & Rescue Team Leader to direct their operations, if necessary.
- ☐ As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- ☐ Inform the Incident Commander regarding tasks and priorities.
- ☐ Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- ☐ Schedule breaks and reassign Operations staff within the section as needed.

Section: ~~Operations~~: Operations
Position: ~~Facility~~: Facility Check & Security

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Primary: Teacher 1

Alternate: Site Safety Lead

Reports to: **Operations Chief**

Staffing Characteristics: Building Safety Supervisor or others familiar with the site's facilities.

Responsibility: Controls utilities, restricts access to unsafe areas and communicates damage to the Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.

Special Equipment:

- ☐ Hard hat
- ☐ Work gloves
- ☐ Whistle
- ☐ Master keys
- ☐ Bucket or duffel bag with goggles
- ☐ Flashlight
- ☐ Dust masks
- ☐ Yellow caution tape
- ☐ Shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- ☐ Check condition and take along appropriate tools.

During Event:

- ☐ As you do the following, observe the site and report any damage by radio to the Command Post*
- ☐ Lock or open gates and major external doors appropriate for the situation.
- ☐ Locate/control/extinguish small fires as necessary.
- ☐ Check gas meter and, ***if gas is leaking,*** shut down gas supply.
- ☐ Shut down electricity only if building has clear structural damage or advised to do so by Command Post.

- ☐ Post yellow caution tape around damaged or hazardous areas.
- ☐ Verify that site is “locked down” and report same to Incident Command Post.
- ☐ Advise Incident Command Post of all actions taken for information and proper logging.
- ☐ Be sure that the entire site has been checked for safety hazards and damage.
- ☐ No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- ☐ Direct traffic of vehicles of parents, public safety, and media on and outside the site as appropriate.

Section~~: Operations~~: Operations
Position~~: Search~~: Search & Rescue Team Leader

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt, Font color: Accent 1

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Primary: Site Safety Leads

Alternate: Safety Ambassador

Reports to: **Operations Chief**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the site for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports site situation to the Operations Chief.

Special Equipment:

- ☐ Search & Rescue Team Member Backpack

Start-Up Activities:

- ☐ **You must be wearing sturdy shoes and long sleeves.**
- ☐ Put batteries in flashlight.
- ☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- ☐ **Teams should be assigned based on available manpower, minimum 2 persons per team. The recommendation is for the following standards for establishing Search & Rescue Teams: Elementary School and Administrative Facilities with <500 = 2 Teams; Middle Schools and Administrative Facilities with 500-1000 = 4 Teams; and Senior High School and Administrative Facilities with >1000 = 6 Teams**

During Event:

- ☐ **Buddy system~~: Minimum~~: Minimum of 2 persons per team.**
  - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
  - **Follow all operational and safety procedures.**
- ☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.

- ☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- ☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")*
- ☐ When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.
- ☐ Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) Report information.
- ☐ Keep radio communication brief and simple. No codes.

Section~~: Operations~~; Operations
Position~~: Search~~; Search & Rescue Team

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt
Formatted: Font: 16 pt, Font color: Accent 1
Formatted: Font: 16 pt
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Primary~~: Safety~~: Safety Ambassadors

Alternate: School Coordinator

Reports to: **Search & Rescue Team Leader**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the site for damage, rescues victims, reports site situation to the Search & Rescue Team Leader.

Special Equipment:

☐ Search & Rescue Team Member Backpack

Start-Up Activities:

☐ **You must be wearing sturdy shoes and long sleeves.**
☐ Put batteries in flashlight.
☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
☐ **Teams should be assigned based on available manpower, minimum 2 persons per team. The recommendation is for the following standards for establishing Search & Rescue Teams: Elementary School and Administrative Facilities with <500 = 2 Teams; Middle Schools and Administrative Facilities with 500-1000 = 4 Teams; and Senior High School and Administrative Facilities with >1000 = 6 Teams**

During Event:

☐ **Buddy system: Minimum of 2 persons per team.**
- Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
- **Follow all operational and safety procedures.**

☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.

- ☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- ☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash
- ☐ on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")*
- ☐ When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.
- ☐ Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) Report information.
- ☐ Keep radio communication brief and simple. No codes.

Section~~: Operations~~: Operations
First Aid & Medical Team Leader

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Primary: School Nurse

Alternate: Site Safety Lead

Reports to: **Operations Chief**

Staffing Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).

Responsibility: Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.

Special Equipment:

- ☐ Marking pens
- ☐ First Aid Supplies~~: Stretchers~~: Stretchers, Blankets, Vests (if available), Quick reference medical guides
- ☐ Tables & chairs
- ☐ Ground cover/tarps
- ☐ Forms: Notice of First Aid Care Given Form
- ☐ Medical Treatment Victim Log
- ☐ Morgue supplies:
    - Tags
    - Vicks Vapor Rub
    - Pens/Pencils
    - Plastic tarps
    - Plastic trash bags
    - Stapler
    - Duct tape
    - 2" cloth tape

Start-Up Activities:

- ☐ Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.

- ☐ Request assistance from the School Crisis Response Team for psychological staff and student needs
- ☐ Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- ☐ Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- ☐ Assess available inventory of supplies & equipment.
- ☐ Review safety procedures and assignments with personnel.
- ☐ Establish point of entry ("triage") into treatment area.
- ☐ Establish "immediate" and "delayed" treatment areas.
- ☐ Set up a separate Psychological First Aid area with staff trained in CISM from the School Crisis Response Team.
- ☐ Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:
- ☐ If directed, set up morgue area. Verify:
  - Tile, concrete, or other cool floor surface
  - Accessible to Coroner's vehicle
  - Remote from assembly area
  - Security: keep unauthorized persons out of morgue.
  - Maintain respectful attitude.

During Event:

- ☐ Oversee care, treatment, and assessment of patients
- ☐ Ensure caregiver and rescuer safety
  - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- ☐ Make sure that accurate records are kept.
- ☐ Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.
- ☐ If needed, request additional personnel from Logistics.
- ☐ Brief newly assigned personnel.
- ☐ Report deaths immediately to Operations Chief.
  - **After pronouncement or determination of death:**
  - ***Do not*** move the body until directed by Command Post.
  - ***Do not*** remove any personal effects from the body. Personal effects must remain with the body ***at all times.***
  - As soon as possible, ***notify Operations Chief***, who will notify the Command Post, who will attempt to notify law enforcement

authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.

- Keep accurate records and make available to law enforcement and/or the Coroner when requested.
- Write the following information on two tags:
  - Date and time found.
  - Exact location where found.
  - Name of decedent, if known.
  - If identified—how, when, by whom.
  - Name of person filling out tag.
  - Attach one tag to body.
  - If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.

☐ Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.

☐ Keep Operations Chief informed of overall status.

☐ Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.

☐ Stay alert for communicable diseases and isolate appropriately.

After:

☐ Conduct a Critical Incident Stress Debriefing for staff.

Section~~: Operations~~: Operations
Position~~: First~~: First Aid & Medical Team

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Primary: School Nurse

Alternate: Safety Ambassadors

Reports to: **First Aid & Medical Team Leader**

Staffing Characteristics: Trained in first aid and CISM

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- ☐ First-aid supplies
- ☐ Marking pens
- ☐ Stretchers, blankets, vests (if available)
- ☐ Quick reference medical guides
- ☐ Tables, chairs, ground cover/tarps, medication from ~~health office~~Health Team
- ☐ Forms~~: Notice~~: Notice of First Aid Care Given Form, First Aid & Medical Treatment Victim Log

Start-Up Activities:

- ☐ Obtain & wear personal safety equipment including latex gloves.
- ☐ Use approved safety equipment and techniques.
- ☐ Check with First Aid & Medical Team Leader for assignment.

During Event:

- ☐ Administer appropriate first aid.
- ☐ **Keep accurate records of care given**.
- ☐ Continue to assess victims at regular intervals.
- ☐ Report deaths immediately to First Aid & Medical Team Leader.
- ☐ If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim.**

- ☐ Student's Emergency Card must accompany student removed from site to receive advanced medical attention. Send emergency out-of-area phone number if available.

Triage Entry Area:

- ☐ Staffed with minimum of 2 trained team members, if possible.
- ☐ One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- ☐ Second team member logs victims' names on form and sends forms to Incident Command Post as completed.

Treatment Areas ("Immediate" & "Delayed")

- ☐ Staff with minimum of 2 team members per area, if possible.
- ☐ One member completes secondary head-to-toe assessment.
- ☐ Second member records information on triage tag and site treatment records.
- ☐ Follow categories~~: Immediate~~: Immediate, Delayed, Dead
- ☐ When using 2-way radio, do not use names of injured or dead.

After:

- ☐ Clean up First Aid & Medical Treatment Area. Dispose of hazardous waste safely.
- ☐ Assist in the Critical Incident Stress Debriefing for the staff

Section: ~~Operations~~: Operations
Position: ~~Assembly~~: Assembly Area

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Primary: School Coordinators

Alternate: Data and Assessment Coordinator

Reports to: **Operations Chief**

Staffing Characteristic: Trained in managing large groups of students

Responsibility: Ensure the care and safety of all students in site (except those who are in the First Aid & Medical Treatment Area).

Special Equipment:

- ☐ Ground cover and tarps
- ☐ First aid kit, water, food, sanitation supplies
- ☐ Student activities: books, games, coloring books, etc.
- ☐ Forms:
  - Student Accounting Form
  - Notice of First Aid Care Given Form

Start-Up Activities:

- ☐ Request additional personnel, if needed.
- ☐ If site is evacuating:
  - Verify that the assembly area and routes to it are safe.
  - Count or observe the site as they exit, to make sure that all evacuates.
  - Initiate the set-up of portable toilet facilities and hand-washing stations.

During Event:

- ☐ Monitor the safety and well-being of the students and staff in the Assembly Area.
- ☐ Administer minor first aid as needed.
- ☐ Support the Release Gate Unit process by releasing students with appropriate paperwork.
- ☐ When necessary, provide water and food to students and staff.

- ☐ Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- ☐ Make arrangements to provide shelter for students and staff.
- ☐ Arrange activities and keep students reassured.
- ☐ Update records of the number of students and staff in the assembly area (or in the buildings).
- ☐ Direct all requests for information to the Public Information Officer.

Section: ~~Operations~~; Operations
Position: ~~Request~~; Request Gate

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Primary: Safety Ambassadors

Alternate: School Nurse

Reports to: **Operations Chief**

Staffing Characteristics: Site staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- ☐ Stapler
- ☐ Box(es) of Emergency Cards
- ☐ Signs: Parent Request Gate
- ☐ Empty file boxes to use as out boxes
- ☐ Forms:
  - Student Release Form
  - Volunteer Assignment List

Start-Up Activities:

- ☐ Secure area against unauthorized access. Mark gate with sign.
- ☐ Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- ☐ Have Student Release Forms available for parents or guardians outside of fence at Request Gate. Assign volunteers to assist.
- ☐ Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ☐ **Refer all requests for information to the Public Information Officer. Do not spread rumors!**

- ☐ If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Gate.

Reunification Procedures:

- ☐ Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.
- ☐ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- ☐ Staff instructs the requester to proceed to the Release Gate.
- ☐ If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
- ☐ Runner takes form(s) to the designated site.

Note~~: If~~: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

If student is in:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "***Sent with Runner***."
- ☐ If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- ☐ Runner walks student(s) to Release Gate.
- ☐ Runner hands paperwork to staff at Release Gate.

If student is not in:

- ☐ Teacher makes appropriate notation on Student Release Form:
- ☐ "***Absent***" if student was never in the site that day.
- ☐ "***First Aid***" if student is in First Aid & Medical Treatment Area.
- ☐ "***Missing***" if student was in the site but now cannot be located.
- ☐ Runner takes Student Release Form to the Command Post.
- ☐ Command Post verifies student location if known and directs runner accordingly.
- ☐ **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Command Post for verification.**

Section: ~~Operations~~: Operations
Position: ~~Release~~: Release Gate

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Primary: Safety Ambassadors

Alternate: School Nurse

Reports to: **Operations Chief**

Staffing Characteristics: Site staff or volunteers

Responsibility: Assure proper reunification of student with parent or guardian at the Release Gate.

Special Equipment:

- ☐ Stapler
- ☐ Signs: Parent Release Gate
- ☐ Empty file boxes to use for processed Student Release Forms

Start-Up Activities:

- ☐ Secure area against unauthorized access. Mark gate with sign.
- ☐ Set up Release Gate away from the Request Gate.
- ☐ Assign volunteers to assist, as needed.

During Event:

- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ☐ **Refer all requests for information to the Public Information Officer. Do not spread rumors!**

If student is in:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "***Sent with Runner***."
- ☐ If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- ☐ Runner walks student(s) to Release Gate.
- ☐ Runner hands paperwork to staff at Release Gate.

- ☐ Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable.

If student is not in:

- ☐ Teacher makes appropriate notation on Student Release Form:
- ☐ "***Absent***" if student was never in the site that day.
- ☐ "***First Aid***" if student is in First Aid & Medical Treatment Area.
- ☐ "***Missing***" if student was in the site but now cannot be located.
- ☐ Runner takes Student Release Form to Incident Command Post.
- ☐ Incident Command Post verifies student location if known and directs runner accordingly.
- ☐ If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Incident Command Post for verification.
- ☐ Parent should be notified of missing student status and escorted to crisis counselor.
- ☐ If student is in first aid, parent should be escorted to First Aid & Medical Treatment Area.
- ☐ If student was marked absent, parent will be notified by staff member.

Section: ~~Planning:~~ Planning & Intelligence

Position: Planning & Intelligence Chief/Logistic Chief

Primary: Chief Business Officer

Alternate: Data and Assessment Coordinator

Reports to: **Incident Commander**

Staffing Characteristics: Vice Principal or someone familiar with site and its occupants

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- ☐ File box(es)
- ☐ Dry-erase pens and eraser
- ☐ Large map of site, laminated or covered with Plexiglas
- ☐ Forms:
  - Position Log

During:

- ☐ **Assume the duties of all Planning Section positions until staff is available and assigned.**
- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ Assist the Incident Commander in writing Incident Action Plan.

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Section~~: Planning~~: Planning & Intelligence

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Position~~: Documentation~~: Documentation

Primary~~: School~~: School Clerk 1

Alternate: Teacher 1

Reports to: **Planning Chief**

Staffing Characteristics: **It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.**

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- ☐ File box(es)
- ☐ Forms:
  - Position Log

During:

Records:

- ☐ Maintain time log of the Incident, noting all actions and reports.
- ☐ Record content of all radio communication with School Emergency Operations Center (EOC).
- ☐ Record verbal communication for basic content.
- ☐ Log in all written reports.
  - ***Important***: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents.**
- ☐ File all reports for reference.

Student and Staff Accounting:

- ☐ Receive, record, and analyze Student Accounting Forms.

- ☐ Check off staff roster. Compute number of students, staff, and others in the site for Situation Analysis. Update periodically.
- ☐ Report missing persons and site damage to Incident Command Post.
- ☐ Report first aid needs to First Aid & Medical Team Leader.
- ☐ File forms for reference.
- ☐ Track regular and overtime of all staff.

After:

- ☐ Collect and file all paperwork and documentation from deactivating sections.
- ☐ Securely package and store these documents for future use.

Section~~: Planning~~: Planning & Intelligence
Position~~: Situation~~: Situation Analysis

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Primary: School Coordinator

Alternate: Operations and Human Resources Administrator

Reports to: **Planning Chief**

Staffing Characteristics: **It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.**

Responsibility: Analyzes the range of events impacting the site to provide the Incident Commander and the rest of the Incident Command Team with cumulative information about the incident.

Special Equipment:

- ☐ Dry-erase pens and eraser
- ☐ Large map of site, laminated or covered with plexiglas
- ☐ File box(es)
- ☐ Map of local area

During:

Situation Status Map:

- ☐ Collect, organize and analyze situation information.
- ☐ Mark site map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of site.
- ☐ Preserve map as legal document until photographed.
- ☐ Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- ☐ Provide current situation assessments based on analysis of information received.

- ☐ Develop situation reports for the Incident Command Post to support the action planning process.
- ☐ Think ahead and anticipate situations and problems before they occur.
- ☐ **Report only to Incident Command Post personnel. Refer all other requests to Public Information Officer**.

Section: ~~Logistics~~: Logistics

Position: ~~Logistics~~: Logistics Chief

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Primary: Chief Business Officer

Alternate: Data and Assessment Coordinator

Reports to: **Incident Commander**

Staffing Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Special Equipment:

- ☐ Cargo container or other storage facility with all emergency supplies stored in the site.
- ☐ Forms:
  - Site Status Report
  - Volunteer Assignment List

Start-Up Activities:

- ☐ **Assume the duties of all Logistics positions until staff is available and assigned.**
- ☐ Ensure that the Incident Command Post and other facilities are setup as needed.

During Event:

- ☐ Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- ☐ Maintain security of cargo container, supplies and equipment.

After:

- ☐ Secure all equipment and supplies.

Section~~: Logistics~~: Logistics
Position~~: Supplies~~: Supplies, Facilities, & Staffing

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Primary: Operations and Human Resources Administrator

Alternate: School Coordinator

Reports to: **Logistics Chief**

Staffing Characteristics: **It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.**

Responsibility: Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

Special Equipment:

- ☐ Cargo container or other storage facility and all emergency supplies stored in the site

Start-Up Activities:

- ☐ Open supplies container or other storage facility if necessary.
- ☐ Begin distribution of supplies and equipment as needed.
- ☐ Set up the Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- ☐ Review staff roster and begin call-back, as required.

During Event:

- ☐ Maintain security of cargo container, supplies and equipment.
- ☐ Distribute supplies and equipment as needed.
- ☐ Assist team members in locating appropriate supplies and equipment.
- ☐ Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- ☐ Coordinate with the Incident Commander on establishing the need for future work shifts and related staffing needs.

After:

- ☐ Secure all equipment and supplies.

Section: Finance & Administration
Position~~: Finance~~: Finance & Administration Chief

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Primary~~: Finance~~: Finance Administrator

Alternate: Chief Business Officer

Reports to: **Incident Commander**

Staffing Characteristics: Familiar with common financial record keeping standards – School Receptionist.

Responsibility: Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

Special Equipment:

- ☐ None

During:

- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- ☐ Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the School level; however, in emergency situations, it may be necessary for sites to acquire certain items quickly.
- ☐ Manage and analyze timekeeping records for emergency responders
- ☐ Determine process for tracking regular and overtime of staff.
- ☐ Ensure that accurate records are kept of all staff members, indicating hours worked.
- ☐ If School personnel not normally assigned to the site are working, be sure that records of their hours are kept.
- ☐ Determine process for tracking purchases.

- ☐ Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.
- ☐ Support Logistics in making any purchases which have been approved by the Incident Commander.

After:

- ☐ Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

AUDEO VALLEY CHARTER SCHOOL

Site/Facility Planning Teams
Safety Ambassadors
SY ~~2024~~2025-~~2025~~2026

The designated Ambassadors are responsible for planning and implementation at the site. Site Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓ Number of students in site – adhere to student scheduled hours
- ✓ Schedule CTR/RCA works hours – ensure there are two staff members when opening and closing the site
- ✓ Share information at site meetings - Discuss safety at monthly site meetings
- ✓ Meet with new site staff within 30 days
- ✓ Reach out to the Juvenile Community Officer, Community Resources and Community Sub Police Stations
- ✓ Keep technology locked and secured

Instructional Support:

- ✓ Consistent site rules among all staff – hats, phones, language use
- ✓ Ensure middle school students work together
- ✓ Instructional tables labeled by subject area
- ✓ Know your student needs – triggers
- ✓ Measuring threat levels
- ✓ CTR supporting the learning environment

Compliance:

- ✓ Safety Drills are mandated to be performed three (3) times per year
- ✓ Ensure safety supplies are located in designated area and replenished each time a drill is performed
- ✓ Confirm that the Emergency Radio works properly (Channel 1)
- ✓ Update Site Emergency Exit Plan annually
- ✓ Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye wash Inspections

AUDEO VALLEY CHARTER SCHOOL

Site	Safety Ambassador
Moreno Valley	Katherine Van

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold

Child Abuse Reporting Procedures

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Centered

All Audeo Valley Charter School certificated teachers, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Audeo Valley employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a **reasonable** suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff member is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss **ALL** situations at the time of occurrence with the School Coordinator or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the school site, staff, and/or student(s) are threatened or in danger, call 911 immediately.

Instructions for filing a Suspected Child Abuse Report

Formatted: Font: 16 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Centered

1. Call the **Child Abuse Hotline first (1-800-442-4918)** to make **a verbal report** to the agency immediately or as soon as is practicably possible by telephone. Please be sure to get the name of the hotline worker.

2. The correct form for either the written or fax report is **DOJ SS8572**. This form may be downloaded from the California Attorney General's Web site at www.ag.ca.gov/childabuse/pdf/ss_8572.pdf or obtain a copy from the School Nurse or School Coordinator.

3. Please complete every space on the SS8572 form. If you do not know certain requested information, write unknown.

4. Please type or print legibly in black ink to avoid a time consuming callback.

5. "Narrative" - Please give detailed information. If you have additional information beyond what you have given by phone, please indicate this on the written report. If necessary, please continue your narrative on an additional sheet of paper, identifying the minor and indicating it on the referral.
6. Submit completed form as directed by Child Abuse Hotline personnel.

I. REPORTING RESPONSIBILITIES

Formatted: Font: Not Bold, No underline, Font color: Accent 1

• No child care custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made and the person knew or should have known that the report was false.

• Any child care custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in ~~his or her~~their professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report there of within 36 hours of receiving the information concerning the incident.

• Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected instances of child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

Formatted: Font: Not Bold, No underline, Font color: Accent 1

• "Child care custodian" means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or

presenter or, or a counselor in, a child abuse presentation program in any public or private school.

• “Health practitioner” means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

• “Child protective agency” (CPA) means a police or sheriff’s department, a county probation department, or a county welfare department.

For more information on the Child Abuse Reporting laws, the link is:
http://leginfo.legislature.ca.gov/

Notification to Staff of Dangerous Students

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Centered

a. The School Coordinator will inform the appropriate school personnel of information received from the court and the Probation Department. Audeo Valley School Coordinator shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.

b. Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.

c. Any information received from the court shall be kept in a separate confidential file at the school of attendance, and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.

d. After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.

Anti-Discrimination and Harassment Policy

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Centered

Audeo Valley Charter School is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Audeo Valley Charter School shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English will not be a barrier to admission and participation in any activity.

Any student who engages in discrimination of another student or anyone from Audeo Valley may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the School Coordinator for resolution. If not resolved, contact: The Chairperson of the Board of Directors.

Schoolwide Dress Code

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Centered

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to school. Students who are not wearing appropriate clothing, parents/guardians will be notified and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- Pants sagging below the waist
- Beachwear or sleepwear, including bedroom slippers
- Shorts/skirts that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses vulgar/profane language and/or images
- Head coverings such as, hats, bandanas, beanies, or do-rags

Going To and From School Safely

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Centered

Everyday, millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Audeo Valley students to understand safety guidelines and tips to follow to ensure their safety to and from the site. The following safety tips are reviewed annually with students and parents to help prepare all students for a safer journey.

1. Every student will have set schedule for arrival and departure from the site. When a student fails to arrive for their appointment, and has not notified the school or the absence, ~~his or her~~their teacher will call home to ensure the student is safe.

2. Every students, parent, and guest is required to sign-in and out each time they arrive and depart the site. Students, parents, and guests will have designated staff members to sign-in and out with.

3. All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the site.

4. Students will be encouraged to always TAKE A FRIEND when walking or riding ~~his or her~~their bike to and from the site. Students should walk and ride in well-lit areas, and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.

5. Parents will be encourage to walk the route to and from school with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the site, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.

6. If a student takes public transportation (i.e. city bus) to and from the site, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.

7. In the event anyone bothers a student while going to or from the site, students will be taught to get away from that person, and **TELL** a school staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.

8. Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.

9. Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to **TELL** a school staff member, parent, or another trusted adult what happened.

10. Students will be taught that if anyone tries to take them somewhere they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.

11. Students will be taught to never leave the site with anyone they don't know. They should always **CHECK FIRST** with a school staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always **CHECK FIRST** before doing anything. Students will be taught to make sure they understand to **TELL** a trusted adult if they notice anyone they don't know hanging around the site.

12. Parents are encouraged to practice these safety tips with their student to make certain they really know and understand them. Make the walk to and from school a "teachable moment" and chance to put their skills to the test.

Safe Ingress and Egress Procedures

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Centered

All staff and students shall review site evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted on site. If there is a need for evacuation from the site, the following procedures are as follows:

- Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted site evacuation plan
- Designated staff take along emergency release binder, sign-in sheets, emergency materials specified in disaster preparedness plan
- Using sign-sheets, staff verifies presence of all students and staff
- Staff contacts appropriate emergency units
- Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given
- Once the ALL CLEAR is given, School Coordinator or designee reenters building to ensure that it is safe and secure
- Staff and students reenter building and resume instructional/administrative activities

If the building is not safe to reenter, the reunification procedures are required:

- Staff will notify parent/guardians regarding emergency situation and procedures for verification and release of students
- When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms
- Parent/Guardian will sign form verifying that student is being released to them
- Staff will maintain documentation to ensure accountability of all students

Ensuring a Safe and Orderly Environment

Audeo Valley Charter School will remain a safe place for students and adults.

Audeo Valley staff believes that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high-quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Centered

Formatted: Font color: Accent 1

Discipline Procedures

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Centered

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

SCHOOL RULES/DISCIPLINE

- Attend school according to the schedule on the master agreement, arrive on time and return directly home after each weekly appointment.
- Complete ALL assignments as scheduled.
- Respect the authority of ALL ADULTS at Audeo Valley Charter School.

SEVERE CLAUSE BYPASSES

A majority of students at Audeo Valley Charter School will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

Fighting/open rebellion	Possession or use of drugs or alcohol
Defiance/unprovoked attack	Smoking
Stealing	Vandalism
Profanity, Vulgarity, or Obscene Acts	Severely inappropriate behavior

PARENT RESPONSIBILITIES

Attendance

Formatted: Font: Not Bold, Font color: Accent 1

- Ensure that students get to their scheduled weekly appointment on time. Contact teacher if this is not possible to arrange an alternate time.
- Follow up to make sure your student is doing high quality work according to scheduled dates.
- Arrange for your student to attend appropriate tutoring sessions, seminars and field trips.
- Meet with staff when requested.

PARENTS' ROLE IN DISCIPLINE AND BEHAVIOR

Parents are expected to cooperate with school staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help him/her to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

SY 2025-2026

Instructional Continuity Plan

ALTUS SCHOOLS SOUTHERN CALIFORNIA

AUDEO VALLEY CHARTER SCHOOL

AUDEO VALLEY CHARTER SCHOOL
Instructional Continuity Plan

Formatted: Font color: Accent 1

General Information

At Audeo Valley Charter School (AVCS), we prioritize uninterrupted learning. This Instructional Continuity Plan (ICP) embodies our proactive commitment to ensuring education continues seamlessly, regardless of circumstances. By establishing robust systems for remote instruction and communication *now*, we are prepared to transition swiftly and effectively to virtual learning environments should any emergency or unforeseen event occur. Our integrated online learning platforms, video conferencing capabilities, and digital communication tools form the bedrock of this preparedness. Furthermore, this ICP details clear decision-making pathways, empowering a designated leadership team to act decisively, activate appropriate remote learning phases, and keep our staff, students, and families informed, ensuring learning remains constant.

Engagement Protocol

In the event of an emergency, AVCS is committed to ensuring that students' educational experiences continue with minimal disruption. The school will engage students and families within 5 calendar days using a variety of communication methods to ensure everyone stays informed and connected. Examples of the two-way communication tools include phone calls, SMS text messaging, email, video conferencing, social media, and app notification through ParentSquare. The ParentSquare communication platform integrates with our Student Information System, providing all enrolled students and families with a centralized and accessible communication channel to receive updates and information from school administrators, teachers, and support staff. Given the instructional model of the school, it is common practice for teachers to be in touch with students and/or families daily. This routine communication ensures that in the event of an emergency, there will be no disruption in the connection between teachers, students, and their families. Teachers will continue to provide academic support, share resources, and address any concerns through the established communication channels.

Following an emergency, AVCS will utilize our Multi-Tiered System of Supports (MTSS) to ensure all students receive the appropriate level of support based on their individual needs. Healthy Youth Therapists on staff are available to assist in supporting students' social-emotional and mental health needs through individual or group therapy sessions.
AVCS strives to maintain a strong and supportive learning environment, even in the face of emergencies. By leveraging multiple communication methods and providing comprehensive

support through MTSS, we aim to ensure the continuity of education and the well-being of our students and their families.

Instructional Access Plan

AVCS is an independent study program that offers both in-person and hybrid learning options for students. Resource Centers are strategically located within the neighborhoods and communities where students reside. Thanks to our multiple physical locations, state-of-the-art video conferencing technology, and independent study format, AVCS can quickly adapt if a Resource Center becomes inaccessible due to an emergency or natural disaster. Students can continue in-person learning at an alternative neighborhood Resource Center or temporarily switch to virtual learning.

Every student at AVCS has a Pathways Personalized Education Plan (PPEP). This plan is used by staff to analyze each student's current academic levels, grades/credits, educational goals, learning styles/preferences, interests, and post-high school pathways. The PPEP is developed and continually revised in collaboration with the student, parent, teacher, counselor, and school instructional leader.

As part of the PPEP and Instructional Plan, the school staff administer a fall benchmark assessment, NWEA Measures of Academic Progress (MAP), to all students to measure academic levels and proficiency in Reading, Language, and Mathematics. Teachers and instructional leaders use these assessment results to make data-informed decisions, such as increasing individual tutoring support in specific academic domains or utilizing specialized instructional strategies, curriculum, and programs to improve student skills.

Monitoring student academic progress and growth is a key element of the PPEP. When students do not demonstrate improved academic growth over time, instructional staff initiate and increase academic intervention efforts and support. AVCS utilizes a Student Intervention Program aligned with the Multi-Tiered System of Support (MTSS). This intervention model provides instructional staff with a system to quickly identify and match the needs of all students. Each intervention completed by a teacher, counselor, or school support staff is documented in the school information system. The school's Data and Assessment department provides staff with a Monthly Storybook summarizing specific interventions completed. School leaders use this intervention data to monitor effectiveness and ongoing student needs. This plan ensures academic progress is not disrupted if a student must switch locations or modalities due to an emergency or natural disaster.
As an independent study school, students will naturally continue their learning through their existing textbook-based curriculum, aligned with state standards and developed by subject matter experts, in the event of an emergency or natural disaster. This curriculum will remain

accessible within 10 instructional days of an emergency scenario. The Curriculum Department has already implemented digital lesson guides and online textbooks to support independent learning. For families needing hard copies, textbooks, lesson guides, and supplemental materials can be distributed via non-contact methods.

Edgenuity is the platform used to deliver online curriculum. Through Edgenuity, students have access to multiple scaffolds essential for English Learners and Students with Disabilities, including digital notetaking, transcripts in multiple languages, graphic organizers, glossaries, academic language tools, digital sticky notes, extended time, video closed captioning, text translation, and read-aloud features.

Students who lack access to a computer or home internet can be issued data-enabled laptops through the Altus Connect Program, ensuring they can access the Edgenuity platform, virtual meetings & tutoring sessions, and other online resources from home.

School staff are dedicated to maintaining high levels of student engagement and supporting academic achievement. Setting high expectations helps students achieve their daily, weekly, and monthly goals. Key instructional strategies include virtual and/or in-person one-on-one meetings and small group tutoring sessions, where teachers guide instruction and assess mastery of content standards, providing additional instruction as needed. Teachers also offer instructional support during scheduled student hours, both virtually and in-person. Additionally, teachers monitor academic progress and engagement through online forms, surveys, screencast videos, virtual events, and other communication tools, ensuring students remain on track with their educational goals.

Communication Strategy

In a school emergency or natural disaster, clear and timely communication is critical. Our multi-faceted approach prioritizes the safety and well-being of students and families by ensuring a consistent flow of vital information through multiple accessible channels, strengthening the school-to-home partnership.

Initially, ParentSquare can serve as our central hub for rapid dissemination of alerts and critical updates regarding the situation, safety protocols, evacuation procedures (if necessary), and school status. Simultaneously, the school website and the Altus Schools Health and Wellness Hub will be updated with the same crucial information, offering additional reliable sources.

Following immediate alerts, instructional staff will use secure text messaging, emails, and phone calls for more direct updates on student well-being and specific instructions. Virtual

conferences via Microsoft Teams and Zoom may also be used for broader informational meetings or individual check-ins, as circumstances permit.

Recognizing potential challenges with digital communication, school staff will be prepared to conduct home visits to provide direct updates, ensure student safety, and deliver essential resources or instructions.

To ensure equitable access, our dedicated bilingual staff will communicate critical emergency information in both English and Spanish.

Access to Devices, Materials, and Connectivity

To ensure students have access to online schoolwork, AVCS conducts multiple needs assessments and satisfaction surveys with students and parents to identify families requiring home technology. Teachers maintain regular communication with students and parents through secure text messages, phone calls, virtual conferences, and emails to identify ongoing needs or unique circumstances. As a result, the school has successfully deployed Chromebooks and data plans to all students in need. When new students enroll, school clerks and counselors conduct a technology needs assessment with each family and promptly provide devices to ensure all barriers to learning are eliminated.

Occasionally, school-issued devices require repair or service. In such cases, devices are collected and submitted to the school's Operations Department for maintenance. Students are issued replacement devices to ensure continuous access. Inventory is reviewed regularly by the Operations Department to ensure necessary stock levels are maintained to accommodate student need.

The school has also enhanced its websites and technology tools. To minimize confusion and redundancy for students and parents, the school has created an online landing page, www.altusgo.com, which provides students and families with access to curriculum and instructional supports. From this landing page, students can access essential school technology programs such as Edgenuity, Naviance, Renaissance (Illuminate), Achieve 3000, and BrainPOP. For students who prefer or require hard copy materials, staff will work with the family to distribute as needed.

Special Populations and Support Services

Even in a shift to remote learning, our school remains dedicated to providing equitable and personalized education for all students through our key process: Pathways Personalized Educational Plan (PPEP). This collaborative plan, developed with teachers, students, parents,

counselors, and instructional leaders, inherently addresses diverse needs, including those of English Learners, Students with Disabilities, and Foster/Homeless Youth. Our dedicated Homeless and Foster Youth Liaison will continue to provide comprehensive case management services remotely, ensuring uninterrupted support through virtual check-ins and resource coordination. Existing PPEPs, outlining individual goals and learning preferences, will guide personalized remote learning experiences, and our Multi-Tiered Systems of Supports (MTSS) framework will deliver tailored online interventions.

For English Learners, we ensure continued language development through both integrated and designated ELD support via online educational platforms and digital resources like Summit K12, BrainPOP EL, and Ellevation. Integrated ELD is embedded within virtual content lessons, while designated ELD focuses on explicit language and literacy skill-building through virtual small groups and individualized online activities, all aligned with the school's English Learner Plan. Students with Disabilities will continue to receive Free Appropriate Public Education (FAPE) through the virtual implementation of their IEPs. Specialized Academic Instruction (SAI) will be provided via distance learning by Education Specialists through secure video conferencing and online learning platforms. Curriculum will be adapted for digital accessibility, and instruction will be differentiated using online platform features and Universal Design for Learning (UDL) principles. Special education case managers will actively monitor student progress remotely through regular virtual check-ins and ongoing collaboration with general education teachers.

Furthermore, we are committed to supporting the holistic well-being of our students in a remote setting. To address mental health and social-emotional needs, we will provide virtual counseling sessions with our school counselors and offer readily accessible resource directories for additional support services. Recognizing the importance of basic needs, we will also ensure families have access to critical nutrition services and other wraparound supports by providing comprehensive information on accessing local food banks and other essential resources.

Instructional Continuity and Independent Study Readiness

As a WASC-accredited, non-classroom-based independent study program, our school has established and implemented written policies to govern our independent study program. All students and parents/care givers sign a board-approved, year-long independent study Master Agreement contract, which includes required elements such as Contact Information, Methods of Study, Evaluation Procedures, Attendance and Participation Requirements, Outreach Methods, Maximum Time for Assignments, and Number of Missed Assignments.

AVCS is dedicated to delivering high-quality, rigorous, and standards-aligned curriculum and instruction entirely through accessible online platforms. Our model inherently ensures that *all* students can be effectively supported remotely. Leveraging a robust digital curriculum,

versatile communication tools, and interactive videoconferencing systems, we guarantee seamless continuity of learning, regardless of external circumstances such as emergencies or natural disasters. This instructional approach will ensure that students can receive virtual daily one-on-one meetings, weekly small group tutoring sessions, readily available virtual student hours, and additional personalized check-in meetings. This will ensure every learner receives the individual support they need to thrive in the event of a natural disaster or emergency.

Assessment and Student Progress Monitoring

In the event of an emergency or natural disaster, the school will maintain continuous learning through the following established procedures: Teachers will consistently monitor student learning daily using varied formative assessments and robust tracking methods implemented remotely. Data on participation in online activities, coursework completion, assessments, and communication will be analyzed to inform responsive instruction. Teachers will utilize a Course of Study Record (CSR) and Participation/Credit Tracker to closely follow daily progress virtually, while students will maintain a Student Learning Log, reviewed and archived by teachers in the SPSIS. Attendance will be certified remotely via School Pathways Student Information System (SPSIS) at the end of each Independent Study Learning Period.

In the virtual environment, remote instruction will be shaped by continuous formative and summative assessments, incorporating a variety of online activities to gauge student learning and personalize instruction. Assignments will receive virtual feedback, and scores below 70% will automatically activate tailored virtual remediation plans, ensuring targeted support. Furthermore, teachers and instructional staff will leverage the school's MTSS framework to address the holistic academic, behavioral, and social-emotional needs of each student; these strategies may include additional virtual tutoring, participation in specialized programs like IXL Math, or meetings with guidance counselors or healthy youth therapists.

Leveraging secure video conferencing, educators can deliver dynamic live instruction, foster real-time communication, and implement immediate learning evaluations through engaging virtual activities such as quick writes and collaborative group projects. These interactive sessions bridge the physical distance, enabling active participation and timely feedback.

The SPSIS Gradebook will serve as the central platform for recording all virtual assignments, and teachers will provide summary comments on student progress at the end of each Learning Period. This information will be accessible to students and parents via the School Pathways Portal, with ongoing virtual training and support provided to ensure seamless access and engagement.

Professional Development for Staff

Altus University ("AU") serves as the professional learning platform for the school, offering both in-person and virtual sessions to accommodate the diverse needs of our staff. Altus University includes a fully online component, called AU in the Cloud, which is available to all segments of the workforce and aligned with the California Quality Professional Learning Standards (QPLS).

AU sessions incorporate school-wide initiatives to improve student learning in math and English language development. Each session includes an evaluation for participants to provide feedback on participation, satisfaction, usefulness, learning, and areas for follow-up. This feedback is used by the school's curriculum departments as part of their ongoing Professional Learning Communities (PLCs) and to plan additional AU sessions.

Both in-person and virtual AU sessions provide instructional staff with the time and space to explore curriculum content necessary for quality instruction. Instructors build participants' capacity to use frameworks, standards alignment documents, and instructional pacing guides to support teaching content standards. Assessment and instructional strategies are incorporated into the sessions so that teachers can use formative assessment strategies to inform instruction for a diverse student population.

Teachers have undergone Leading Edge Certification (LEC), a national certification for educational technology, to become effective online and blended learning teachers. For new teachers, the school continues the certification process through the LEC FLEX program. School instructional leaders provide feedback on new skills acquired through AU sessions during virtual tutoring session observations. Instructors model how to differentiate curriculum and scaffold instruction to support all students. These sessions uphold the school's values by increasing participants' capacity to enhance students' participation, engagement, connection, sense of belonging, and emotional well-being.

Instructional strategies are presented through an equity lens, ensuring access and equity for all students. Data informing AU sessions is disaggregated by gender, race, special needs, foster youth, and socio-economic indicators, allowing for the identification of student instructional needs focused on specific groups. All participants can access AU sessions through registration on the Altus University Portal. Sessions are generally held on the same day of the week and time, allowing teachers to plan instruction around the professional learning sessions they wish to attend. Recorded sessions are available on demand for staff members who are unable to attend live sessions.

Instructors for AU sessions include Administrators, Teachers on Special Assignment, Special Education, General Education teachers. They maintain a positive learning environment for all participants, who can use the chat feature within Microsoft Teams to ask questions without

interrupting the flow of instruction and can unmute their microphones to participate verbally. Instructors engage participants through Web 2.0 tools learned from the Leading Edge Certification (LEC). AU instructors understand that student Social Emotional Learning is paramount, focusing on connecting with students first, followed by content.

By combining virtual and in-person professional learning, Altus University ensures that all staff have the resources and support they need to succeed in any learning environment.

Criteria for Returning to In-Person Learning

Following a school emergency or natural disaster, the decision to resume in-person learning will be made in close coordination with state and county emergency management and education agencies, prioritizing the safety and well-being of students and staff. Return to school sites will occur only when deemed safe by these authorities and when the following critical conditions are met:

- Lifted Evacuation Orders: All evacuation orders affecting the school site and the surrounding areas necessary for safe travel of students and staff must be officially lifted.

- Safe Air Quality and Clean Water: Air quality must be at levels deemed safe by relevant environmental agencies, and access to potable, clean water must be fully restored at the school site.

- Restored Utilities: Essential utilities, including power, gas, and functioning sanitation systems, must be reliably restored to ensure a safe and healthy learning environment.

- Debris Removal: School grounds and access routes must be cleared of any hazardous debris that could pose a risk to students and staff.

- Staffing and Food Service Readiness: Sufficient staffing levels across all essential functions, including instructional, administrative, and support roles, must be ensured. Additionally, food service operations must be ready to provide necessary meals for students.

Upon confirmation that these conditions are met and clearance is received, the school will implement clearly defined return-to-school plans and protocols aligned with the most current guidance from the California Department of Education (CDE) and county education offices. These protocols will be proactively communicated to all students and staff.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Collaboration and Site-Based Planning

The collaborative spirit at our school ensures that our Instructional Continuity Plan (ICP) and School Comprehensive Safety Plan are living documents, shaped by the diverse perspectives of our entire educational community.

Administrators actively champion the development and review processes for both plans. They initiate discussions, provide resources, and ensure that feedback is thoughtfully integrated. Staff members, including teachers, counselors, and support personnel, contribute their invaluable frontline experiences through surveys, focused meetings, and professional development sessions, directly influencing the practical elements of the plans.

Parents and family members play a vital role as essential partners. Their insights into students' needs and home environments are gathered through surveys, school events, parent-teacher conferences, and dedicated meetings, ensuring a holistic approach to both instructional continuity and safety.

Our students' voices are also crucial in this collaborative endeavor. Meaningful feedback is solicited through age-appropriate surveys, student forums, and representative participation in school events, providing a unique and important perspective on safety and learning continuity.

The School Site Council serves as a cornerstone of the annual review process for both the ICP and the School Comprehensive Safety Plan. This body, comprised of administrators, teachers, staff, parents, and students, reviews the plans, analyzes feedback gathered throughout the year, and provides critical input for revisions and improvements, ensuring that our safety and instructional strategies remain responsive and effective. This ongoing cycle of collaborative development and review ensures that our plans reflect the collective wisdom and shared commitment of our entire school community.

Plan Review and Updates

Our Instructional Continuity Plan (ICP) is a living document designed to adapt to the evolving needs of our school community. To maintain its effectiveness, we conduct an annual review and update process.

The Altus Schools Executive Safety Team is central to this process. Each year, they examine the ICP, ensuring its alignment with current best practices and any changes in our school environment or local context. This comprehensive review includes:

- Data Analysis: The Executive Safety Team (EST) analyzes year-long data, including feedback from surveys, meetings, and training involving administrators, staff, parents, and students. The EST contributes critical insights related to safety protocols and potential risks, allowing us to pinpoint the plan's strengths and areas needing improvement.

- Stakeholder Input: We actively seek and value input from all stakeholders through surveys, focus groups, and school events. The EST thoroughly addresses all safety-related concerns raised during this engagement process and integrates guidance from the School Site Council's review of the Comprehensive School Safety Plan and Instructional Continuity Plan.

- Plan Evaluation: The EST assesses the ICP's effectiveness in addressing potential disruptions to instruction, such as natural disasters, emergencies, and other unforeseen events. The EST lends its expertise to evaluate the clarity of safety procedures, the adequacy of resources, and the practicality of implementation.

Based on this thorough analysis, the Executive Safety Team recommends necessary revisions to the ICP.

The updated ICP then undergoes the following steps:

- Documentation and Communication: All revisions are clearly recorded within the ICP and shared with key educational partners.

- Implementation: The updated ICP is put into practice school-wide, with any required training or professional development provided to staff. The Executive Safety Team actively supports the implementation of all safety-related components.

This annual cycle of review and updates, driven by the active involvement of the Executive Safety Team, guarantees that our ICP remains a relevant and effective instrument for ensuring instructional continuity, demonstrating our unwavering commitment to the safety and academic success of every student.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Comprehensive Safety Plan

Altus SCHOOLS SOUTHERN CALIFORNIA

SY 2025-2026

ALTUS SCHOOLS

COACHELLA VALLEY

Quick Glance Reference

NOTIFICATION SYSTEM

FIRE Notification Method is – Series of short beeps followed by verbal instructions

EARTHQUAKE DRILL Notification Method is – Continuous long beep followed by verbal instructions

LOCKDOWN Notification Method is – Lights being turned off, followed by verbal instructions

SHELTER-IN-PLACE Notification Method is – 3 short beeps, 3 long beeps followed by verbal instructions

ALL-CLEAR Notification Method is – Series of long beeps followed by verbal instructions

(NOTIFICATION SYSTEMS VARY AT EACH LOCATION. MINIMUM REQUIREMENTS COVER FIRE, EARTHQUAKE, LOCKDOWN, SHELTER-IN-PLACE, AND ALL-CLEAR TO RETURN)

INCIDENT COMMAND TEAM PERSONNEL – MAJOR ASSIGNMENTS ONLY

Primary	Position	Alternate
School Coordinator	**Incident Commander**	Director of Operations & Technology
Director of Operations & Technology	**Operations Chief**	Finance Administrator
Chief Financial Officer	**Planning & Intelligence Chief**	Data and Assessment Coordinator
Chief Financial Officer	**Logistics Chief**	Data and Assessment Coordinator
Finance Administrator	**Finance & Administration Chief**	Chief Financial Officer

(SUBORDINATE ASSIGNMENTS CAN BE FOUND ON PAGE 130)

TABLE OF CONTENTS

SECTION ONE

Executive Summary....4
Facility Information and Street/Aerial Maps....5
Hazard Assessment Summary....7
Assessment of School Crime....8
Response Guidelines for Dangerous, Violent or Unlawful Activities....9
Emergency Notification Information....10
Emergency Resource Information....12
Emergency Disaster Kit....12
Crisis Response Boxes....13
Emergency Quick Reference Guide....14
Emergency Operations Overview....14
Incident Command Team Overview....16

SECTION TWO

Emergency/Evacuation Procedures....18
Shelter-In-Place Procedure....26
Lockdown Procedure....27
Parent Notification & Reunification Procedure....34
Earthquake Procedure....35
Fire Procedure....36
Emergency Responses....40
Active Shooter and Other Armed Assailants....81

SECTION THREE

Suspension and Expulsion Policy and Procedures....93
Child Abuse Reporting Procedures....116
Notification to Staff of Dangerous Students....119
Anti-Discrimination and Harassment Policy....120
Schoolwide Dress Code....121
Loitering Law Compliance....122
Going To and From School Safely....124
Safe Ingress and Egress Procedures....126
Ensuring a Safe and Orderly Environment....127
Discipline Procedures....128

SECTION FOUR

Emergency Roles, Responsibilities and Duties....129
ASCV Instructional Continuity Plan....172

SECTION ONE
Executive Summary

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any location.

An "Incident Commander" (and alternate) is assigned to be the point of contact for this plan. During emergencies, the Incident Commander is the point of coordination for all operations. An Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Incident Commander and the Incident Command Team are assigned to maintain and implement their Emergency Plan. The Safety Coordinator will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, the Safety Coordinator will review this emergency plan on an annual basis to determine if the Emergency Plan Template is compliant with Federal, State, and local laws.

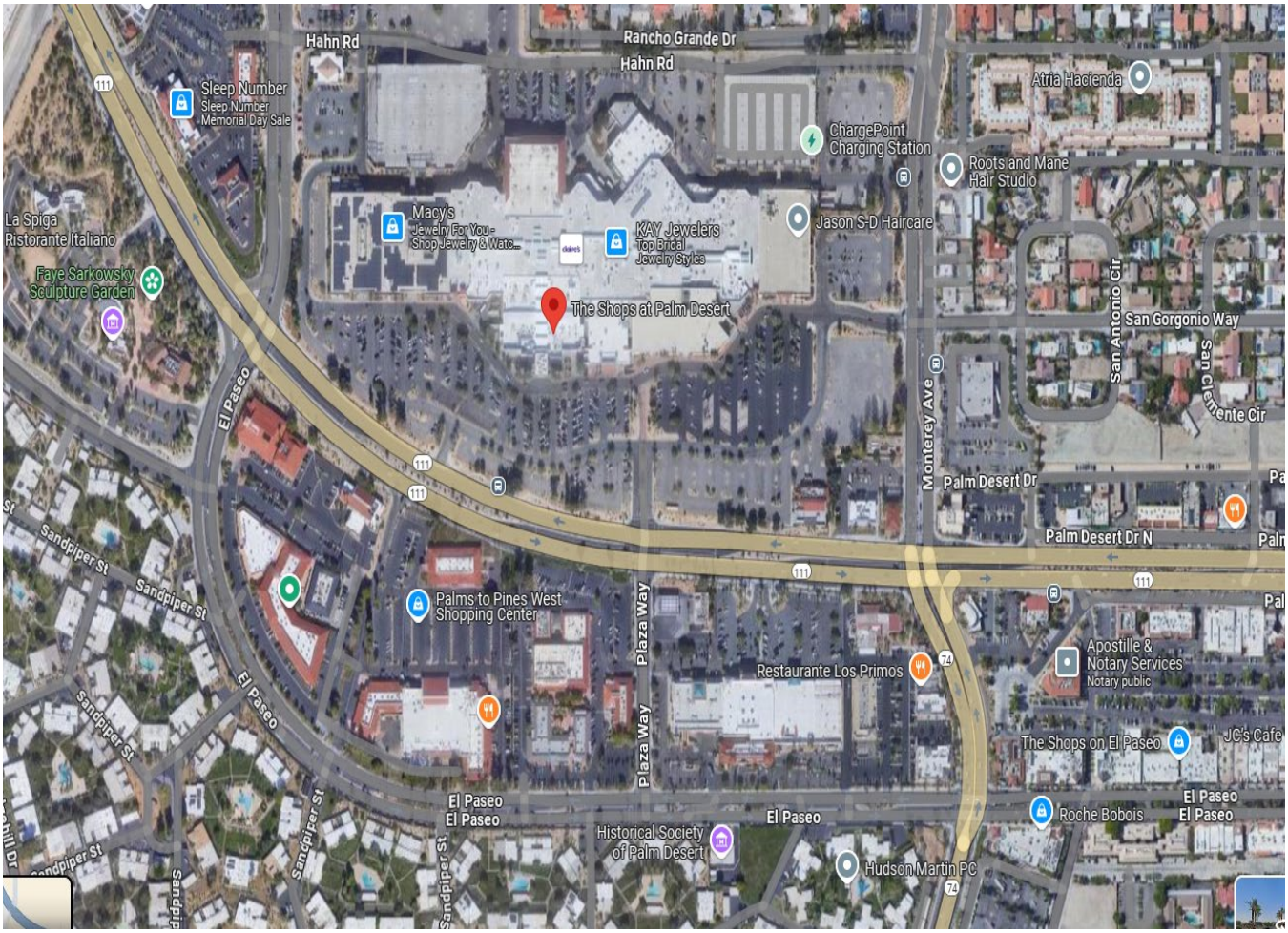
The Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this resource center. The Incident Commander, coordinating with the Safety Coordinator, will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

This format allows staff to understand basic roles and responsibilities regardless of where in the school they may be working.

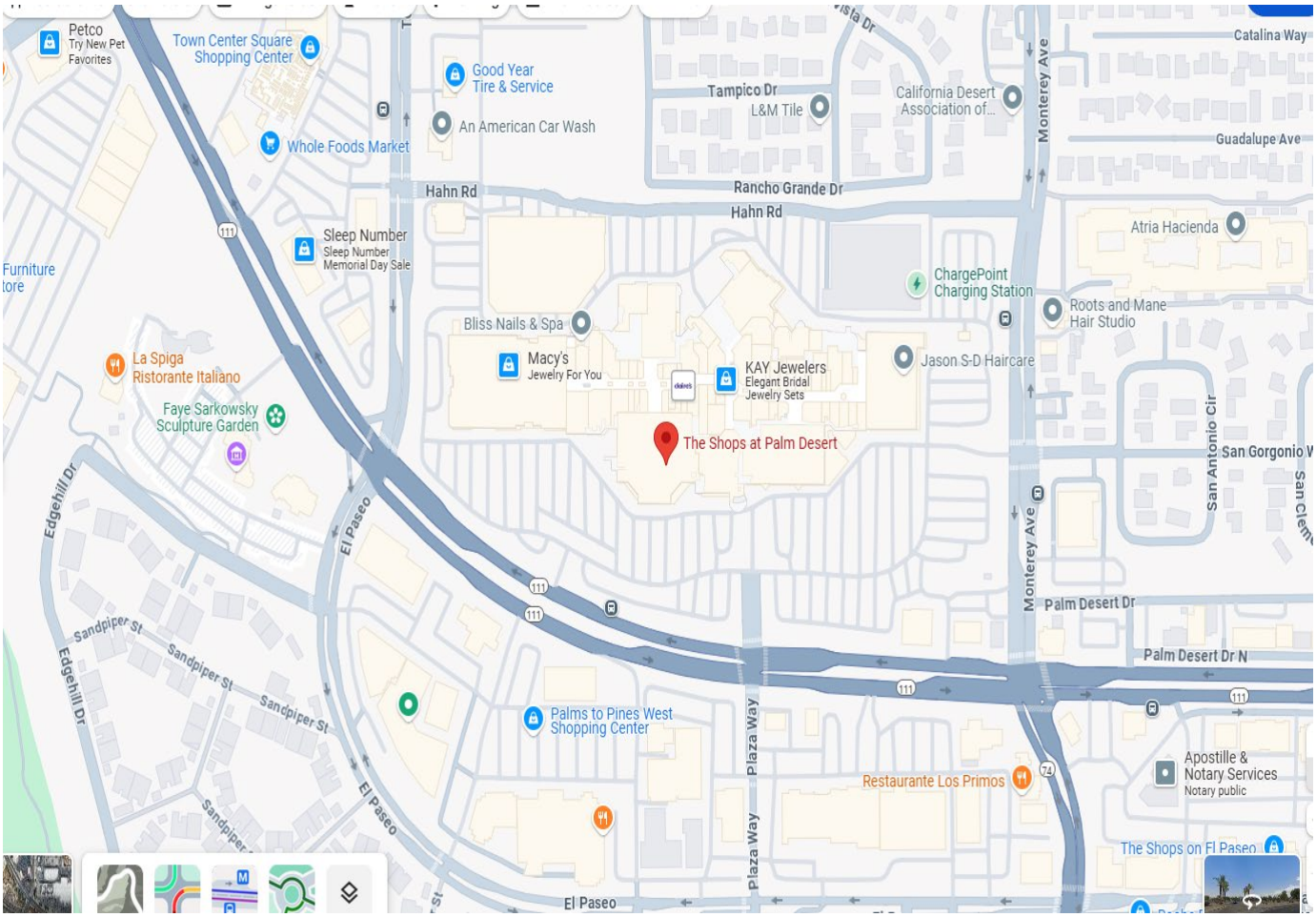
It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another's life.

ALTUS SCHOOLS COACHELLA VALLEY
Facility Information and Aerial Map

Location	Altus Schools Coachella Valley Resource Center
Address	72840 Highway 111, Suites 167/E167/E169, Palm Desert, CA 92260
Public Phone Number	858-249-7000
Fax Number	760-947-7135



Altus Schools Coachella Valley RC



Hazard Assessment Summary

Information will be included here on any incidents that may occur during the previous school years.

Assessment of School Crime

In assessing the crime rate for the last two school years at Altus Schools Coachella Valley, the crime data indicates that there have been no incidents in the last two years. Our Altus Schools Coachella Valley staff will continue to monitor student behavior to ensure a safe and supportive environment. Both students and parents continue to rate the school high for providing a safe environment in their annual surveys.

	23-24yr	Rate	24-25yr	Rate	% Change
PROPERTY CRIME					
Arson	0	0.00	0	0.00	0.00
Burglary	0	0.00	0	0.00	0.00
Graffiti	0	0.00	0	0.00	0.00
Theft	0	0.00	0	0.00	0.00
Vandalism	0	0.00	0	0.00	0.00
Total	**0**				
DRUGS & ALCOHOL					
Use of Alcohol/Drugs	0	0.00	0	0.00	0.00
Possession of Alcohol	0	0.00	0	0.00	0.00
Possession of Drugs	0	0.00	0	0.00	0.00
Sale of Furnishing of Alcohol/Drugs	0	0.00	0	0.00	0.00
Total	**0**		**0**		
CRIMES AGAINST PERSONS					
Assault with Deadly Weapon	0	0.00	0	0.00	0.00
Battery	0	0.00	0	0.00	0.00
Homicide	0	0.00	0	0.00	0.00
Robbery/Extortion	0	0.00	0	0.00	0.00
Sex Offense	0	0.00	0	0.00	0.00
Total			**0**		
OTHER OFFENSES					
Bomb Threat	0	0.00	0	0.00	0.00
Destructive/Explosives	0	0.00	0	0.00	0.00
Loitering/Trespassing	0	0.00	0	0.00	0.00
Possession of Weapon(s)	0	0.00	0	0.00	0.00
Total	**0**		**0**		
ENROLLMENT 23-24yr	**118**	**24-25yr**	**138**		

The data represented is the total number of reported incidents within each crime category and as rates per 100 students enrolled. It is important to note that comparisons (% Change) are calculated from incident rates and not total numbers, because the rates reflect changes in student enrollment from year to year. Crimes involving Arson, Graffiti, and Vandalism must exceed $100 per incident, theft $50, and Burglary has no dollar limit. Any rate change to or from zero is represented as a 100% change. Caution should be used when drawing conclusions from individual rate changes. Improved reporting practices may have resulted in increases in crime rates which may not represent actual increases in crime.

RESPONSE GUIDELINES FOR DANGEROUS, VIOLENT OR UNLAWFUL ACTIVITIES

Altus Schools Coachella Valley adheres to the following Law Enforcement Notification Matrix in assessing and responding to dangerous and unlawful activity.

CALL 911	**CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)**	**Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)**
• Bomb threat/Suspicious package • Firearm on complex • Explosive on complex • Fire • Immediate risk of harm to student(s) and/or staff' • Intruder on complex • Medical emergency • Possible abduction	• Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) ○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) ○ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) ○ Any action that creates a **reasonable suspicion** that the student is preparing to commit a homicidal act related to school or a school activity	• Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapon (EC48902) ○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.

Emergency Notification Information

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The School Coordinator will serve as the primary notification point for emergencies at this resource center. The primary or alternate Incident Commander will notify the Safety Ambassadors. Once notified, they will begin contacting public safety officers to assist the Incident Commander, pursuant to their policies and procedures.

The very next action to occur is the need to alert or warn resource center staff. Methods for notifying staff include: Telephone – Landline and/or cellular, resource center radio, Runners – staff and/or students, Siren System – Siren and/or bell depending upon resource center, Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this resource center. Additional information is found in the School Emergency Procedure.

The Safety Coordinator will conduct an initial assessment based on available information and will advise the Incident Commander and the Superintendent of the recommended actions to be taken. However, if the emergency requires immediate action, the Safety Coordinator will initiate the appropriate warnings and notifications to public safety responders without delay.

As services are being dispatched to assist, the Incident Commander will begin to gather and direct resource center resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

ALWAYS USE A HARD-WIRED PHONE IN AN EMERGENCY

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Palm Desert Police	911	760-836-1600
Palm Desert Fire	911	760-863-8886
SoCAL Edison	800-611-1911	800-655-4555
Coachella Valley Water	911	760-398-2651

INTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Life or Limb Threatening	911	
Primary Contact: School Coordinator	619-957-8779	858-214-2511
Coachella Valley Safety Coordinator	619-757-0028	858-678-2045
Facilities Emergency Maintenance	619-757-0028	858-678-2045 Sorrento Mesa RC
Communications Team	858-678-4811	858-678-4811

Emergency Resource Information

Emergency Disaster Kit

This resource center maintains **one** kit. The kit(s) are located: **Janitorial Closet**

The Emergency Disaster Kit stores necessary resources for a resource center incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the resource center to a Public Safety Incident Command Post. Resource Center personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- Handheld Air Horns – recommend a minimum of five (Incident Commander & Chiefs)
- Bull Horn – recommend a minimum of one
- Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie-talkies)
- Flashlights – recommend one per Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately)
- Walkie-Talkies – recommend a minimum of five (Incident Commander & Chiefs)
- Duct Tape – recommend a minimum of two rolls used for marking blank vests.
- Rosters - recommend a minimum of one set per room sorted by alphabet
- Steno Pads (5x7) – recommend one per Incident Command Team member (17)
- Pencils & Pens - recommend one each per Incident Command Team member (34)
- Copies of Forms
- Chalk - recommend twenty-five sticks, red in color
- 3x5 Cards – recommend one hundred
- Department or Resource Center Placards
- First Aid & Medical Team Supplies
- Search and Rescue Team Supplies
- Vests for Key Personnel – recommend a total of 17 for Incident Command Team members (Search & Rescue Team and First Aid & Medical Team requirements listed separately in Section Four)

All Emergency Disaster Kits and their contents are the responsibility of the Incident Commander. The Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the resource center. The responsibility to delegate the transport the Emergency Disaster Kit to an activated Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Crisis Response Boxes

This resource center maintains **1** Crisis Response Box.

The Crisis Response Boxes are located: Janitorial Closet and each Support Team Member

The Crisis Response Boxes are file folder- type boxes. The boxes are clearly labeled and contain vital information needed by the Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established. The following information is stored inside each box:

- Current copy of the Emergency Plan which should include resource center evacuation procedures, including staging locations. Also included should be an aerial photo including all **new** structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, resource center numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.
- Current map of resource center layout. Map must show **all** buildings, resource center numbers, and evacuation routes.
- Most current blueprint (architectural drawings).
- Current roster of students and staff assigned to the resource center, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- A list of the resource center's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- If available, current student photos on CD-ROM or most recent year book.
- Telephone numbers listed in numerical order for each resource center/building.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Incident Commander. The Incident Commander will work with Safety Coordinator on conducting an inspection during October of each year. The responsibility to inspect and replace information belongs to the resource center.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Emergency Quick Reference Guide

This document, often referred to as the "Emergency Quick Reference Guide" is a red, white, and blue quick flip-type reference chart that provides basic guidelines for emergencies. The information in this guide is drawn directly from the School's Emergency Procedures. Each resource center has been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All staff should familiarize themselves with the content annually. Replacement copies are available through the Operations Department.

Emergency Operations Overview

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The emergency procedures within this Plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "…all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain in the resource center to carry out assigned responsibilities. Resource Center staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the "Evacuation Area"), where the students will be reassigned to another teacher. The teachers will then carry out their assigned Incident Command Team responsibilities.

Plan Maintenance

The Incident Commander is responsible for the maintenance of this plan. The Emergency Plan is Criterion 2 of California's mandated Comprehensive Safe Schools Plan. The School Safety Coordinator is responsible for annual plan review. Appropriate changes or modifications shall be

forwarded by the Incident Commander to the Safety Coordinator for approval prior to any distribution. The Emergency Plan will be maintained on a secured intranet with “read only” access to the Incident Command Team and revision access to the Incident Commander and the Safety Coordinator.

Training & Exercises

Training is a key component to ensure successful emergency operations. The adage “people will do what they have been trained to do” is consistently proven in actual emergencies. Exercises allow “people” to practice what they have been trained to do and improve their skills for an actual emergency.

The Incident Commander will coordinate annual trainings for all staff on the basic emergency procedures of this plan. All new staff assigned to the resource center will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent reunification locations, and the location of related resources. Members of the Incident Command Team will receive additional training specific to their duties every year by the Incident Commander and School Safety Coordinator.

The Incident Commander will coordinate annual exercises for all staff as outlined in the School Emergency Procedures.

Incident Command Team Overview

According to ICS, the size of the organization (i.e., number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one "position". (Example: in a small incident the School Coordinator oftentimes serves as the Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Incident Commanders have been encouraged to "cluster" certain same-section positions, if the workload allows. The Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning & Intelligence Chief could assume the Documentation and Situation Analysis duties.

Incident Command Team Assignments

Key staff will be pre-assigned to the Incident Command Team and have specific duties during emergencies. These duties include:

- **Incident Commander** – responsible for overseeing the resource center emergency operations. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties
    - **Safety Officer** - ensures that all activities are conducted in as safe a manner as possible
    - **Public Information Officer** – acts as official spokesperson for the resource center in an emergency situation, until the School's Communications Officer is available
    - **Liaison Officer** – serves as the point-of-contact for agencies outside of the School's organization.
- **Operations Chief** – manages direct response to the resource center emergency
    - **Facility Check & Security** – controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Incident Commander
    - **Search & Rescue Leader and Team** – checks resource center for damage, rescues victims, and reports resource center conditions
    - **First Aid & Medical Leader and Team** – provides medical response including CISM (Critical Incident Stress Management)
    - **Student/Parent Reunification**
        - **Assembly Area** – ensures the care and safety of all students in resource center (except those in the Medical Treatment Area)

        - **Request Gate** – processes requests by parents or authorized adults for release of students
        - **Release Gate** – releases student to parent or authorized adult

- **Planning & Intelligence Chief** – in charge of collection, evaluation and documentation of information about the incident
    - **Documentation** – collects, evaluates, and documents event
    - **Situation Analysis** – assesses the overall incident
- **Logistics Chief** – provides facilities, services, personnel, equipment and materials to support response – includes food and transportation services
    - **Supplies, Facilities, & Staffing** – provides supplies, equipment and staffing to support response
- **Finance & Administration Chief** – tracks purchases, staff hours, costs, and student accountability

In the event of an emergency, a Command Post will be established by the Incident Commander. Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Incident Command Team will report to the Incident Commander at the Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The Emergency Operations Center (EOC) located at the Sorrento Mesa Resource Center may be activated to support resource center emergency operations. In the event that the EOC is activated, the Incident Commander will establish communications and coordinate closely with the EOC.

It's important that the Incident Command Team refer to both the Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

SECTION TWO
Emergency Procedures

Evacuation Procedure

Notification
The Incident Commander is responsible for notifying the Incident Command Team when an evacuation is necessary. The Safety Ambassador, in coordination with the Incident Commander, is responsible for activating the evacuation notification procedures for resource center-level personnel. Additional information pertaining to resource center evacuations can be found in Emergency Procedures.

The signal for evacuation is:
short interrupted blast.

If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by telephone, radio or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings
The Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each resource center and department has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation area. All staff will be trained to conduct rapid visual and verbal "sweeps" of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Communications

The Altus Schools Coachella Valley Communications Plan is designed to supplement urgent or emergency e-mail communications to faculty and staff.

Emergency RC Call to Central

RC contact Central or Able

Remember 6 Key points –

- **RC** — **Identify your resource center**
- **Number** — **Approximate number of participants**
- **Code** — **Red (Life-threatening) 911**
  Orange (Serious)
  Yellow (Potential – advisement)
- **Description** — **Briefly describe incident**
- **Location** — **In resource center, outside front/back door, alley**
- **Listen** — **Answer central's questions succinctly**

Sample Emergency Call

Resource Center	This is a code Orange. There are approximately six male students assembled on the South side of Monterey Street., across the resource center. They are shouting and threatening one of our students who is here in the resource center. Our student is belligerent and wants to go out and face them. I have five other students with the resource center associate and me. We have locked the doors and directed students to move to the back of the resource center away from the window.
Central	I am dispatching the police immediately. Have your RCA with the other students. Be sure none of them leave or open the door. Stay with your student and try to calm him. Do not go out to confront the group. Assistance should be there shortly. Keep us posted of any change.

Resource Center

- Remember, speak calmly and slowly.
- Tend to the business at hand and keep Central informed. STAY CALM.
- If the problem is resolved. Call Central back immediately. Remember someone is streaking across the city to get to you. Call in and say, **"Situation secured". This officially closes down the incident. Central logs the time.**

ParentSquare System

In the event of an emergency the Board President or designee may activate the school-wide ParentSquare. ParentSquare allows Altus Schools Coachella Valley administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff. ParentSquare allows Altus Schools Coachella Valley to establish a reliable channel for communicating and sharing information effectively and efficiently. In time-sensitive situations, parents and guardians will receive information and details directly from the school. Not just for emergencies, ParentSquare is beneficial in sending out routine school messages, such as attendance reports, and event and meeting reminders.

Our first responsibility is to the health and safety of our students.

- Do not aggressively confront any individual or group.
- We want no heroes – just mature, reasonable individuals who take control of a situation and manage it.
- Do not place yourself, or others, in an unnecessarily dangerous situation. Your backups are not far away.



1. Receive Communication

Be sure caller identifies RC. Confirm that you read the transmission and acknowledge the RC name. If necessary, calm the caller. Set the tone by using a confident and firm tone of voice.

If necessary, lead the caller through the 6 elements/key points of an Altus Schools Coachella Valley emergency call. **Resource Center, Number, Code, Description, Location, Listen.** It is preferable that you speak directly to the teacher whenever possible.

2. Ascertain the level of emergency and degree of danger

Prescribe action. If there is a close judgment call--- err on the side of caution.

Code Red: Optional Action

The teacher contacts 911 immediately.
Tell the teacher you will contact 911.
Tell RC staff to deal with emergency until help arrives. Give them some specific tasks.
Tell teacher you will call in report and will get right back to him/her. Talk staff through emergency if necessary. Ask if they have locked down the RC, drawn the blinds, etc.
After you place call for help, coordinate with other central managers to see who is closest to the RC and can arrive in the shortest amount of time.
Contact the Altus Schools Coachella Valley School Coordinator to alert them to the emergency.

3. Assist in the implementation of the action plan worked out with the RC.

Be conscious that the School must protect the anonymity and privacy of each student. No staff should discuss the incident with the press. Refer them to a manager.

4. Log call.

Note approximate start and end time of incident. A brief narrative describing the incident is due to the Sorrento Mesa RC before the end of the day. This report could become part of a court case, so immediate transcription is advisable to assure more accurate recall. The report may become a part of the body of information needed for further investigation.

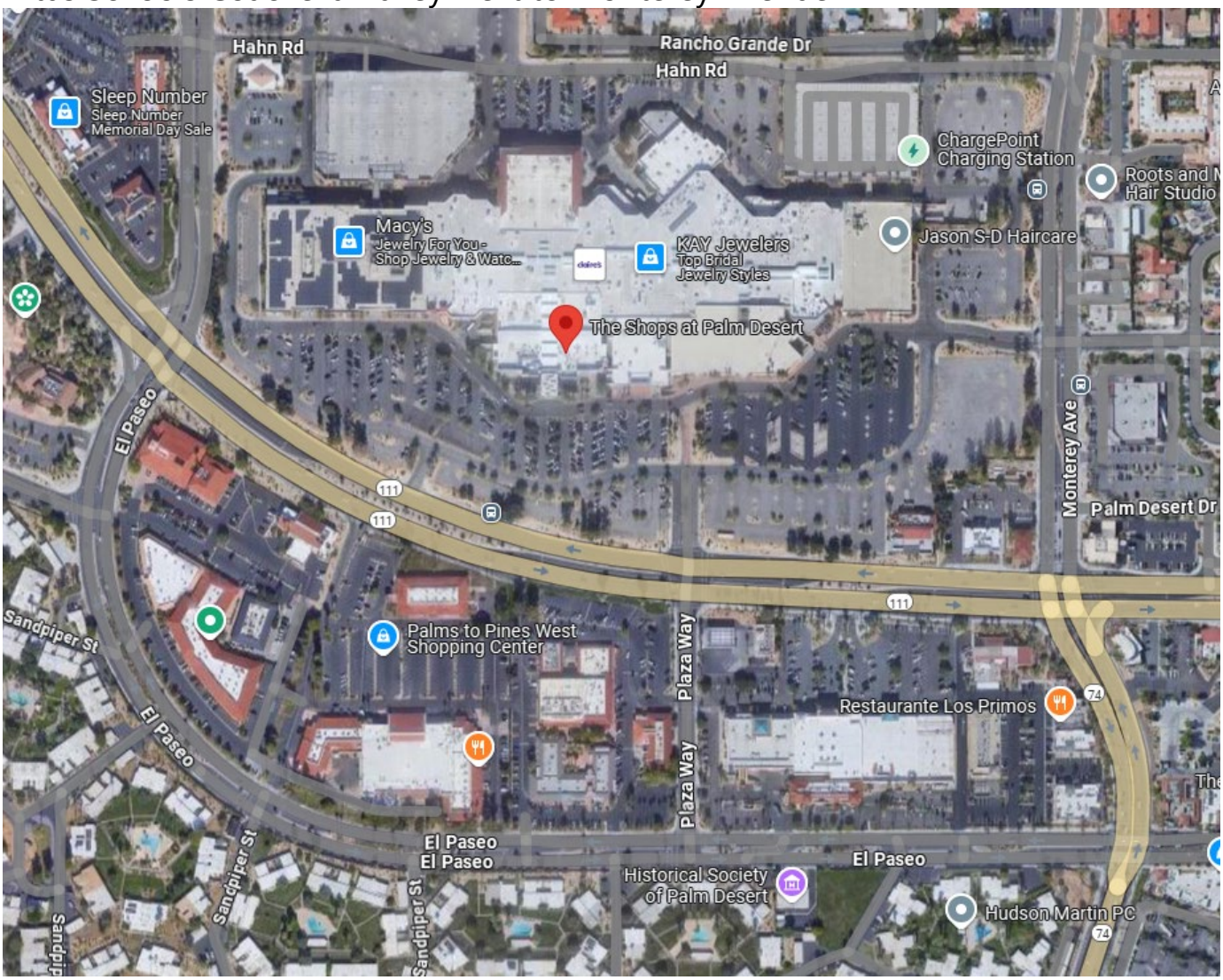
EVACUATION PLAN
FOR

ALTUS SCHOOLS COACHELLA VALLEY

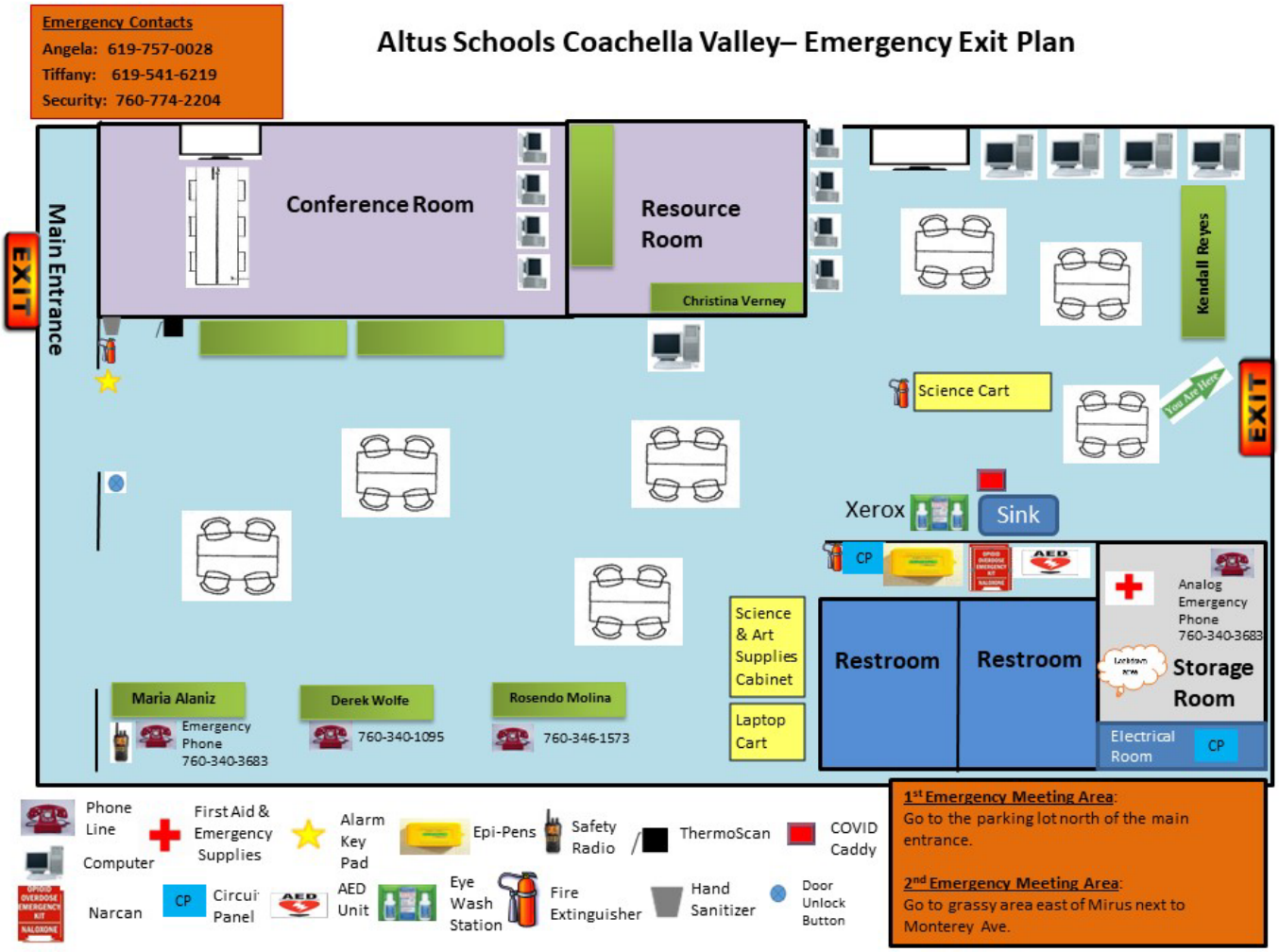
Evacuation Locations

In the event that the situation requires a further distance be placed between individuals and the facility, the School Coordinator or designee will direct individuals to proceed to the designated meeting area.

AS Coachella Valley: 72840 Highway 111, Suites 167/E167/E169, Palm Desert, CA 92260
Cross Street: Plaza Way
Meeting Area: Parking Lot North of the Main Entrance to Grassy Area East of Altus Schools Coachella Valley Next to Monterey Avenue



Altus Schools Coachella Valley Plan



Persons with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. Each Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time. Proper signage for this area is "Area of Rescue Assistance." Evacuation maps will articulate this information.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this resource center:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Return to Facility/Resource Center

The Incident Commander, in consultation with the Public Safety Incident Commander, if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Incident Commander must request approval from the Superintendent. The Safety Coordinator should be advised of this information.

The notification for a safe return to facilities located at this RC is:
Communication via Emergency Radio and/or Cell Phone

Shelter-In-Place Procedure

Shelter-In-Place generally occurs when evacuating the resource center is more dangerous than taking shelter inside a building. This generally occurs during natural disasters, severe weather conditions, or health hazards. The following procedure applies to this resource center. Additional information pertaining to Shelter-in-Place is available in Emergency Procedures.

Notification

The Incident Commander is responsible to notify the Incident Command Team when a Shelter-In-Place is necessary. The Safety Coordinator, in coordination with the Incident Commander is responsible for activating the Shelter-In-Place notification procedures for resource center-level personnel.

The signal for Shelter-In-Place is: 3 short beeps, 3 long beeps followed by Verbal Instructions

If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

Activation & Deactivation

Quickly direct students and staff inside to the nearest room; do a verbal and visual sweep as you get everyone inside. Shut all doors and windows leading into the room, including interior doors. Doors may be opened for late arrivals if the exterior environment is safe. Take student attendance and report missing or extra students to the Sorrento Mesa RC by radio, telephone or e-mail. For environmental emergencies, immediately shut off the air conditioning/heating system, try to seal air vents and gaps under doors and around windows. Monitor your local radio, T.V. or e-mail for updates. Remain in Shelter-in-Place until the "All Clear" signal is sounded.

Return to Facility/Resource Center

The Incident Commander, in consultation with the Public Safety Incident Commander, if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Incident Commander must request approval from the Superintendent. The Safety Coordinator should be advised of this information.

The notification for a safe return to facilities located at this resource center is: Communication via Emergency Radio and/or Cell phone

Emergency Lockdown Procedures

If an emergency situation near the resource center endangers student or staff safety,

Lockdown the Resource Center/Building.

FIRST: Follow the lockdown procedures below and notify an Executive Safety Committee Member immediately.

Executive Safety Committee	Contact Number
School Coordinator	858-214-2511
School Nurse	858-678-2020
Director, Operations & Technology	858-678-2042

During a lockdown, several security measures will take place:

1. A teacher or designee will declare **"this is a lockdown"** alerting staff and students in a calm manner.
2. All students and staff remain in their resource centers.
3. All resource center doors and windows are to be closed and locked.
4. All window blinds should be drawn or closed.
5. A staff member will activate "STAY" function on ADT/Everon Security Alarm Panel.
6. Safety Lead or designee in resource center will call/email Executive Safety Committee.
7. A staff member will take a head count of ALL persons in resource center/building
8. A staff member will use the attached Sign In sheet for ALL persons on location.
9. All lights should be turned off (as needed)
10. A member of the Executive Safety Committee will communicate and work directly with the Resource Center Safety Ambassador and/or designee. **ONE TO ONE COMMUNICATION. NOT EVERYONE NEEDS TO CALL.**
11. No one is permitted to leave and no one, including a parent, is allowed in the resource center.
12. Students and staff will remain quiet and calm.

13. All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors as needed.
14. First aid will be rendered by staff as necessary.
15. Resource Center staff should not make statements to the media.

Only a member of the Executive Safety Committee may lift a lockdown.

Persons who may activate a resource center lockdown:

- Any member of the resource center staff or community safety support (Police, Fire, Mall Management etc.) may declare a lockdown.

Conditions in which to activate a school-wide or resource center- specific lockdown may include, but not limited to:

- Authorities inform the school or resource center of a dangerous situation in close proximity to the facility.
- The immediate pursuit of a dangerous suspect.
- The execution of a high-risk search or arrest warrant.
- A large-scale enforcement operation involving potentially dangerous suspects.
- Someone with a weapon is en route to a resource center.
- Gunshots are heard nearby.
- An act of terrorism.

BEST PRACTICE: enroll your work email on local media news alerts for your area

Should a lockdown occur, parents should be aware of the following:

- Remain calm as resource center and local authorities manage the situation.
- If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. Resource Center staff will attempt to notify parents by phone.
- Parents may be required to pick up children from the resource center or another designated staging area, once it is determined to be safe to do so.
- Parents will be required to present identification.
- The reunification location will be given to parents over the phone, if possible.
- Students and parents are reminded that during an emergency situation, cellular sites may be overwhelmed due to a high volume of calls. It is critical that text messaging

and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff on the resource center.

Following Lockdown:

- The Safety Ambassador for the resource center will fill out and submit to the School Coordinator within 24 hours:
  - Lockdown Incident Report Form
  - Emergency Sign-In Report
  - Emergency Student Sign Out Report
- The Safety Committee will convene within 72 hours to debrief
- The Safety Coordinator will keep a record of all occurrences.

Lockdown Incident Report

Resource Center/Building:	**Duration of Lockdown:** **Beginning time:** **End Time:**
Date of Incident:	**Report Prepared by:**
Name of Executive Safety Lead Notified:	

1. Type of Incident/Brief Explanation:

2. Who declared the lockdown?

3. How did you hear about the need for a lockdown?

4. Were there any First Aid or Health matters during the lockdown? If so, please explain.

5. Is there a need for follow up to any students/parents?

6. Did you have enough communication, Information, and resources during your lockdown?

7. Are there any recommendations:

***Attach this report to the Sign in Sheets and the Sign Out report.**
Return entire Lockdown packet to Angela Neri within 24 hours.

Signature: _____ **Date: _____**

Date Report Received: **_____**

EMERGENCY LOCKDOWN SIGN IN SHEET

(ALL persons in resource center/building sign in)

When the Safety Team lifts the lockdown, please use the attached Emergency Release Record to sign students out.

Date/Time of lockdown:	**Resource Center/Building:**	**Name of Safety Lead Notified:**

Use the sign in sheet below for **ALL** persons in the lock down area.

NO ONE is to leave OR enter the resource center/building.

	Last Name	**First Name**	**Position/Role**	**Signature**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

EMERGENCY RELEASE SIGN OUT RECORD PAGE 1 of __

Date:	Time of lockdown:	Safety Lead lifted lockdown:
Resource Center/Building:	Time lockdown lifted:	Location of students at Lift:

PLEASE PRINT

1.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

2.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

3.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

4.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD **PAGE 2 of __**

5.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

6.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

7.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

8.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

9.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

Parent Notification & Reunification Procedure

Following a lockdown, shelter-in-place, or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following resource center procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification

In the event the School Coordinator determines students are to be released from the resource center, a collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the school student database.

Reunification

Reunification will generally occur from the location pre-identified as the evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Incident Command Team members will use resource center attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification at this resource center belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Earthquake Procedures

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this RC.

Notification

Give the command to "Drop, Cover, and Hold" at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your evacuation procedures after confirming the path and destination are safe.

Do not return to the inside of any building until emergency personnel has checked the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.
Advise the School Coordinator of the situation. Contact the Director of Operations and Technology at (619) 778-3491.
Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

Fire Procedures

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this RC.

Notification

Notify your School Coordinator. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department ("9-1-1") or notify Director of Operations and Technology by calling 619-778-3491. The Director of Operations and Technology will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify the Director of Operations and Technology of injuries.

Activate specific components of your emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the assembly area until the situation is under control.

Have some staff standing by the entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the RC or arrange for an early dismissal.

Fire/Earthquake Evacuation Drill Report

_____

School/Resource Center

Date of Training/Drill	Time of Training/Drill	Duration (in minutes)	Number of Students Participating

**Please conduct the drill at least three times on different days and/or times so as many students as possible can participate.*

1. Names of staff members participating in drill:

2. If there were others present during the drill, please list their names and reasons for being at the site (volunteer, guest speakers, parent, etc.):

3. Location of Evacuation/Assembly Area:

4. What worked particularly well during the training and drill?

5. How could the training/drill be improved to make it more effective?

6. Any other suggestions?

7. Have Safety Supplies been reviewed?

❑ *See attached for needed items*

❑ *Reviewed and NO items are needed at this time*

Report prepared by: _____

Signature: _____ *Date:* _____

Safety Supplies

The following checklist will help you identify the items that you will review each time you perform a drill. If your kit needs replenishment, please identify the item(s) below.

First Aid Kit

- ❑ Twenty Gauze pads, non-sterile (3 x 3 or 4 x 4)
- ❑ Four Roller Gauze, 4" wide, to secure gauze pads over wounds
- ❑ Two Adhesive tape, 1" wide, to secure gauze pads or bandages over wound
- ❑ Fifty Band-Aids, Regular size, 1" x 3", to cover minor wounds
- ❑ Twenty Band-Aids, small, to cover minor wounds (finger)
- ❑ Ten Band-Aids, large, to cover large wounds
- ❑ Five Pairs Latex-free gloves, Medium
- ❑ Two Cold compress
- ❑ Twenty Cotton Tip Applicators
- ❑ Two Triangular Bandage
- ❑ Four Thermometers-disposable
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Blood Bourne Pathogen Kit (BBP Kit)

- ❑ Wastebasket for supplies storage
- ❑ Marked spray bottle to create disinfectant solution
- ❑ Dishwashing Soap
- ❑ Sponge
- ❑ Gloves
- ❑ Zip lock baggies
- ❑ Roll of paper towels
- ❑ Brush and dustpan
- ❑ Wastebasket size plastic liners
- ❑ Kitty litter
- ❑ Disposable plastic aprons
- ❑ Written instructions for the use of the BBP kit and materials
- ❑ 1 pair Goggles
- ❑ 2 pairs Shoe Covers

Backpack Survival Kit

- ❑ Emergency Preparedness Binder (contains
- ❑ Safety Plan and other documents) Transistor AM/FM radio
- ❑ Wired Phone
- ❑ Safety glow sticks - 2
- ❑ Candles - 2
- ❑ Emergency Blanket
- ❑ Waterproof Matches
- ❑ Whistle (located on the end of the “Life Gear” glow stick)
- ❑ Flashlights
- ❑ Duct Tape
- ❑ Pad of Paper Marker

Field Trip First Aid Kit

- ❑ Ten Sterile gauze pads, 2"x2"
- ❑ Two Gauze roller, 4"
- ❑ Four Gauze roller, 2"
- ❑ Fifteen Band-Aids, Regular size, 1"x3"
- ❑ Five Band-Aids, large
- ❑ Two Triangular bandages
- ❑ One Adhesive tape, 1"
- ❑ One Hand sanitizer, 2oz bottle
- ❑ One First Aid Antiseptic, 2oz bottle
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Science Cart First Aid Kit

- ❑ One Absorbent Compress
- ❑ Ten Antibiotic Cream
- ❑ Ten Antiseptic Towelettes
- ❑ Ten Burn Cream
- ❑ Five Fabric fingertip bandages
- ❑ Four Fabric Knuckle Bandages
- ❑ One First Aid Tape
- ❑ One Forceps 4"
- ❑ Four Gauze pads 3x3
- ❑ One Gauze roll, 2" x 6 yd
- ❑ One Instant Ice Pack 5x7"
- ❑ 2 large Nitrile Gloves
- ❑ Sixteen Plastic Bandages 1x3"
- ❑ One Scissors 4"
- ❑ One Sting Wipes 1 x2"
- ❑ One Triangular Bandage 40x40x56"
- ❑ First Aid Facts Guide

COVID Caddy

- ❑ One Disinfectant wipe
- ❑ Two Disinfectant sprays
- ❑ Paper towels
- ❑ One box of Masks
- ❑ One box of Gloves
- ❑ One Thermometer with Batteries
- ❑ Hand sanitizer

Notes:

EMERGENCY RESPONSES

EMERGENCY RESPONSE: ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- X If imminent risk, call 911.
- X Send for immediate help (Firs Aid, CPR, medical) and medication kit (for known allergies).
- X Notify the School Coordinator.
- X Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- X If an insect sting, remove stinger immediately.
- X Assess situation and help student/staff member to be comfortable.
- X Move student or adult only for safety reasons.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X If imminent risk, call 911 (always call 911 if using "Epi" pen).
- X Notify nurse/parent or guardian.
- X Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- X Observe for respiratory difficulty.
- X Attach a label to the person's clothing indicating: time & location of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- X Keep an "Epi" pen in the resource center and notify staff as to location.
- X Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the Resource Center

STAFF ACTIONS:

X Notify the School Coordinator.
X Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
X Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
X Follow standard student assembly, accounting and reporting procedures.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

X Initiate **SHELTER IN PLACE**.
X Shut off HVAC units.
X Move to central location where windows and doors can be sealed with duct tape.
X Call 911. Provide location and nature of the emergency and school actions taken.
X Notify Director of Operations and Technology of the situation.

- X Turn on a battery-powered commercial radio and listen for instructions.
- X Remain inside the resource center until the Department of Health or Fire Department determines it is safe to leave.
- X Arrange for psychological counseling for students and staff.

Inside the Resource Center

STAFF ACTIONS:

- X Notify the School Coordinator or Safety Ambassador.
- X Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- X Implement **EVACUATION** or **EMERGENCY MEETING AREA EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- X Follow standard student assembly, accounting and reporting procedures.
- X Prepare a list of those who are in the affected area to provide to emergency response personnel.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

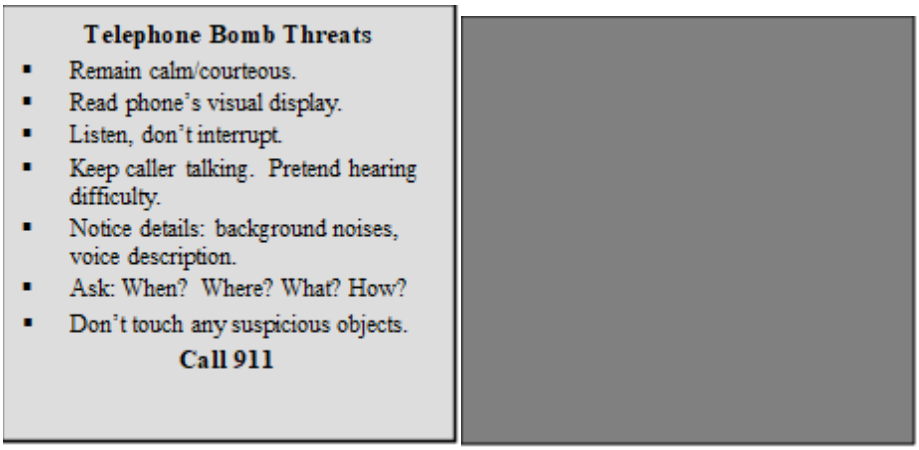
- X Initiate **EVACUATION** of the resource center or **EMERGENCY MEETING AREA EVACUATION** to move students away from immediate vicinity of danger.
- X Move up-wind from the potential danger.
- X Call 911. Provide exact location and nature of emergency.
- X Designate security team to isolate and restrict access to potentially contaminated areas.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Notify Director of Operations and Technology of the situation.
- X Arrange for immediate psychological counseling for students and staff.
- X Wait to return to the resource center until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- X Wash affected areas with soap and water.
- X Immediately remove and contain contaminated clothing
- X Do not use bleach on potentially exposed skins.
- X Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

EMERGENCY RESPONSE: BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.



PERSON RECEIVING THREAT BY TELEPHONE:

- X Listen. Do not interrupt caller.
- X Keep the caller on the line with statements such as "*I am sorry, I did not understand you. What did you say?*"
- X Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- X Notify Safety Ambassador immediately after completing the call.
- X Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- X Note the manner in which the threat was delivered, where it was found and who found it.
- X Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- X Caution students against picking up or touching any strange objects or packages.
- X Notify the School Coordinator or Safety Ambassador.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911.
- X If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- X Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- X Determine whether to evacuate the threatened resource center and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- X Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- X If it is necessary to evacuate the entire school, use the fire alarm.
- X Notify the Director of Operations and Technology of the situation.
- X Direct a search team to look for suspicious packages, boxes or foreign objects.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.
- X Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- X Use a systematic, rapid and thorough approach to search the resource center and surrounding areas.
- X Check the resource center and work areas, public areas (foyers, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- X If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- X Evacuate students as quickly as possible, using primary or alternate routes.
- X Upon arrival at the designated safe emergency meeting area, take attendance. Notify the School Coordinator/Safety Ambassador of any missing students.
- X Do not return to the resource center until emergency response officials determine it is safe.

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

** Refer to your local bomb threat emergency response plan for evacuation criteria*

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov

V2

BOMB THREAT CHECKLIST

DATE: **TIME:**

TIME CALLER HUNG UP: **PHONE NUMBER WHERE CALL RECEIVED:**

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice	Background Sounds	Threat Language
☐ Female	☐ Animal noises	☐ Incoherent
☐ Male	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking Voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long distance	
☐ Lisp		
☐ Loud	**Other Information:**	
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

EMERGENCY RESPONSE: FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the resource center. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Issue **STAND BY** instruction. Determine if evacuation is required.
- X Notify local police department of intent to **EVACUATE**, the location of the emergency meeting area and the route to be taken to that location.
- X Delegate a search team to assure that all students have been evacuated.
- X Post a notice on the resource center door stating where the school has relocated and inform the Sorrento Mesa RC.
- X Monitor local AM radio weather station for flood information.
- X Notify the Director of Operations and Technology of school status and action taken.
- X Do not allow staff and students to return to the resource center until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- X If warranted, **EVACUATE** students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the resource center.
- X Remain with students throughout the evacuation process.
- X Upon arrival at the emergency meeting area, take attendance. Report any missing students to the School Coordinator/Safety Ambassador and emergency response personnel.
- X Do not return to the resource center until it has been inspected and determined safe by property authorities.

EMERGENCY RESPONSE: GAS ODOR / LEAK

All school personnel and custodians shall immediately report any gas odor or suspected gas leak to the Director of Operations and Technology. If an odor is detected outside the resource center, it may not be necessary to evacuate.

STAFF ACTIONS:

- X Notify the School Coordinator.
- X Move students from immediate vicinity of danger.
- X Do not turn on any electrical devices such as lights, computers, fans, etc.
- X If odor is severe, leave the area immediately.
- X If the resource center is evacuated, take student attendance and report any missing students to the School Coordinator/Safety Ambassador.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X If gas leak is internal, evacuate the resource center immediately.
- X Call 911.
- X Notify utility company.
- X Determine whether to move to alternate location.
- X If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE: HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the resource center will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911, if necessary.
- X If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- X Initiate **EVACUATION.** Any toxic cloud that can affect students in their resource center would very likely affect them outside the resource center as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- X Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- X If time is available, initiate **Emergency Meeting Area Evacuation**. Move students and staff away from the path of the hazardous materials.
- X Notify Director of Operations and Technology.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Do not allow the return of students to the resource center or building until public safety officials declare the area safe.
- X Upon return to school, ensure that the resource center is adequately aired.

TEACHER ACTIONS:

- X Follow standard student assembly, accounting and reporting procedures.
- X Report names of missing students to the Sorrento Mesa RC.
- X Do not take unsafe actions such as returning to the resource center before it has been declared safe.

EMERGENCY RESPONSE: HOSTAGE SITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS

- X Call 911. Provide all known essential details of the situation:
  - Number of hostage takers and description
  - Type of weapons being used
  - Number and names of hostages
  - Any demands or instructions the hostage taker has given
  - Description of the area
- X Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- X Protect resource center occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both).
- X Secure exterior doors from outside access.
- X When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- X Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- X Identify media staging area, if appropriate. Implement a hotline for parents.
- X Account for students as they are evacuated.
- X Provide recovery counseling for students and staff.

STAFF ACTIONS:

- X If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- X Alert the School Coordinator/Safety Ambassador.
- X Account for all students.

EMERGENCY RESPONSE: INTRUDER

All public schools are required to post signs at points of entry to their schools. The following statement should be used on signage:

> **All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the front desk. Failure to do so may constitute a misdemeanor.**
>
> -- *California Penal Code Title 15, Chapter 1.1 § 627.2*

To prevent intruders at the resource center, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate **LOCKDOWN**.
- X Request intruder to leave the resource center. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
  - *"What can we do to make this better?'*
  - *"I understand the problem, and I am concerned."*
  - *"We need to work together on this problem."*
- X As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- X Keep subject in view until police or law enforcement arrives.
- X Take measures to keep subject away from students and the resource center.
- X Designate an administrator or staff member to coordinate with public safety at their command post; provide a resource center map/exit plan and keys to public safety personnel.
- X When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- X Be available to deal with the media and bystanders and keep the resource center clear of visitors.

STAFF ACTIONS:

X Notify the School Coordinator/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.

X Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

X Isolate intruder from students. Lock the resource center doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

EMERGENCY RESPONSE : UTILITY FAILURE

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- X Notify utility company. Provide the following information:
- X Determine length of time service will be interrupted.
- X Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- X If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- X Use messengers with oral or written word as an alternate means of faculty notification.
- X Notify the Sorrento Mesa RC of loss of service.
- X Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets:
Drinking Water:
Food Service:
Fire Suppression:
Other:

B. Plan for Loss of Electricity

Ventilation:
Emergency Light:
Computers:
Other:

C. Plan for Loss of Natural Gas

Heat:
Food Service:
Other:

EMERGENCY RESPONSE: THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the resource center bullies, intimidates, or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:

1) Is the individual moving towards violent action?
2) Is there evidence to suggest movement from thought to action?
    - High violence potential qualifies for arrest or hospitalization.
    - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.

X Notify police (dial 911) if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.

X Isolate the threatening person from other students and staff if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.

X Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.

X If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.

X Facilitate a meeting with student(s) and family to review expectations.

X Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

X If any students are outside, move them inside the resource center or away from the location of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.

X Inside the resource center, institute **LOCKDOWN**. Close all curtains and blinds.

X Disconnect the school television system in resource center so the individual cannot view news coverage and see locations of police/students/etc.

X Remain with students until **ALL CLEAR** is given.

EMERGENCY RESPONSE: IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Keep the individual under continuous adult supervision.
- X Keep the individual in the resource center until parent/guardian has been notified.
- X Arrange appropriate support services for necessary care of individual.
- X If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- X School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the School Coordinator. The next steps may include:
    - Provide parents/guardian with the names and phone numbers of mental health resources
    - Recommend that the parents make an immediate contact with a therapist.
    - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- X Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- X Provide follow-up collaborative support for the student and parents (as indicated) within the school
- X Develop a safety plan prior to the student's return to school.
- X Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- X Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- X Notify the School Coordinator/Safety Ambassador.
- X Notify school nurse, school psychologist, counselor, or social worker.
- X Protect individual from injury.

EMERGENCY RESPONSE: EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- Determine whether emergency meeting area evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the resource center. **EVACUATION** may be warranted in the resource center or may be used for **SHELTER IN PLACE**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the Director of Operations and Technology of school status. Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check the resource center and work areas, public areas (foyers, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate location for resource center instruction. Do not return to the resource center until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

X Initiate **DROP, COVER AND HOLD ON**.

X If explosion occurred inside the resource center, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the resource center and away from fire-fighting equipment.

X Check to be sure all students have left the resource center. Remain with students throughout evacuation process.

- X Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.
- X Render first aid as necessary.
- X Do not return to the resource center until the emergency response personnel determine it is safe to do so.
- X If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

EMERGENCY RESPONSE: PANDEMIC INFLUENZA

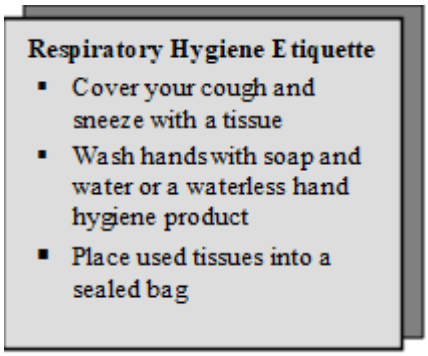
Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

SCHOOL COORDINATOR/RESOURCE CENTER ADMINISTRATOR ACTIONS:

- x Activate heightened surveillance of illness within school location. Gather data on symptoms of students and staff who are sick at home.
- x Ensure that students and staff members who are ill stay home.
- x Send sick students and staff home from school immediately.
- x Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- x Monitor bulletins and alerts from the Department of Health and Human Services.
- x Keep staff informed of developing issues.
- x Assist the Department of Health and Human Services in monitoring outbreaks.
- x Respond to media inquiries regarding school attendance status.
- x Implement online education, if necessary, so that students can stay home.
- x Maintain surveillance after the initial epidemic in the event a second wave passes through the community.



STAFF and STUDENT ACTIONS:

- x Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- x Practice "respiratory hygiene etiquette".
- x Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- x Implement online homework assignments so that students can stay home.

EMERGENCY RESPONSE: Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"*Active shooter situations*" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.

    a. **Act immediately** if you or your students:
    - hear a sound that might be gunfire.
    - see something that looks like a weapon being carried or used on or near the resource center.
    - sense any other indication of active shooter / armed assailant threat.

    b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
    c. **Be decisive.** Communicate your plan to your students and act quickly.
    d. **Call 911 and the Sorrento Mesa RC** as soon as it is safe to do so.

2. **Options: Run*, Hide or Fight***

    a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
    - Do not evacuate unless you…

    - know with certainty, the exact location of assailant (do not trust unofficial, secondhand accounts),
    - **and** can visualize a route that will get your students and yourself safely off resource center.
- Do not carry anything with you.
    - Police may mistake an item in your hands as a weapon.
    - Leave everything behind.
- If you encounter people along the way…
    - Adults: Warn them and take them with if you can but do not stop if they refuse to come.
    - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*.
- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you. Call (insert phone number) to report your location and obtain instructions.

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- Lock the doors
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of sight from room entrance.
- Prepare to take action if the assailant attempts to get in the room;
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

c. **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
    - Construct a strong barricade.
    - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
    - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
        a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

a. Provide as much information as possible (slow down – be calm):
- State the emergency: "I hear gunfire." "I saw..."
    - Give information on people who are wounded.
- Location of the assailant (if known):
- Description of the assailant (if known):
- Your precise location: "room __"
- The number of children with you:

b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

- *Run* – If you encounter injured persons while you are trying to get out of danger…

- If you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

- *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
  - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

- *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
  - If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
  - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

b. Law Enforcement: If you encounter law enforcement officers.
   - Immediately raise your hands in the air and display your open palms.
   - Do not run up to officers or attempt to hug or talk to them.
   - Do not talk unless they ask you a question.
   - Do exactly what they tell you to do.

c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
   - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
   - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

e. School Activities: (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- Follow the All-Staff Guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
    - Include as much actionable information on the announcement as possible.
        - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on resource center. LOCKDOWN now."*
    - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people in the resource center with information they can use to better evaluate their options.
        - *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the Sorrento Mesa RC after you call 911.
- If possible, assist emergency personnel.
    - Assist police in entering the school;
    - Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- **Emergency Operations Center (EOC)**
    - Activate the district's Emergency Operations Center
    - Dispatch a back-up ICS team to take over responsibility for ICS functions from RC staff who will be impacted by this emergency.

- **Emergency Area Reunification**
    - The Operations Section should prepare an emergency evacuation area for reunification.
        - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
        - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
        - School staff and students will remain in lockdown until evacuated on a room-by-room basis.

        - Vans should be placed on standby for evacuation.
        - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

- **Crisis Intervention**
    - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
    - This team will also provide ongoing support throughout the recovery phase of the emergency response.
    - Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
    - Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: FIRE (Outside Fire/Wildfire)

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Determine if **EVACUATION** of school location is necessary.
- X Contact local fire department (call 911) to determine the correct action for your school location.
- X If necessary, begin evacuation of school location to previously identified safe location using school evacuation plan.
- X Direct inspection of premises to assure that all students and personnel have left the building.
- X Notify the school district where the school has relocated and post a notice on the RC door stating the temporary new location.
- X Monitor radio station for information.
- X Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- X If students are to be evacuated, take attendance to be sure all students are present before leaving the building location.
- X Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- X Take attendance at the assembly area. Report any missing students to the School Coordinator/Safety Ambassador and emergency response personnel.
- X Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property. In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of our staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to our school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around our structures, and surrounding topography. It may be best for some resource centers to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near our locations, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a resource center closure. The Charter Schools have procedures in place for each of these possibilities.

BEFORE

Goals:

1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response
2. Develop the capacity of staff to lead students through appropriate response options
3. Prevent the risk of injury to individuals and damage of property from wildfire

Objective(s):

<u>Goal 1 Objectives</u>

a) Coordinate with local fire department to ensure an effective response to a Wildfire
b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
c) Develop a clear chain of command with staff

<u>Goal 2 Objectives</u>

a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure

<u>Goal 3 Objectives</u>

a) Store combustible materials in fireproof containers
b) Follow Fire Code and district rules regarding fire prevention
c) Provide fire prevention training to staff
d) Hold Fire Drills
e) Maintain an adequate supply of fire extinguishers
f) Ensure proper maintenance of fire prevention equipment

Courses of Action:

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure
b) Develop location specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop location specific plans

Goal 2 Actions

a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure

Goal 3 Actions

a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan
b) Ensure combustible materials are stored in fireproof containers
c) Hold fire extinguisher training for staff
d) Ensure adequate supply of fire extinguishers are appropriately maintained
e) Hold required number of fire drills and vary the situation to improve staff and student response

STAFF ACTIONS

Goal 2 Actions

a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher
b) Read any fire prevention and wildfire response

materials provided by administration

Goal 3 Actions

a) Participate and lead students in fire drills
b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto school
c) Become familiar with and only use Fire Marshall approved fire retardant resource center decorations

DURING

Goals:

1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions

Objective(s):

Goal 1 Objectives

a) Conduct appropriate wildfire response actions in a timely manner
b) Conduct accountability procedures in a timely manner
c) Activate school location Incident Command Team, as necessary

Courses of Action:

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) Work with the Sorrento Mesa RC, local fire department and other responders to determine best course of action
b) Use the "Wildfire Evacuation Decision Tree" following this section.
c) Communicate plan of action to staff and students:
    - voluntary evacuation
    - early dismissal
    - mandatory evacuation
    - shelter-in-place
    - resource center closure

d) Consider the following while implementing response action

- Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)
- Food and water
- Transportation

- Security and Safety
- Communications
  e) Contact families to notify of planned course of action
  f) Activate school Incident Command Team, as necessary
- Reunification Team
  g) Ensure all staff and students are accounted for
  h) Ensure that access roads are kept open for emergency vehicles
  i) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity
  j) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

Goal 2 Actions

a) Remind staff to close doors when exiting resource centers.
b) Notify appropriate utility company of suspected breaks in utility lines or pipes.
c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)

- Provide SDS sheets of any chemicals on location/in the area of the fire to the fire department upon arrival

d) Notify the Sorrento Mesa RC of situation

STAFF ACTIONS:

Goal 1 Actions

a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure
b) If evacuating or sheltering-in-place, take emergency backpack and student kits

c) Maintain control of the students a safe distance from the fire and firefighting equipment
d) Take attendance. Report missing students to the School Coordinator/designee and emergency response personnel
e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family
f) Serve in any designated position on the Incident Command Team

Shut resource center door after all individuals have exited

Provide information to the School Coordinator/Safety Ambassador regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:

1. Effectively communicate to all stakeholders
2. Determine response strengths, areas from improvement and steps to improvement

Objective(s):

Goal 1 Objectives

a) Provide information to staff, parents, and students
b) Provide information to the Sorrento Mesa RC

Goal 2 Objectives

a) Conduct After-Action Report process

Courses of Action:

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS

Goal 1 Actions

a) Provide critical information to the Sorrento Mesa RC in order to develop effective key messages
b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened
c) Work with appropriate district department to draft talking points for phone calls and media requests

Goal 2 Actions

a) Conduct an after-action report process and implement necessary actions for improving future responses
b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response

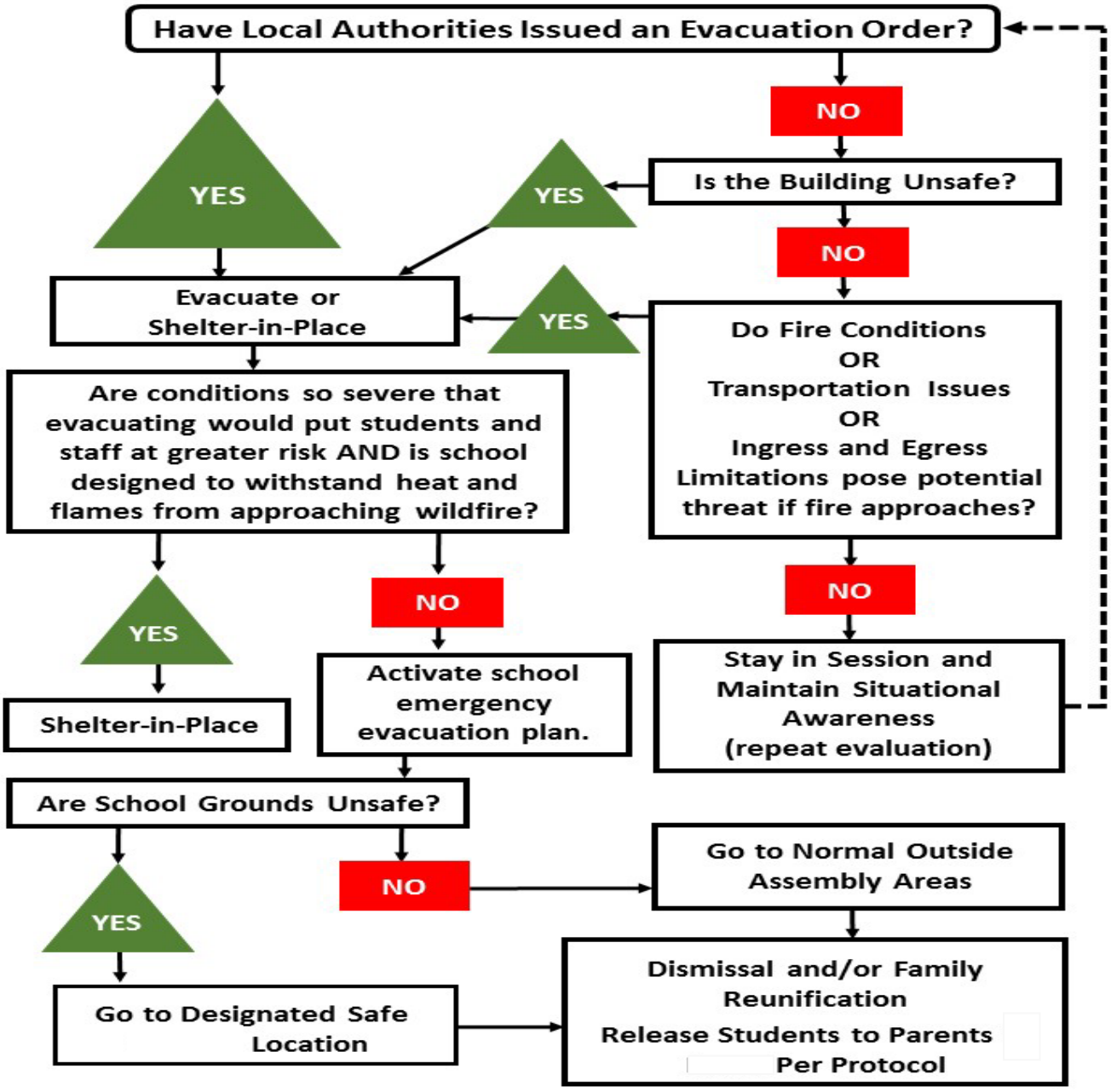
c) Identify steps to improve future responses
d) Implement steps to improvement

STAFF ACTIONS

Goal 2 Actions

a) Participate in the after-action report process
a) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE DECISION TREE



EMERGENCY RESPONSE: OPIOID ANTAGONIST-Naloxone Hydrochloride

Pursuant to California Education Code 49414.3, any school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Altus Schools Coachella Valley has established a Staff Naloxone Hydrochloride Emergency Training Plan and Program pursuant to CDE 49414.3 which includes safe and effective management of opioid-related overdoses. This plan is also incorporated into the school emergency preparedness and response plans.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Altus Schools Coachella Valley's primary goal in the fight against opioids and fentanyl use is prevention.
Altus Schools Coachella Valley will use the following prevention strategies:

- Distribute materials to and/or discuss with students' content conducive to preventing drug use/abuse such as, but not limited to:
    - How opioids and fentanyl affect the body's systems.
    - Refusal strategies
    - The signs and symptoms of use/abuse
    - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

SIX ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name, tap the person's shoulders, clap your hands loudly in order to assess for level of consciousness.
- If this doesn't work, per Department of Health and Human Services (DHHS) recommendation, vigorously grind knuckles into the sternum (the breastbone in middle of chest).
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- If the person does not respond, call 911.
- Grab the Opioid Overdose Emergency Kit and Automatic External Defibrillator (AED).
- Provide rescue breathing if the person is not breathing on their own and administer one dose of naloxone.

  For students, instruct staff member to contact the parent/guardian or emergency contact on file.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and

Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.
Altus Schools Coachella Valley **uses intranasal spray.**

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on

how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl- involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.
Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)
Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening.

After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

STEP 6: ADDITIONAL SUPPORT

- Have the individual transported to the nearest medical facility, even if symptoms seem to get better.
- Debrief with students and staff present and assess further needs for support.
- Complete an Accident Report Form.

Follow up with assigned school nurse for additional support.

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

OVERVIEW

A. Response to armed assailants has focused on implementing a school lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the "Run, Hide, Fight" model.

B. Armed assailant drills have both benefits and concerns associated with their implementation.
   - Armed assailants in schools account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.
   - Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.
   - Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.

DRILL APPROACHES AND PLANNING

A. Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.

B. Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.

C. Schools should keep simulation techniques appropriate to the participants' developmental maturity.
   - Inform participants of the use and purpose of props and simulation aids prior to the drill.
   - Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.

D. Regular practice helps participants develop readiness and quickly access and apply knowledge.

DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.

B. It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.

C. School-employed mental health professionals should be involved in every stage of preparation.
   - Prior to the drill, staff should be trained to recognize common trauma reactions.
   - Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.
   - After completion, staff and students should have access to mental health support, if needed.

D. Participation should never be mandatory, and parental consent should be required for all students.

E. If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.

STEPS FOR CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.
2. Conduct a needs assessment of the school community.
3. Implement a cost–benefit analysis that considers all emergency preparedness needs and options.
4. Tailor drills to the context of the school environment.
5. Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.
6. Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.
7. Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.
8. Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.

INTRODUCTION

Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

PART I: OVERVIEW

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term *active shooter* refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. Background

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a RC). These approaches include adapting the "Run, Hide, Fight" model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. Benefits and Concerns Associated with Armed Assailant Drills

Costs versus benefits. School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on school grounds is possible—and devastating if it happens--it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources

available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.

Empowerment versus potential harm. The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological makeup are among the many factors that influence the potential for harm.

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age- appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

Available research. Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.

Potential lawsuits. The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and

carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.

PART II: DRILL APPROACHES AND PLANNING

A. Traditional Lockdown Versus Options-Based Drills

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options- based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade RC doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the resource center (e.g., ease of access to outside doors and proximity of places to hide other than a resource center).

B. Hierarchy of Education and Training Activities

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of

Education, 2006a). ***Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.***

C. Simulations and Simulation Techniques

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

Drills utilizing props and simulation aids. Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.

Airsoft as a simulation aid**.** Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.

D. Considerations

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but

it might inadvertently lead to danger for others as students unknowingly "escape" into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

E. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Impact of Adult Behavior on Children's Behavior

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. Developmental Levels of Safety Awareness

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant.

Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. Mental Health Support and Considerations

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

Before an armed assailant drill or simulation. Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.

During an armed assailant drill or simulation. Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.

After an armed assailant drill or simulation. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school- employed mental health professionals after the event to provide additional assistance if needed.

D. Parent Consent

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- Parent permission – parents return a permission slip allowing their child to participate.
- Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.
- Parent notification – parents are notified, but no consent form is used; thus,

schools assume participation is granted unless parents assertively state otherwise.

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:
   - Identifies a lead person to coordinate school safety efforts, including drills;
   - Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;
   - Takes a lead in identifying the most appropriate preparedness activities for the resource center;
   - Provides ongoing professional development and training as needed; and
   - Ensures that the school's policies are in compliance with state laws and school board policies.

2. Conduct an assessment of the school community to:
   - Identify the types of crisis events most likely to occur,
   - Determine the current school culture and climate,
   - Map existing resources and capacities of school personnel or school safety teams, and
   - Identify any related policies that should be considered in the planning of drills.

3. Implement a cost–benefit analysis that:
   - Considers financial costs in relation to the likelihood of a particular crisis;
   - Identifies what resources, activities, or preparedness training must be replaced or postponed, to engage in active shooter or other armed assailant drills;
   - Balances the need to empower resource center staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);
   - Considers the current knowledge and identified needs of the staff; and
   - Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.

4. Tailor drills to the context of the resource center environment, taking into consideration:
   - The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);
   - Age, cognitive, and developmental levels of awareness of students;
   - Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;
   - The capacity, comfort level, and trust among staff;
   - Administrative support;
   - Optimal timing, including time of year, day of the week, and time of the day;
   - Relationships with external partners, law enforcement, and other first responders; and
   - The layout of the resource center.

5. Create a plan of progression that:
   - Considers whether any previous activities have been conducted in the resource center;
   - Starts with simple, low-cost, discussion-based exercises;
   - Considers all available types of drills;
   - Identifies specific objectives and goals for the drills; and
   - Identifies a timeline and metrics to help determine whether more complex exercises are needed.

6. Prepare for logistics of the drill to ensure that:
   - Previous traumatic experiences of those involved are considered;
   - Resource Center staff learn to recognize stressful reactions to drills;
   - Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;
   - School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;
   - Adequate follow up is available for students or staff with questions; and
   - Appropriate methods to evaluate outcomes are implemented.

7. Develop a communications plan that:
   - Informs members of the school community of planned drills and what will be entailed;
   - Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;
   - Provides opt-out options for staff and students; and
   - Encourages feedback and evaluation by participants after the fact.

8. Establish a long-term follow-up plan to support sustainability that considers:
   - What additional training is required;
   - How the drill integrates with other school safety and crisis prevention efforts;
   - How current and previous training and knowledge can be maintained and built

upon; and when follow-up should be conducted and how often.

CONCLUSION

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

SUSPENSION AND EXPULSION POLICY AND PROCEDURES

3110

Suspension and Expulsion Policy and Procedures

Amended: *May 5, 2009,* February 16, 2022, *December 7, 2022, June 22, 2023, February 28,2024, June 26, 2024, February 27, 2025*

This Student Suspension and Expulsion Policy and Procedures has been established by the Board of Directors of Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, and Audeo Valley Charter School (hereinafter collectively referred to as "Charter School").

In adopting this policy, the Charter School has reviewed Education Code Section 48900 *et seq*. which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq*. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's Policy and Procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request from the School Coordinator. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school resource center; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when the School Coordinator or designee determines the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but it not limited to electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in or attempted to engage in hazing. For the purposes of this Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this Policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to electronic files and databases. For purposes of this Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the

person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 7 to 12, inclusive

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs)

or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph

or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of their own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in or attempted to engage in hazing. For the purposes of this Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this Policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases For purposes of this Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233 (e). This provision shall apply to students in any of grades 7 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 7 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or

has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

b. Brandished a knife at another person.

c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to resource center or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Coordinator or designee with the student and their parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Coordinator or designee.

The conference may be omitted if the School Coordinator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student as well as the date and time when the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the

School Coordinator or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the School Coordinator or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.
In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial ASSC Board of Directors following a hearing before it, or by the neutral and impartial ASSC Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of the ASSC Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Coordinator or designee determines that the student has committed an expellable offense and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the ASSC Board of Directors for a final decision whether to expel. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act (FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School 's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Charter School to any other school district or school to which the student seeks enrollment;
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer.

Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual

battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

I. Expulsion Decision

The determination of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing or as soon as practicable. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The School Coordinator or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The School Coordinator or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

K. Disciplinary Records

Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from Charter School as the ASSC Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to Charter School for readmission.

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Coordinator or designee shall make a recommendation to the Board of Directors following the meeting regarding their determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School 's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Removal Due to Noncompliance with Independent Study Requirements

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for noncompliance shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School , the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

c. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

d. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

e. Return the child to the placement from which the child was removed, unless the parent/guardian and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School , the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or Charter School, the student shall

remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) daytime period provided for in an interim alternative educational setting, unless the Parent/guardian and Charter School agree otherwise.
In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Coordinator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School 's disciplinary procedures may assert the

procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Child Abuse Reporting Procedures

All Altus Schools Coachella Valley certificated teachers, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Altus Schools Coachella Valley employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a **reasonable** suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff member is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss **ALL** situations at the time of occurrence with the School Coordinator or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the staff and/or student(s) are threatened or in danger, call 911 immediately.

Instructions for filing a Suspected Child Abuse Report

1. Call the Child Abuse Hotline first (1-800-442-4918 or 1- 877-922-4453) to make a verbal report to the agency immediately or as soon as is practicably possible by telephone. Please be sure to get the name of the hotline worker. Within 36 hours after providing verbal report, follow up with a written report.

2. The correct form for either the written or fax report is DOJ SS8572. This form may be downloaded from the California Attorney General's Website at www.ag.ca.gov/childabuse/pdf/ss_8572.pdf or obtain a copy from the School Nurse or School Coordinator.

3. Please complete every space on the SS8572 form. If you do not know certain requested information, write unknown.

4. Please type or print legibly in black ink to avoid a time-consuming callback.

5. "Narrative" -Please give detailed information. If you have additional information beyond what you have given by phone, please indicate this on the written report. If necessary, please continue your narrative on an additional sheet of paper, identifying the minor and indicating it is page 2 of the referral.

DISTRIBUTION OF WRITTEN SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

1. Original to Children's Services at 48-133 Jackson Street, Indio, CA 92201
2. Send a copy to the School Coordinator to place in a confidential locked file.

NOTE: Suspected Child Abuse Reports are never placed in the student's cumulative record or documented in the student's health record.

I. REPORTING RESPONSIBILITIES

• No child-care custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made, and the person knew or should have known that the report was false.

• Any child care custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report there of within 36 hours of receiving the information concerning the incident.

• Any child-care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been

inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected
instances of child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

• "Child care custodian" means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.

• "Health practitioner" means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

• "Child protective agency" (CPA) means a police or sheriff's department, a county probation department, or a county welfare department.

For more information on the Child Abuse Reporting laws, the link is www.leginfo.ca.gov

Notification to Staff of Dangerous Students

a. The administration will inform the School Coordinator of information received from the court and the Probation Department. The Altus Schools Coachella Valley School Coordinator shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.

b. Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.

c. Any information received from the court shall be kept in a separate confidential file at the school of attendance and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.

d. After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.

Anti-Discrimination and Harassment Policy

Altus Schools Coachella Valley is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Altus Schools Coachella Valley shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from Altus Schools Coachella Valley may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the School Coordinator at (760) 947-7089 for resolution. If not resolved, contact: The President of the Board, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2020.

School-Wide Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to the resource center. Students who are not wearing appropriate clothing, parents/guardians will be notified and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- Pants sagging below the waist
- Beachwear or sleepwear, including bedroom slippers
- Shorts/skirts that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses vulgar/profane language and/or images
- Head coverings such as, hats, bandanas, beanies, or do-rags

Loitering Law Compliance

ALTUS SCHOOLS COACHELLA VALLEY

SY 2025-2026

Daytime Loitering of Students in Public Places on School Days

Students who are subject to compulsory education must comply with the daytime loitering laws of their community. General guidelines are below, however, may differ slightly among communities.

- On days and times when schools are open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.
- On scheduled school days, students may travel to and from school without parental or guardian accompaniment.
- Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences if multiple violations occur.

Responsibility of parents, guardians, etc._It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.

Law Enforcement Procedures *may include*:

- Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the school from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile's parents/guardians.
- If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.
- When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace office may issue a citation for a misdemeanor to the parent to appear in court.

Exceptions *may include*:

- A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.

- Students who have permission to leave school campus for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.
- A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.
- A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.
- A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.

Definitions

- "Adult" means any person twenty-one (21) years of age and older.
- "Emergency" includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.
- "Establishment" means any privately- owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.
- "Juvenile" means any person under eighteen (18) years of age.
- "Parent" means a person who is the natural or adoptive parent of a person. "Parent" includes a court- appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.
- "Public place" means any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and the common areas of schools, hospitals, office buildings, transport facilities, shopping centers, stores, and malls.
- "Scheduled school days" are Monday through Friday excluding school holidays. "School hours" are generally 8:30 a.m. to 2:30 p.m. (in some communities 1:30 p.m.) NOT the student's appointment times at the Resource Center.

I have read and understand this notice. My student and I will obey the laws.

Student:_____ Date:_____

Parent:_____ Date: _____

Going To and From Resource Center Safely

Everyday millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Altus Schools Coachella Valley students to understand safety guidelines and tips to follow to ensure their safety to and from the resource center. The following safety tips are reviewed annually with Altus Schools Coachella Valley students and parents to help prepare all Altus Schools Coachella Valley students for a safer journey.

1. Every Altus Schools Coachella Valley student will have set schedule for arrival and departure from the resource center. When a student fails to arrive for their appointment and has not notified the resource center for the absence, his or her teacher will call home to ensure the student is safe.

2. Every student, parent or guest is required to sign-in and out each time they arrive and depart the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.

3. All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.

4. Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.

5. Parents will be encouraged to walk the route to and from resource center with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.

6. If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their student and

learn the bus number. This will avoid confusion for the student about knowing which bus to ride.

7. In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and **TELL** a **resource center** staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.

8. Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.

9. Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to **TELL** a resource center staff member, parent, or another trusted adult what happened.

10. Students will be taught that if anyone tries to take them somewhere, they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.

11. Students will be taught to never leave the resource center with anyone they don't know. They should always **CHECK FIRST** with a resource center staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always **CHECK FIRST** before doing anything. Students will be taught to make sure they understand to **TELL** a trusted adult if they notice anyone they don't know hanging around the resource center.

12. Parents are encouraged to practice these safety tips with their student to make certain they really know and understand them. Make the walk to and from the resource center a "teachable moment" and chance to put their skills to the test.

Safe Ingress and Egress Procedures

All Altus Schools Coachella Valley staff and students shall review resource center evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted on the resource center. If there is a need for evacuation from the resource center, the following procedures are as follows:

- Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted resource center evacuation plan
- Designated staff take along emergency release binder, student sign-in sheets, emergency materials specified in disaster preparedness plan
- Using student sign-sheets, staff verifies presence of all students and staff
- Staff contacts appropriate emergency units
- Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given
- Once the ALL CLEAR is given, School Coordinator or designee reenters building to ensure that it is safe and secure
- Staff and students reenter building and resume instructional/administrative activities

If the building is not safe to reenter, the reunification procedures are required:

- Staff will notify parent/guardians regarding emergency situations and procedures for verification and release of students
- When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms
- Parent/Guardian will sign form verifying that student is being released to them
- Staff will maintain documentation to ensure accountability of all students

Ensuring a Safe and Orderly Environment

Altus Schools Coachella Valley is and will remain a safe place for students and adults.

Altus Schools Coachella Valley staff believes that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to in the Master Agreement. We expect students to complete high- quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

Discipline Procedures

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

SCHOOL RULES/DISCIPLINE

- Attend RC according to the schedule on the master agreement, arrive on time and return directly home after each appointment.
- Complete ALL assignments as scheduled.
- Participate in resource center activities.
- Respect the authority of ALL ADULTS at Altus Schools Coachella Valley.

SEVERE CLAUSE BYPASSES

A majority of students at Altus Schools Coachella Valley will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

Fighting/open rebellion
Defiance/unprovoked attack
Stealing
Profanity, Vulgarity, or Obscene Acts
Possession or use of drugs or alcohol
Smoking
Vandalism
Severely inappropriate behavior

PARENT RESPONSIBILITIES

Attendance

- Ensure that students get to their scheduled appointment on time. Contact teacher if this is not possible to arrange an alternate time.
- Follow up to make sure your student is doing high quality work according to scheduled dates.
- Arrange for your student to attend appropriate workshops, seminars and field trips.
- Meet with staff when requested.

PARENTS' ROLE IN DISCIPLINE AND BEHAVIOR

Parents are expected to cooperate with resource center staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

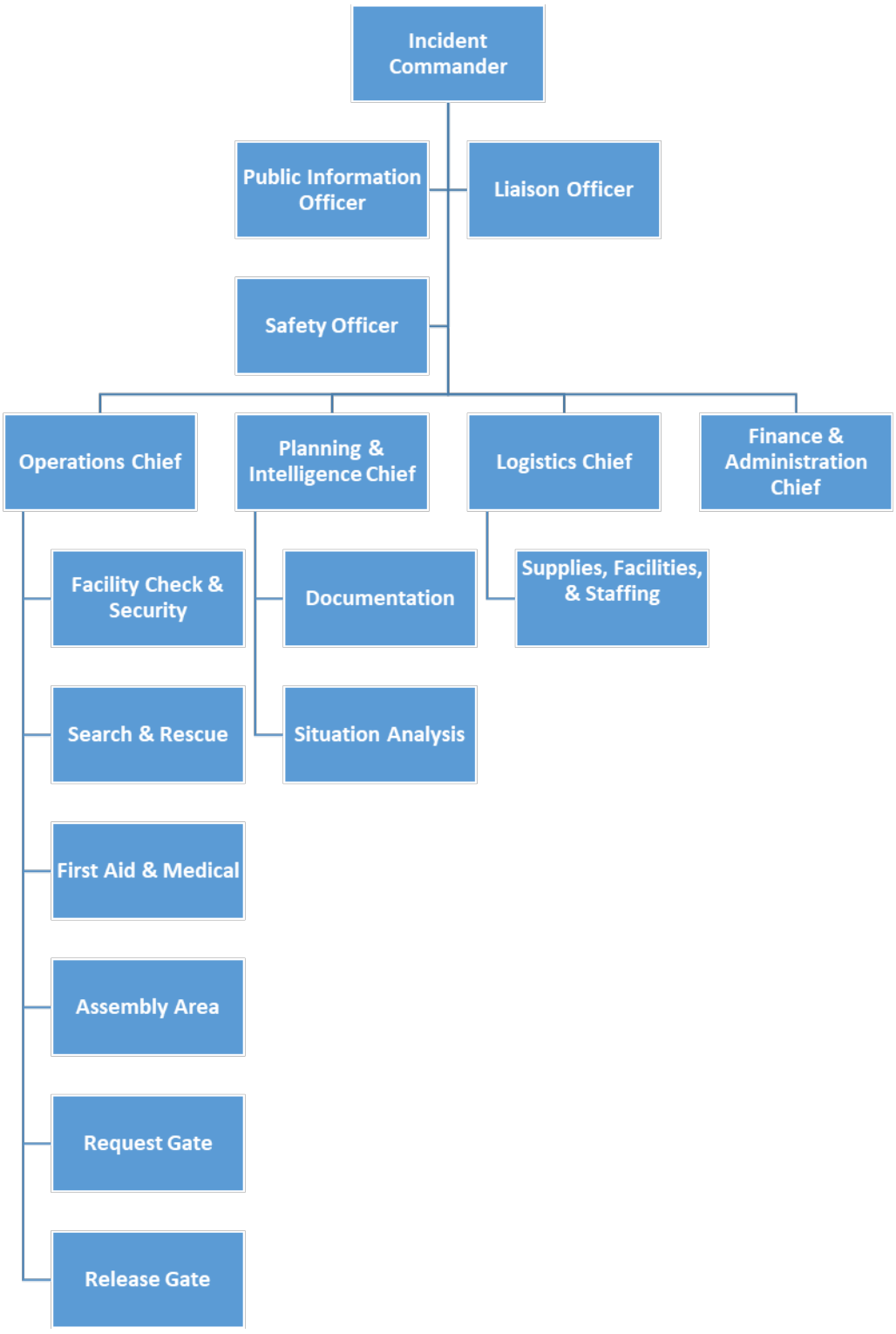
- Instill in your child a sense of responsibility for what he/she says and does.
- Help him/her to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the resource center to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

SECTION FOUR

Emergency Roles, Responsibilities and Duties

INCIDENT COMMAND TEAM

Organizational Chart



Incident Command Team Assignments

Primary	Position	Alternate
School Coordinator	Incident Commander	Director of Operations and Technology
School Nurse	Safety Officer	Curriculum and P.D. Coordinator
Data and Assessment Coordinator	Public Information Officer (PIO)	School Nurse
Curriculum and P.D. Coordinator	Liaison Officer	School Coordinator
Director of Operations and Technology	Operations Chief	Finance Administrator
Teacher 1	Facility Check/Security	Resource Center Safety Lead
Resource Center Safety Lead	Search & Rescue Team Leader	Safety Ambassador
School Nurse	First Aid & Medical Team Leader	Resource Center Safety Lead
School Coordinator	Assembly Area	Data and Assessment Coordinator
Safety Ambassador	Request Gate	School Nurse
Safety Ambassador	Release Gate	School Nurse
Chief Financial Officer	Planning Chief / Logistics Chief	Data and Assessment Coordinator
School Clerk 1	Documentation	Teacher 1
School Coordinator	Situation Analysis	Director of Operations and Technology
Director of Operations and Technology	Supplies/Facilities/Staffing	School Coordinator
Finance Administrator	Finance & Administration Chief	Chief Financial Officer

Position Activation Information

Equipment

Every position on the Incident Command Team will require the following equipment:

1. Identification vest
2. Two-way resource center radio
3. Paper and pens/pencils
4. Job description clipboard

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

1. Once notified of your assignment, put on your vest.
2. Check in with the Incident Commander at the Incident Command Post for a situation briefing.
3. Check in with your Chief for details and updates associated with your position.
4. Obtain necessary equipment and supplies.
5. Open and maintain a Position Log. Maintain all required records and documentation to support the history of the emergency or disaster.

Document:

a. Messages received
b. Actions taken
c. Decision justifications and documentation
d. Requests filled
e. Document missing staff

Position Deactivation

1. At the direction of the Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.
2. Return equipment and reusable supplies to Logistics.

Section: Command
Position: Incident Commander

Primary: School Coordinator

Alternate: Director of Operations and Technology

Reports to: **Superintendent (or designee)**

Staffing
Characteristics: School Coordinator or Administrator

Responsibility: The Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Command Post to observe and direct all operations. Ensures the safety of students, staff and others in the resource center.

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- Crisis Response Boxes
- Emergency Disaster Kit
- Resource Center map
- Master keys
- Position-Specific forms
- AM/FM radio (battery)
- Command Post Tray (pens, etc.)
- Emergency Plan
- Tables & chairs (if Command Post is outdoors)
- Job Description Clipboards
- Bull horn
- Staff rosters (2 sets)
- Emergency radio
- Copies of Forms

Start-Up:

- Assess type and scope of emergency.
- Determine threat to human life and structures.
- **Implement Emergency Plan and School Emergency Procedures.**
- Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives.
- Activate functions (assign positions) as needed.
- Fill in Incident Command Team Assignment Form as positions are staffed.
- Appoint a backup or alternate Incident Commander in preparation for long-term operations.

During Event:

- Continue to monitor and assess total resource center situation:
- View resource center map periodically for Search & Rescue progress and damage assessment information.
- Check with chiefs for periodic updates.
- Reassign personnel as needed.
- Report through Communications to the Sorrento Mesa RC on status of staff, resource center as needed. (Resource Center Status Report)
- Develop and communicate revised incident action plans as needed.
- Authorize release of information.
- Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.
- Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**
- Release staff as appropriate per school guidelines. By law, during a disaster, the staff will become "Disaster Service Workers."
- Remain on and in charge of your resource center until redirected or released by the Superintendent.

After:

- Authorize deactivation of sections or units when they are no longer required.
- At the direction of the Superintendent, deactivate the entire emergency response. If the Fire Department or

other outside agency calls an “All Clear,” contact the Sorrento Mesa RC before taking any further action.

- Ensure that any open actions not yet completed will be taken care of after deactivation.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.

Section: Command
Position: Safety Officer

Primary: School Nurse

Alternate: Curriculum and Professional Development Coordinator

Reports To: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Special Equipment:

- Hard hat (if available)

During Event:

- Monitor drills, exercises, and emergency response activities for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks, in all planning.
- Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Section: Command
Position: Public Information Officer

Primary: Data and Assessment Coordinator

Alternate: School Nurse

Reports To: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander or the School's Communications Team to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the resource center ***as soon as it is available.***

The Public Information Officer acts as the official spokesperson for the resource center in an emergency situation. If the School's Communications Officer is available, he/she will be the official spokesperson. A resource center-based Public Information Officer should only be used if the media is in the resource center and the School's Communications Officer is not available or forthcoming.

Special Equipment:

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms:
  - Public Information Release Worksheet
  - School Accountability Report Card
- Scissors
- Resource Center map(s) and area map(s):
  - 8-1/2 x 11 handouts
  - Laminated display

- Tape recorder and tapes

Start-Up Activities:

- Determine a possible "news center" location as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- Identify yourself as the "Public Information Officer" (vest, visor, sign, etc.)
- Consult with School's Communications Officer to coordinate information release.
- Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.
- Advise arriving media that the resource center is preparing a press release and approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- Keep up-to-date on the situation.
- Statements must be approved by the Incident Commander and should reflect:
  - Reassurance — EGBOK — "Everything's Going to Be OK."
  - Incident or disaster cause and time of origin.
  - Size and scope of the incident.
  - Current situation — condition of resource center, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
  - Resources in use.
  - Best routes to resource center if known and appropriate.
  - Any information school wishes to be released to the public.
  - **Read** statements if possible.
- When answering questions, be complete and truthful, always considering confidentiality & emotional impact.

Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase "no comment."

- **Remind resource center staff volunteers to refer *all* questions from media or waiting parents to the PIO.**
- Update information periodically with Incident Commander.
- Ensure announcements and other information is translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

Section: Command
Position: Liaison Officer

Primary: Curriculum and Professional Development Coordinator

Alternate: School Coordinator

Reports to: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the school and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

During Event:

- Brief Agency Representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping Incident Commander informed of agencies' action plans.
- Provide periodic update briefings to Agency Representatives, as necessary.

Section: Operations
Position: Operations Chief

Primary: Director of Operations and Technology

Alternate: Budget and Financial Analyst

Reports to: **Incident Commander**

Staffing Characteristics: The Operations Chief should be a staff member familiar with the resource center and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which can include resource center Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.

Special Equipment:

- Search & Rescue equipment
- Maps: See Crisis Response Box

During Event:

- Assume the duties of all operations positions until staff is available and assigned.
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Coordinate Search & Rescue operations. Appoint Search & Rescue Team Leader to direct their operations, if necessary.
- As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- Inform the Incident Commander regarding tasks and priorities.

- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

Section: Operations
Position: Facility Check & Security

Primary: Teacher 1

Alternate: Resource Center Safety Lead

Reports to: **Operations Chief**

Staffing Characteristics: Building Safety Supervisor or others familiar with the resource center's facilities.

Responsibility: Controls utilities, restricts access to unsafe areas and communicates damage to the Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.

Special Equipment:

- Hard hat
- Work gloves
- Whistle
- Master keys
- Bucket or duffel bag with goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools.

During Event:

- As you do the following, observe the resource center and report any damage by radio to the Command Post*
- Lock or open gates and major external doors appropriate for the situation.
- Locate/control/extinguish small fires as necessary.
- Check gas meter and, ***if gas is leaking,*** shut down gas supply.

- Shut down electricity only if building has clear structural damage or advised to do so by Command Post.
- Post yellow caution tape around damaged or hazardous areas.
- Verify that resource center is “locked down” and report same to Incident Command Post.
- Advise Incident Command Post of all actions taken for information and proper logging.
- Be sure that the entire resource center has been checked for safety hazards and damage.
- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- Direct traffic of vehicles of parents, public safety, and media on and outside the resource center as appropriate.

Section: Operations
Position: Search & Rescue Team Leader

Primary: Resource Center Safety Leads

Alternate: Safety Ambassador

Reports to: **Operations Chief**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the resource center for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports resource center situation to the Operations Chief.

Special Equipment:

- Search & Rescue Team Member Backpack

Start-Up Activities:

- **You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight.
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- **Teams should be assigned based on available manpower, minimum 2 persons per team. The recommendation is for the following standards for establishing Search & Rescue Teams: Elementary School and Administrative Facilities with <500 = 2 Teams; Middle Schools and Administrative Facilities with 500-1000 = 4 Teams; and Senior High School and Administrative Facilities with >1000 = 6 Teams**

During Event:

- **Buddy system: Minimum of 2 persons per team.**

- Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
- **Follow all operational and safety procedures.**

- Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")*
- When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) Report information.
- Keep radio communication brief and simple. No codes.

Section: Operations
Position: Search & Rescue Team

Primary: Safety Ambassadors

Alternate: School Coordinator

Reports to: **Search & Rescue Team Leader**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the resource center for damage, rescues victims, reports resource center situation to the Search & Rescue Team Leader.

Special Equipment:

- Search & Rescue Team Member Backpack

Start-Up Activities:

- **You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight.
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- **Teams should be assigned based on available manpower, minimum 2 persons per team. The recommendation is for the following standards for establishing Search & Rescue Teams: Elementary School and Administrative Facilities with <500 = 2 Teams; Middle Schools and Administrative Facilities with 500-1000 = 4 Teams; and Senior High School and Administrative Facilities with >1000 = 6 Teams**

During Event:

- **Buddy system: Minimum of 2 persons per team.**
- Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
- **Follow all operational and safety procedures.**

- Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash

- on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")*
- When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) Report information.
- Keep radio communication brief and simple. No codes.

Section: Operations
Position: First Aid & Medical Team Leader

Primary: School Nurse

Alternate: Resource Center Safety Lead

Reports to: **Operations Chief**

Staffing Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).

Responsibility: Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.

Special Equipment:

- Marking pens
- First Aid Supplies: Stretchers, Blankets, Vests (if available), Quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms: Notice of First Aid Care Given Form
- Medical Treatment Victim Log
- Morgue supplies:
  - Tags
  - Vicks Vapor Rub
  - Pens/Pencils
  - Plastic tarps
  - Plastic trash bags
  - Stapler
  - Duct tape
  - 2" cloth tape

Start-Up Activities:

- Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- Request assistance from the School Crisis Response Team for psychological staff and student needs

- Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- Assess available inventory of supplies & equipment.
- Review safety procedures and assignments with personnel.
- Establish point of entry ("triage") into treatment area.
- Establish "immediate" and "delayed" treatment areas.
- Set up a separate Psychological First Aid area with staff trained in CISM from the School Crisis Response Team.
- Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:
- If directed, set up morgue area. Verify:
  - Tile, concrete, or other cool floor surface
  - Accessible to Coroner's vehicle
  - Remote from assembly area
  - Security: keep unauthorized persons out of morgue.
  - Maintain respectful attitude.

During Event:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
  - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.
- If needed, request additional personnel from Logistics.
- Brief newly assigned personnel.
- Report deaths immediately to Operations Chief.
  - **After pronouncement or determination of death:**
  - ***Do not*** move the body until directed by Command Post.
  - ***Do not*** remove any personal effects from the body. Personal effects must remain with the body ***at all times.***

- As soon as possible, ***notify the Operations Chief***, who will notify the Command Post, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.
- Keep accurate records and make available to law enforcement and/or the Coroner when requested.
- Write the following information on two tags:
  - Date and time found.
  - Exact location where found.
  - Name of decedent, if known.
  - If identified—how, when, by whom.
  - Name of person filling out tag.
  - Attach one tag to body.
  - If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.
- Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.
- Keep Operations Chief informed of overall status.

- Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.
- Stay alert for communicable diseases and isolate appropriately.

After:

- Conduct a Critical Incident Stress Debriefing for staff.

Section: Operations
Position: First Aid & Medical Team

Primary: School Nurse

Alternate: Safety Ambassadors

Reports to: **First Aid & Medical Team Leader**

Staffing Characteristics: Trained in first aid and CISM

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- First-aid supplies
- Marking pens
- Stretchers, blankets, vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from the Health Team
- Forms: Notice of First Aid Care Given Form, First Aid & Medical Treatment Victim Log

Start-Up Activities:

- Obtain & wear personal safety equipment including latex gloves.
- Use approved safety equipment and techniques.
- Check with First Aid & Medical Team Leader for assignment.

During Event:

- Administer appropriate first aid.
- **Keep accurate records of care given**.
- Continue to assess victims at regular intervals.
- Report deaths immediately to First Aid & Medical Team Leader.
- If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim.**

- Student's Emergency Card must accompany student removed from resource center to receive advanced medical attention. Send emergency out-of-area phone number if available.

Triage Entry Area:

- Staffed with minimum of 2 trained team members, if possible.
- One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- Second team member logs victims' names on form and sends forms to Incident Command Post as completed.

Treatment Areas ("Immediate" & "Delayed")

- Staff with minimum of 2 team members per area, if possible.
- One member completes secondary head-to-toe assessment.
- Second member records information on triage tag and resource center treatment records.
- Follow categories: Immediate, Delayed, Dead
- When using 2-way radio, do not use names of injured or dead.

After:

- Clean up First Aid & Medical Treatment Area. Dispose of hazardous waste safely.
- Assist in the Critical Incident Stress Debriefing for the staff

Section: Operations
Position: Assembly Area

Primary: School Coordinators

Alternate: Data and Assessment Coordinator

Reports to: **Operations Chief**

Staffing Characteristic: Trained in managing large groups of students

Responsibility: Ensure the care and safety of all students in resource center (except those who are in the First Aid & Medical Treatment Area).

Special Equipment:

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
  - Student Accounting Form
  - Notice of First Aid Care Given Form

Start-Up Activities:

- Request additional personnel, if needed.
- If resource center is evacuating:
  - Verify that the assembly area and routes to it are safe.
  - Count or observe the resource center as they exit, to make sure that all evacuates.
  - Initiate the set-up of portable toilet facilities and hand- washing stations.

During Event:

- Monitor the safety and well-being of the students and staff in the Assembly Area.
- Administer minor first aid as needed.
- Support the Release Gate Unit process by releasing students with appropriate paperwork.
- When necessary, provide water and food to students and staff.

- Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- Make arrangements to provide shelter for students and staff.
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to the Public Information Officer.

Section: Operations
Position: Request Gate

Primary: Safety Ambassadors

Alternate: School Nurse

Reports to: **Operations Chief**

Staffing Characteristics: Resource Center staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- Stapler
- Box(es) of Emergency Cards
- Signs: Parent Request Gate
- Empty file boxes to use as out boxes
- Forms:
  - Student Release Form
  - Volunteer Assignment List

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- Have Student Release Forms available for parents or guardians outside of fence at Request Gate. Assign volunteers to assist.
- Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.

- **Refer all requests for information to the Public Information Officer. Do not spread rumors!**
- If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Gate.

Reunification Procedures:

- Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.
- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
- Runner takes form(s) to the designated resource center.

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

<u>If student is in</u>:

- Runner shows Student Release Form to the teacher
- Teacher marks box, "***Sent with Runner***."
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to staff at Release Gate.

<u>If student is not in</u>:

- Teacher makes appropriate notation on Student Release Form:
- "***Absent***" if student was never in the resource center that day.
- "***First Aid***" if student is in First Aid & Medical Treatment Area.

- *"**Missing**"* if student was in the resource center but now cannot be located.
- Runner takes Student Release Form to the Command Post.
- Command Post verifies student location if known and directs runner accordingly.

- **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Command Post for verification.**

Section: Operations
Position: Release Gate

Primary: Safety Ambassadors

Alternate: School Nurse

Reports to: **Operations Chief**

Staffing Characteristics: Resource Center staff or volunteers

Responsibility: Assure proper reunification of student with parent or guardian at the Release Gate.

Special Equipment:

- Stapler
- Signs: Parent Release Gate
- Empty file boxes to use for processed Student Release Forms

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Release Gate away from the Request Gate.
- Assign volunteers to assist, as needed.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- **Refer all requests for information to the Public Information Officer. Do not spread rumors!**

If student is in:

- Runner shows Student Release Form to the teacher
- Teacher marks box, "***Sent with Runner***."
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to staff at Release Gate.

- Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student.

Parents are given the Notice of First Aid Care Given Form, if applicable.

If student is not in:

- Teacher makes appropriate notation on Student Release Form:
- "***Absent***" if student was never in the resource center that day.
- "***First Aid***" if student is in First Aid & Medical Treatment Area.
- "***Missing***" if student was in the resource center but now cannot be located.
- Runner takes Student Release Form to Incident Command Post.
- Incident Command Post verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Incident Command Post for verification.
- Parent should be notified of missing student status and escorted to crisis counselor.
- If student is in first aid, parent should be escorted to First Aid & Medical Treatment Area.
- If student was marked absent, parent will be notified by staff member.

Section: Planning & Intelligence
Position: Planning & Intelligence Chief/Logistic Chief

Primary: Chief Financial Officer

Alternate: Data and Assessment Coordinator

Reports to: **Incident Commander**

Staffing Characteristics: School Coordinator or someone familiar with resource center and its occupants

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- File box(es)
- Dry-erase pens and eraser
- Large map of resource center, laminated or covered with Plexiglas
- Forms:
  - Position Log

During:

- **Assume the duties of all Planning Section positions until staff is available and assigned.**
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Assist the Incident Commander in writing Incident Action Plan.

Section: Planning & Intelligence
Position: Documentation

Primary: School Clerk 1

Alternate: Teacher 1

Reports to: **Planning Chief**

Staffing Characteristics: **It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.**

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- File box(es)
- Forms:
  - Position Log

During:
Records:

- Maintain time log of the Incident, noting all actions and reports.
- Record content of all radio communication with School Emergency Operations Center (EOC).
- Record verbal communication for basic content.
- Log in all written reports.
  - ***Important***: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents.**
- File all reports for reference.

Student and Staff Accounting:

- Receive, record, and analyze Student Accounting Forms.
- Check off staff roster. Compute number of students, staff, and others in the resource center for Situation Analysis. Update periodically.
- Report missing persons and resource center damage to Incident Command Post.
- Report first aid needs to First Aid & Medical Team Leader.
- File forms for reference.
- Track regular and overtime of all staff.

After:

- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.

Section: Planning & Intelligence
Position: Situation Analysis

Primary: School Coordinator

Alternate: Director of Operations and Technology

Reports to: **Planning Chief**

Staffing Characteristics: **It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.**

Responsibility: Analyzes the range of events impacting the resource center to provide the Incident Commander and the rest of the Incident Command Team with cumulative information about the incident.

Special Equipment:

- Dry-erase pens and eraser
- Large map of resource center, laminated or covered with plexiglas
- File box(es)
- Map of local area

During:
Situation Status Map:

- Collect, organize and analyze situation information.
- Mark resource center map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of resource center.
- Preserve map as legal document until photographed.

- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Incident Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- **Report only to Incident Command Post personnel. Refer all other requests to Public Information Officer**.

Section: Logistics
Position: Logistics Chief

Primary: Chief Financial Officer

Alternate: Data and Assessment Coordinator

Reports to: **Incident Commander**

Staffing Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Special Equipment:

- Cargo container or other storage facility with all emergency supplies stored in the resource center.
- Forms:
  - Resource Center Status Report
  - Volunteer Assignment List

Start-Up Activities:

- **Assume the duties of all Logistics positions until staff is available and assigned.**
- Ensure that the Incident Command Post and other facilities are setup as needed.

During Event:

- Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- Maintain security of cargo container, supplies and equipment.

After:

- Secure all equipment and supplies.

Section: Logistics
Position: Supplies, Facilities, & Staffing

Primary: Director of Operations and Technology

Alternate: School Coordinator

Reports to: **Logistics Chief**

Staffing Characteristics: **It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.**

Responsibility: Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

Special Equipment:

- Cargo container or other storage facility and all emergency supplies stored in the resource center

Start-Up Activities:

- Open supplies container or other storage facility if necessary.
- Begin distribution of supplies and equipment as needed.
- Set up the Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- Review staff roster and begin call-back, as required.

During Event:

- Maintain security of cargo container, supplies and equipment.
- Distribute supplies and equipment as needed.

- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.

- Coordinate with the Incident Commander on establishing the need for future work shifts and related staffing needs.

After:

- Secure all equipment and supplies.

Section: Finance & Administration
Position: Finance & Administration Chief

Primary: Budget and Financial Analyst

Alternate: Chief Financial Officer

Reports to: **Incident Commander**

Staffing Characteristics: Familiar with common financial record keeping standards – School Receptionist.

Responsibility: Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

Special Equipment:

- None

During:

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the School level; however, in emergency situations, it may be necessary for the resource center to acquire certain items quickly.
- Manage and analyze timekeeping records for emergency responders
- Determine process for tracking regular and overtime of staff.

- Ensure that accurate records are kept of all staff members, indicating hours worked.
- If School personnel not normally assigned to the resource center are working, be sure that records of their hours are kept.
- Determine process for tracking purchases.
- Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.
- Support Logistics in making any purchases which have been approved by the Incident Commander.

After:

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

ALTUS SCHOOLS COACHELLA VALLEY

Safety Ambassadors

2025-2026

The designated Ambassadors are responsible for planning and implementation at the Resource Center (RC). Resource Center Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓Number of students in RC – adhere to student scheduled hours
- ✓Schedule RCA/CTR works hours – ensure there are two staff members when opening and closing the RC
- ✓Share information at RC meetings - Discuss safety at monthly resource center meetings
- ✓Meet with new resource center staff within 30 days
- ✓Reach out to the Juvenile Community Officer, Community Resources and Community Sub Police Stations
- ✓Keep technology locked and secured

Instructional Support:

- ✓Consistent RC rules among all staff – hats, phones, language use
- ✓Ensure middle school students work together
- ✓Instructional tables labeled by subject area
- ✓Know your student needs – triggers
- ✓Measuring threat levels
- ✓CTR supporting the learning environment

Compliance:

- ✓Safety Drills are mandated to be performed three (3) times per year
- ✓Ensure safety supplies are located in designated area and replenished each time a drill is performed
- ✓Confirm that the Emergency Radio works properly (Altus Schools Coachella Valley/San Diego Team Talk, Channel 1)
- ✓Update Resource Center Emergency Exit Plan annually
- ✓Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye wash Inspections

Altus Schools Coachella Valley

Resource Center	Safety Ambassador
Altus Schools Coachella Valley RC	Derek Wolfe

SY 2025-2026

Instructional Continuity Plan

ALTUS SCHOOLS SOUTHERN CALIFORNIA

ALTUS SCHOOLS COACHELLA VALLEY

Altus Schools Coachella Valley
Instructional Continuity Plan

General Information

At Altus Schools Coachella Valley (ASCV), we prioritize uninterrupted learning. This Instructional Continuity Plan (ICP) embodies our proactive commitment to ensuring education continues seamlessly, regardless of circumstances. By establishing robust systems for remote instruction and communication *now*, we are prepared to transition swiftly and effectively to virtual learning environments should any emergency or unforeseen event occur. Our integrated online learning platforms, video conferencing capabilities, and digital communication tools form the bedrock of this preparedness. Furthermore, this ICP details clear decision-making pathways, empowering a designated leadership team to act decisively, activate appropriate remote learning phases, and keep our staff, students, and families informed, ensuring learning remains constant.

Engagement Protocol

In the event of an emergency, ASCV is committed to ensuring that students' educational experiences continue with minimal disruption. The school will engage students and families within 5 calendar days using a variety of communication methods to ensure everyone stays informed and connected. Examples of the two-way communication tools include phone calls, SMS text messaging, email, video conferencing, social media, and app notification through ParentSquare. The ParentSquare communication platform integrates with our Student Information System, providing all enrolled students and families with a centralized and accessible communication channel to receive updates and information from school administrators, teachers, and support staff. Given the instructional model of the school, it is common practice for teachers to be in touch with students and/or families daily. This routine communication ensures that in the event of an emergency, there will be no disruption in the connection between teachers, students, and their families. Teachers will continue to provide academic support, share resources, and address any concerns through the established communication channels.

Following an emergency, ASCV will utilize our Multi-Tiered System of Supports (MTSS) to ensure all students receive the appropriate level of support based on their individual needs. Healthy Youth Therapists on staff are available to assist in supporting students' social-emotional and mental health needs through individual or group therapy sessions.

ASCV strives to maintain a strong and supportive learning environment, even in the face of emergencies. By leveraging multiple communication methods and providing comprehensive support through MTSS, we aim to ensure the continuity of education and the well-being of our students and their families.

Instructional Access Plan

ASCV is an independent study program that offers both in-person and hybrid learning options for students. Resource Centers are strategically located within the neighborhoods and communities where students reside. Thanks to our multiple physical locations, state-of-the-art video conferencing technology, and independent study format, ASCV can quickly adapt if a Resource Center becomes inaccessible due to an emergency or natural disaster. Students can continue in-person learning at an alternative neighborhood Resource Center or temporarily switch to virtual learning.

Every student at ASCV has a Pathways Personalized Education Plan (PPEP). This plan is used by staff to analyze each student's current academic levels, grades/credits, educational goals, learning styles/preferences, interests, and post-high school pathways. The PPEP is developed and continually revised in collaboration with the student, parent, teacher, counselor, and school instructional leader.

As part of the PPEP and Instructional Plan, the school staff administer a fall benchmark assessment, NWEA Measures of Academic Progress (MAP), to all students to measure academic levels and proficiency in Reading, Language, and Mathematics. Teachers and instructional leaders use these assessment results to make data-informed decisions, such as increasing individual tutoring support in specific academic domains or utilizing specialized instructional strategies, curriculum, and programs to improve student skills.

Monitoring student academic progress and growth is a key element of the PPEP. When students do not demonstrate improved academic growth over time, instructional staff initiate and increase academic intervention efforts and support. ASCV utilizes a Student Intervention Program aligned with the Multi-Tiered System of Support (MTSS). This intervention model provides instructional staff with a system to quickly identify and match the needs of all students. Each intervention completed by a teacher, counselor, or school support staff is documented in the school information system. The school's Data and Assessment department provides staff with a Monthly Storybook summarizing specific interventions completed. School leaders use this intervention data to monitor effectiveness and ongoing student needs. This plan ensures academic progress is not disrupted if a student must switch locations or modalities due to an emergency or natural disaster.

As an independent study school, students will naturally continue their learning through their existing textbook-based curriculum, aligned with state standards and developed by subject matter experts, in the event of an emergency or natural disaster. This curriculum will remain accessible within 10 instructional days of an emergency scenario. The Curriculum Department has already implemented digital lesson guides and online textbooks to support independent learning. For families needing hard copies, textbooks, lesson guides, and supplemental materials can be distributed via non-contact methods.

Edgenuity is the platform used to deliver online curriculum. Through Edgenuity, students have access to multiple scaffolds essential for English Learners and Students with Disabilities, including digital notetaking, transcripts in multiple languages, graphic organizers, glossaries, academic language tools, digital sticky notes, extended time, video closed captioning, text translation, and read-aloud features.

Students who lack access to a computer or home internet can be issued data-enabled laptops through the Altus Connect Program, ensuring they can access the Edgenuity platform, virtual meetings & tutoring sessions, and other online resources from home.

School staff are dedicated to maintaining high levels of student engagement and supporting academic achievement. Setting high expectations helps students achieve their daily, weekly, and monthly goals. Key instructional strategies include virtual and/or in-person one-on-one meetings and small group tutoring sessions, where teachers guide instruction and assess mastery of content standards, providing additional instruction as needed. Teachers also offer instructional support during scheduled school hours, both virtually and in-person. Additionally, teachers monitor academic progress and engagement through online forms, surveys, screencast videos, virtual events, and other communication tools, ensuring students remain on track with their educational goals.

Communication Strategy

In a school emergency or natural disaster, clear and timely communication is critical. Our multi-faceted approach prioritizes the safety and well-being of students and families by ensuring a consistent flow of vital information through multiple accessible channels, strengthening the school-to-home partnership.

Initially, ParentSquare can serve as our central hub for rapid dissemination of alerts and critical updates regarding the situation, safety protocols, evacuation procedures (if necessary), and school status. Simultaneously, the school website and the Altus Schools Health and Wellness Hub will be updated with the same crucial information, offering additional reliable sources.

Following immediate alerts, instructional staff will use secure text messaging, emails, and phone calls for more direct updates on student well-being and specific instructions. Virtual conferences via Microsoft Teams and Zoom may also be used for broader informational meetings or individual check-ins, as circumstances permit.

Recognizing potential challenges with digital communication, school staff will be prepared to conduct home visits to provide direct updates, ensure student safety, and deliver essential resources or instructions.

To ensure equitable access, our dedicated bilingual staff will communicate critical emergency information in both English and Spanish.

Access to Devices, Materials, and Connectivity

To ensure students have access to online schoolwork, ASCV conducts multiple needs assessments and satisfaction surveys with students and parents to identify families requiring home technology. Teachers maintain regular communication with students and parents through secure text messages, phone calls, virtual conferences, and emails to identify ongoing needs or unique circumstances. As a result, the school has successfully deployed Chromebooks and data plans to all students in need. When new students enroll, school clerks and counselors conduct a technology needs assessment with each family and promptly provide devices to ensure all barriers to learning are eliminated.

Occasionally, school-issued devices require repair or service. In such cases, devices are collected and submitted to the school's Operations Department for maintenance. Students are issued replacement devices to ensure continuous access. Inventory is reviewed regularly by the Operations Department to ensure necessary stock levels are maintained to accommodate student need.

The school has also enhanced its websites and technology tools. To minimize confusion and redundancy for students and parents, the school has created an online landing page, www.altusgo.com, which provides students and families with access to curriculum and instructional supports. From this landing page, students can access essential school technology programs such as Edgenuity, Naviance, Renaissance (Illuminate), Achieve 3000, and BrainPOP.

For students who prefer or require hard copy materials, staff will work with the family to distribute as needed.

Special Populations and Support Services

Even in a shift to remote learning, our school remains dedicated to providing equitable and personalized education for all students through our key process: Pathways Personalized Educational Plan (PPEP). This collaborative plan, developed with teachers, students, parents, counselors, and instructional leaders, inherently addresses diverse needs, including those of English Learners, Students with Disabilities, and Foster/Homeless Youth. Our dedicated Homeless and Foster Youth Liaison will continue to provide comprehensive case management services remotely, ensuring uninterrupted support through virtual check-ins and resource coordination. Existing PPEPs, outlining individual goals and learning preferences, will guide personalized remote learning experiences, and our Multi-Tiered Systems of Supports (MTSS) framework will deliver tailored online interventions.

For English Learners, we ensure continued language development through both integrated and designated ELD support via online educational platforms and digital resources like Summit K12, BrainPOP EL, and Ellevation. Integrated ELD is embedded within virtual content lessons, while designated ELD focuses on explicit language and literacy skill-building through virtual small groups and individualized online activities, all aligned with the school's English Learner Plan. Students with Disabilities will continue to receive Free Appropriate Public Education (FAPE) through the virtual implementation of their IEPs. Specialized Academic Instruction (SAI) will be provided via distance learning by Education Specialists through secure video conferencing and online learning platforms. Curriculum will be adapted for digital accessibility, and instruction will be differentiated using online platform features and Universal Design for Learning (UDL) principles. Special education case managers will actively monitor student progress remotely through regular virtual check-ins and ongoing collaboration with general education teachers.

Furthermore, we are committed to supporting the holistic well-being of our students in a remote setting. To address mental health and social-emotional needs, we will provide virtual counseling sessions with our school counselors and offer readily accessible resource directories for additional support services. Recognizing the importance of basic needs, we will also ensure families have access to critical nutrition services and other wraparound supports by providing comprehensive information on accessing local food banks and other essential resources.

Instructional Continuity and Independent Study Readiness

As a WASC-accredited, non-classroom-based independent study program, our school has established and implemented written policies to govern our independent study

program. All students and parents/care givers sign a board-approved, year-long independent study Master Agreement contract, which includes required elements such as Contact Information, Methods of Study, Evaluation Procedures, Attendance and Participation Requirements, Outreach Methods, Maximum Time for Assignments, and Number of Missed Assignments.

ASCV is dedicated to delivering high-quality, rigorous, and standards-aligned curriculum and instruction entirely through accessible online platforms. Our model inherently ensures that *all* students can be effectively supported remotely. Leveraging a robust digital curriculum, versatile communication tools, and interactive videoconferencing systems, we guarantee seamless continuity of learning, regardless of external circumstances such as emergencies or natural disasters. This instructional approach will ensure that students can receive virtual daily one-on-one meetings, weekly small group tutoring sessions, readily available virtual school hours, and additional personalized check-in meetings. This will ensure every learner receives the individual support they need to thrive in the event of a natural disaster or emergency.

Assessment and Student Progress Monitoring

In the event of an emergency or natural disaster, the school will maintain continuous learning through the following established procedures: Teachers will consistently monitor student learning daily using varied formative assessments and robust tracking methods implemented remotely. Data on participation in online activities, coursework completion, assessments, and communication will be analyzed to inform responsive instruction. Teachers will utilize a Course of Study Record (CSR) and Participation/Credit Tracker to closely follow daily progress virtually, while students will maintain a Student Learning Log, reviewed and archived by teachers in the SPSIS. Attendance will be certified remotely via School Pathways Student Information System (SPSIS) at the end of each Independent Study Learning Period.

In the virtual environment, remote instruction will be shaped by continuous formative and summative assessments, incorporating a variety of online activities to gauge student learning and personalize instruction. Assignments will receive virtual feedback, and scores below 70% will automatically activate tailored virtual remediation plans, ensuring targeted support. Furthermore, teachers and instructional staff will leverage the school's MTSS framework to address the holistic academic, behavioral, and social-emotional needs of each student; these strategies may include additional virtual tutoring, participation in specialized programs like IXL Math, or meetings with guidance counselors or healthy youth therapists.

Leveraging secure video conferencing, educators can deliver dynamic live instruction, foster real-time communication, and implement immediate learning evaluations through engaging virtual activities such as quick writes and collaborative group projects. These interactive sessions bridge the physical distance, enabling active participation and timely feedback.

The SPSIS Gradebook will serve as the central platform for recording all virtual assignments, and teachers will provide summary comments on student progress at the end of each Learning Period. This information will be accessible to students and parents via the School Pathways Portal, with ongoing virtual training and support provided to ensure seamless access and engagement.

Professional Development for Staff

Altus University (“AU”) serves as the professional learning platform for the school, offering both in-person and virtual sessions to accommodate the diverse needs of our staff. Altus University includes a fully online component, called AU in the Cloud, which is available to all segments of the workforce and aligned with the California Quality Professional Learning Standards (QPLS).

AU sessions incorporate school-wide initiatives to improve student learning in math and English language development. Each session includes an evaluation for participants to provide feedback on participation, satisfaction, usefulness, learning, and areas for follow-up. This feedback is used by the school’s curriculum departments as part of their ongoing Professional Learning Communities (PLCs) and to plan additional AU sessions.

Both in-person and virtual AU sessions provide instructional staff with the time and space to explore curriculum content necessary for quality instruction. Instructors build participants' capacity to use frameworks, standards alignment documents, and instructional pacing guides to support teaching content standards. Assessment and instructional strategies are incorporated into the sessions so that teachers can use formative assessment strategies to inform instruction for a diverse student population.

Teachers have undergone Leading Edge Certification (LEC), a national certification for educational technology, to become effective online and blended learning teachers. For new teachers, the school continues the certification process through the LEC FLEX program. School instructional leaders provide feedback on new skills acquired through AU sessions during virtual tutoring session observations. Instructors model how to differentiate curriculum and scaffold instruction to support all students. These sessions uphold the school’s values by increasing participants' capacity to enhance students’ participation, engagement, connection, sense of belonging, and emotional well-being.

Instructional strategies are presented through an equity lens, ensuring access and equity for all students. Data informing AU sessions is disaggregated by gender, race, special needs, foster youth, and socio-economic indicators, allowing for the identification of student instructional needs focused on specific groups. All participants can access AU sessions through registration on the Altus University Portal. Sessions are generally held on the same day of the week and time, allowing teachers to plan instruction around the professional learning sessions they wish to attend. Recorded sessions are available on demand for staff members who are unable to attend live sessions.

Instructors for AU sessions include Administrators, Teachers on Special Assignment, Special Education, General Education teachers. They maintain a positive learning environment for all participants, who can use the chat feature within Microsoft Teams to ask questions without interrupting the flow of instruction and can unmute their microphones to participate verbally. Instructors engage participants through Web 2.0 tools learned from the Leading Edge Certification (LEC). AU instructors understand that student Social Emotional Learning is paramount, focusing on connecting with students first, followed by content.

By combining virtual and in-person professional learning, Altus University ensures that all staff have the resources and support they need to succeed in any learning environment.

Criteria for Returning to In-Person Learning

Following a school emergency or natural disaster, the decision to resume in-person learning will be made in close coordination with state and county emergency management and education agencies, prioritizing the safety and well-being of students and staff. Return to school sites will occur only when deemed safe by these authorities and when the following critical conditions are met:

- Lifted Evacuation Orders: All evacuation orders affecting the school site and the surrounding areas necessary for safe travel of students and staff must be officially lifted.

- Safe Air Quality and Clean Water: Air quality must be at levels deemed safe by relevant environmental agencies, and access to potable, clean water must be fully restored at the school site.

- Restored Utilities: Essential utilities, including power, gas, and functioning sanitation systems, must be reliably restored to ensure a safe and healthy learning environment.

- Debris Removal: School grounds and access routes must be cleared of any hazardous debris that could pose a risk to students and staff.

- Staffing and Food Service Readiness: Sufficient staffing levels across all essential functions, including instructional, administrative, and support roles, must be ensured. Additionally, food service operations must be ready to provide necessary meals for students.

Upon confirmation that these conditions are met and clearance is received, the school will implement clearly defined return-to-school plans and protocols aligned with the most current guidance from the California Department of Education (CDE) and county education offices. These protocols will be proactively communicated to all students and staff.

Collaboration and Site-Based Planning

The collaborative spirit at our school ensures that our Instructional Continuity Plan (ICP) and School Comprehensive Safety Plan are living documents, shaped by the diverse perspectives of our entire educational community.

Administrators actively champion the development and review processes for both plans. They initiate discussions, provide resources, and ensure that feedback is thoughtfully integrated. Staff members, including teachers, counselors, and support personnel, contribute their invaluable frontline experiences through surveys, focused meetings, and professional development sessions, directly influencing the practical elements of the plans.

Parents and family members play a vital role as essential partners. Their insights into students' needs and home environments are gathered through surveys, school events, parent-teacher conferences, and dedicated meetings, ensuring a holistic approach to both instructional continuity and safety.

Our students' voices are also crucial in this collaborative endeavor. Meaningful feedback is solicited through age-appropriate surveys, student forums, and representative participation in school events, providing a unique and important perspective on safety and learning continuity.

The School Site Council serves as a cornerstone of the annual review process for both the ICP and the School Comprehensive Safety Plan. This body, comprised of administrators, teachers, staff, parents, and students, reviews the plans, analyzes feedback gathered throughout the year, and provides critical input for revisions and improvements, ensuring that our safety and instructional strategies remain responsive and effective. This ongoing cycle of collaborative development and review ensures that our plans reflect the collective wisdom and shared commitment of our entire school community.

Plan Review and Updates

Our Instructional Continuity Plan (ICP) is a living document designed to adapt to the evolving needs of our school community. To maintain its effectiveness, we conduct an annual review and update process.

The Altus Schools Executive Safety Team is central to this process. Each year, they examine the ICP, ensuring its alignment with current best practices and any changes in our school environment or local context. This comprehensive review includes:

- Data Analysis: The Executive Safety Team (EST) analyzes year-long data, including feedback from surveys, meetings, and training involving administrators, staff, parents, and students. The EST contributes critical insights related to safety protocols and potential risks, allowing us to pinpoint the plan's strengths and areas needing improvement.

- Stakeholder Input: We actively seek and value input from all stakeholders through surveys, focus groups, and school events. The EST thoroughly addresses all safety-related concerns raised during this engagement process and integrates guidance from the School Site Council's review of the Comprehensive School Safety Plan and Instructional Continuity Plan.

- Plan Evaluation: The EST assesses the ICP's effectiveness in addressing potential disruptions to instruction, such as natural disasters, emergencies, and other unforeseen events. The EST lends its expertise to evaluate the clarity of safety procedures, the adequacy of resources, and the practicality of implementation.

Based on this thorough analysis, the Executive Safety Team recommends necessary revisions to the ICP.

The updated ICP then undergoes the following steps:

- Documentation and Communication: All revisions are clearly recorded within the ICP and shared with key educational partners.

- Implementation: The updated ICP is put into practice school-wide, with any required training or professional development provided to staff. The Executive Safety Team actively supports the implementation of all safety-related components.

This annual cycle of review and updates, driven by the active involvement of the Executive Safety Team, guarantees that our ICP remains a relevant and effective instrument for ensuring instructional continuity, demonstrating our unwavering commitment to the safety and academic success of every student.

Altus SCHOOLS SOUTHERN CALIFORNIA

Comprehensive Safety Plan

ALTUS SCHOOLS

EAST COUNTY

SY ~~2024~~2025-~~2025~~2026

Formatted: Font: 18 pt, Bold, Font color: Accent 1

Formatted: Font: 18 pt, Bold

Formatted: Font: Bold, Font color: Accent 1

Formatted: Font: Bold, Font color: Accent 1

TABLE OF CONTENTS

Formatted: Font: Not Bold, No underline, Font color: Accent 1

SECTION ONE

Formatted: Font color: Accent 1

Executive Summary 3

SECTION TWO

Formatted: Font color: Accent 1

Facility Information and Street/Aerial Maps 4
Assessment of School Crime 10
Responses to Dangerous, Violent and Unlawful Activity 11
Hazard Assessment Summary 12
Disaster Response Plan 13
Emergency Responses 19 20
Suspension/Expulsion Policy 56 60
Notification to Staff of Dangerous Students 76 84
Anti-Discrimination and Harassment 77 85
School-wide Dress Code 78 86
Loitering Law 79 87
Going to and From School Safely 81 89
Safe Ingress and Egress Procedures 83 91
Ensuring a Safe and Orderly Environment 84 92
Discipline Procedures 85 93
Child Abuse Reporting Procedures 86 94
Emergency Notification Information 89 97
Emergency Resource Information 91 99
Emergency Disaster Kit 91 99
Crisis Response Boxes 92 100
Emergency Quick Reference Guide 93 101
Emergency Operations Overview 93 101
Incident Command Team Overview 95 103

SECTION THREE

Formatted: Font color: Accent 1

Evacuation Procedure 97 105
Lockdown Procedure 105 113
Parent Notification & Reunification Procedure 115 123
Earthquake Procedure 116 124
Fire Procedure 117 125
Active Shooter and Other Armed Assailant Drills 121 129

SECTION FOUR

Formatted: Font color: Accent 1

Emergency Plan Roles and Responsibilities 131 141
ASEC Instructional Continuity Plan 178 181

SECTION ONE

Executive Summary

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any facility operated by Altus Schools East County.

An "Incident Commander" (and alternate) is assigned to be the point of contact for this plan. During emergencies, the Incident Commander is the point of coordination for all operations. An Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Incident Commander and their Incident Command Team are assigned to maintain and implement their Emergency Plan. The Safety Coordinator will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, the Safety Coordinator will review this emergency plan on an annual basis to determine the Emergency Plan Template is compliant with Federal, State, and local laws.

The Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this RC. The Incident Commander, coordinating with Safety Coordinator, will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

This format allows staff to understand basic roles and responsibilities regardless of where in the school they may be working.

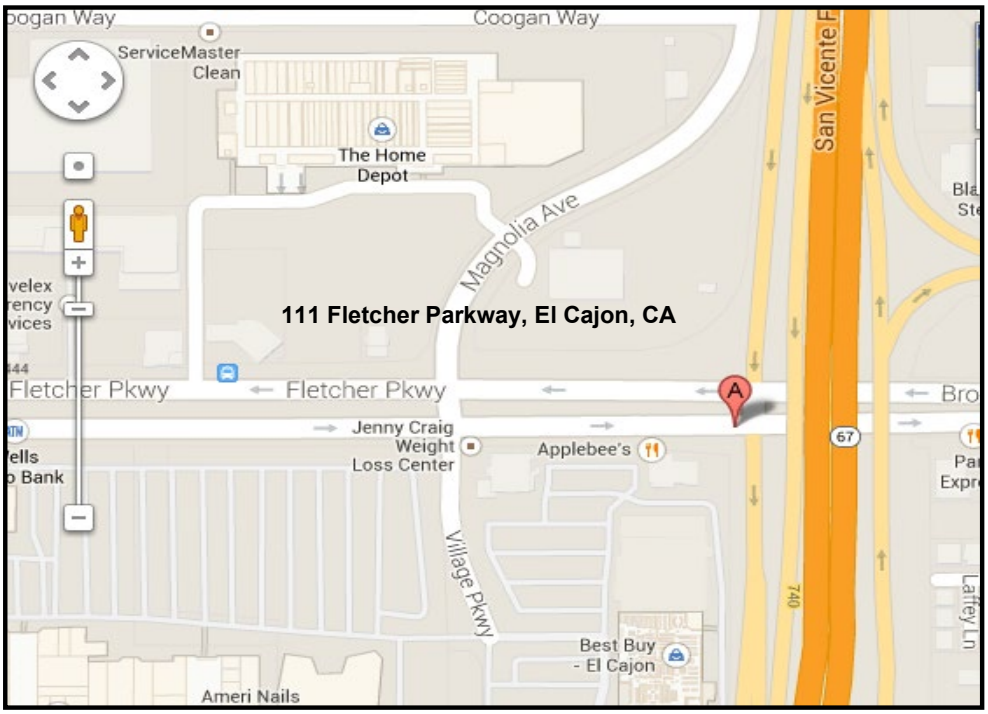
It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another's life.

SECTION TWO

Altus Schools East County
Facility Information and Street/Aerial Maps

Location

Resource Center (RC) Name: El Cajon ~~– Altus Schools East County~~
RC Address: –Westfield Shopping Mall - 111 Fletcher Parkway, El Cajon, CA 92020
Directly behind Applebee's, next door to Metropolitan Credit Union
RC Public Phone Number: 858-249-7018
RC Fax Number:619-588-1546



Formatted: Font: 14 pt, No underline, Font color: Accent 1

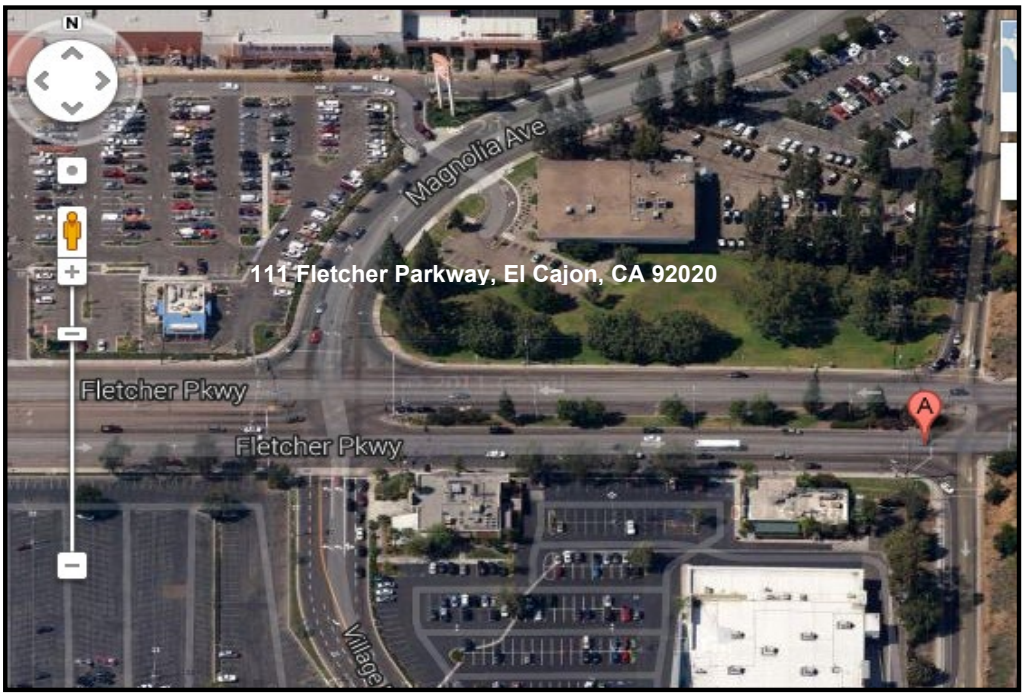
Formatted: Font: 14 pt

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

El Cajon Aerial Map

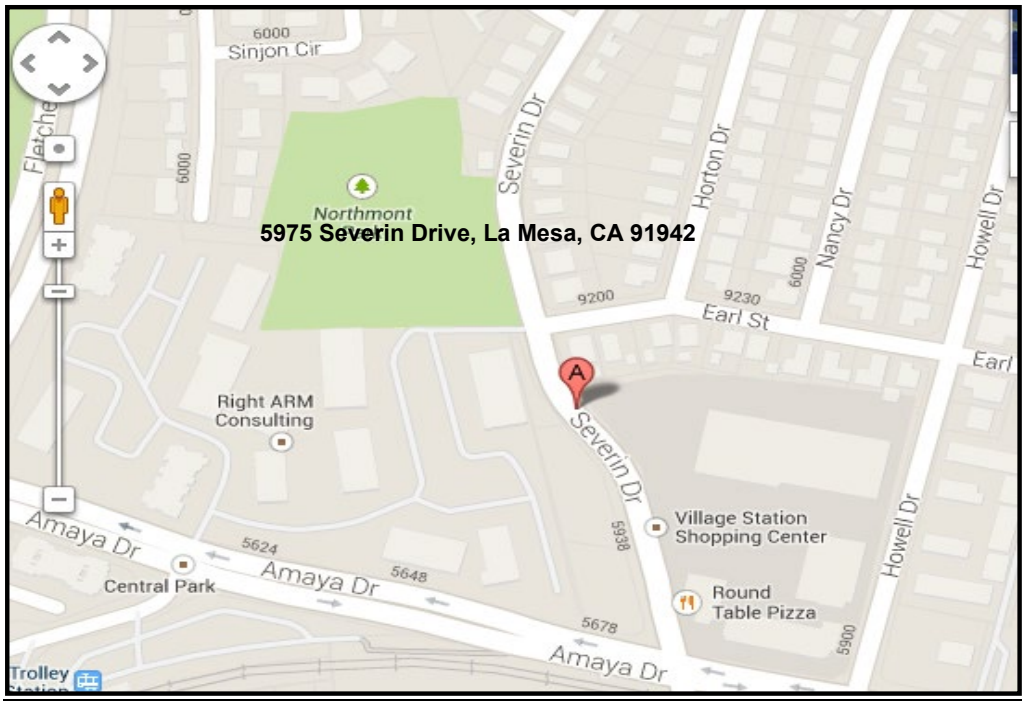
Formatted: No underline, Font color: Accent 1

Formatted: No underline



Location

Resource Center (RC) Name: La Mesa
RC Address: ~~5975~~: 5975 Severin Dr., La Mesa, CA 91942
Located in the Village Station Shopping Complex
RC Public Phone Number: 858-249-7018
RC Fax Number: 619-588-1546

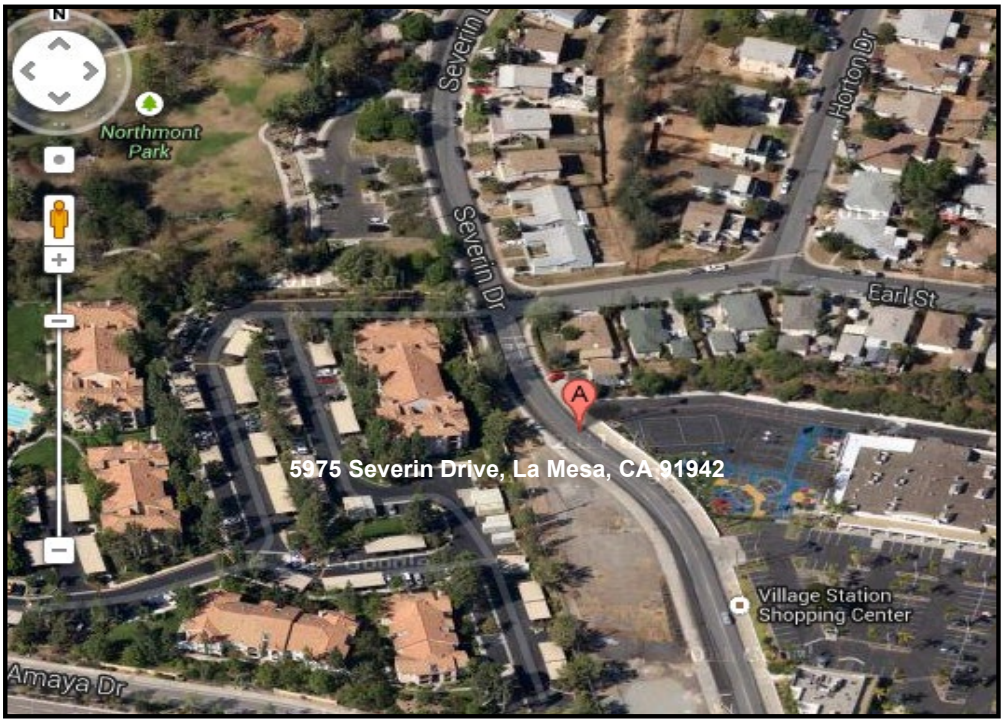


Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 14 pt, Font color: Accent 1

La Mesa Aerial Map

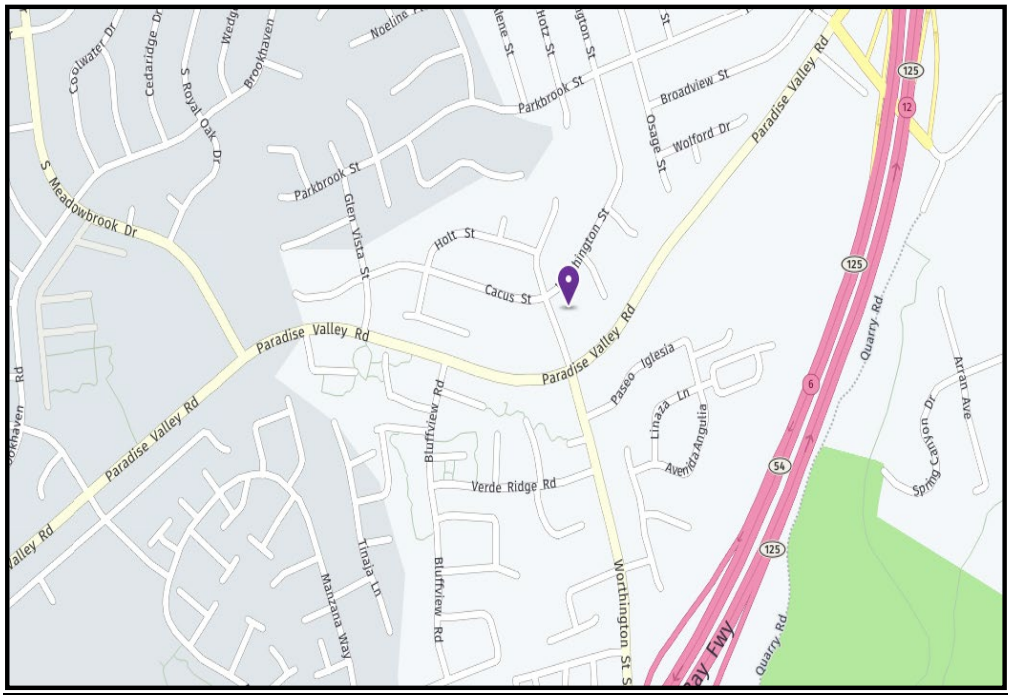
Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: No underline



Location

Resource Center (RC) Name: Paradise Valley
RC Address: ~~123~~: 123 Worthington Street, Suites 104-106, Spring Valley, CA 91977
Near the Seven Eleven Store
RC Public Phone Number: 858-249-7018
RC Fax Number: 619-588-1546



Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Paradise Valley Aerial Map

Formatted: No underline, Font color: Accent 1

Formatted: No underline



Assessment of School Crime

Formatted: Font: Not Bold, No underline, Font color: Accent 1

In assessing the crime rate for the last two school years at Altus Schools East County the crime data indicates that there have been no incidents of the last two years. ASEC staff will continue to monitor student behavior to ensure a safe and supportive environment. Both students and parents continue to rate the school high for providing a safe environment in their annual surveys.

	~~22-23yr~~23-24yr	Rate	~~23-24yr~~24-25yr	Rate	% Change
PROPERTY CRIME					
Arson	0	0.00	0	0.00	0.00
Burglary	0	0.00	0	0.00	0.00
Graffiti	0	0.00	0	0.00	0.00
Theft	0	0.00	0	0.00	0.00
Vandalism	0	0.00	0	0.00	0.00
Total	**0**				
DRUGS & ALCOHOL					
Use of Alcohol/Drugs	0	0.00	0	0.00	0.00
Possession of Alcohol	0	0.00	0	0.00	0.00
Possession of Drugs	0	0.00	0	0.00	0.00
Sale of Furnishing of Alcohol/Drugs	0	0.00	0	0.00	0.00
Total	**0**		**0**		
CRIMES AGAINST PERSONS					
Assault with Deadly Weapon	0	0.00	0	0.00	0.00
Battery	0	0.00	0	0.00	0.00
Homicide	0	0.00	0	0.00	0.00
Robbery/Extortion	0	0.00	0	0.00	0.00
Sex Offense	0	0.00	0	0.00	0.00
Total			**0**		
OTHER OFFENSES					
Bomb Threat	0	0.00	0	0.00	0.00
Destructive/Explosives	0	0.00	0	0.00	0.00
Loitering/Trespassing	0	0.00	0	0.00	0.00
Possession of Weapon(s)	0	0.00	0	0.00	0.00
Total	**0**		**0**		
ENROLLMENT ~~22-23yr~~23-24yr	~~257~~260		~~23-24yr~~24-25yr ~~260~~287		

The data represented is the total number of reported incidents within each crime category and as rates per 100 students enrolled. It is important to note that comparisons (% Change) are calculated from incident rates and not total numbers, because the rates reflect changes in student enrollment from year to year. Crimes involving Arson, Graffiti, and Vandalism must exceed $100 per incident, theft $50, and Burglary has no dollar limit. Any rate change to or from zero is represented as a 100% change. Caution should be used when drawing conclusions from individual rate changes. Improved reporting practices may have resulted in increases in crime rates which may not represent actual increases in crime.

RESPONSE GUIDELINES FOR DANGEROUS, VIOLENT OR UNLAWFUL ACTIVITIES

Altus Schools East County adheres to the following Law Enforcement Notification Matrix in assessing and responding to dangerous and unlawful activity.

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
• Bomb threat/Suspicious package • Firearm on complex • Explosive on complex • Fire • Immediate risk of harm to student(s) and/or staff' • Intruder on complex • Medical emergency • Possible abduction	• Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) ○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) ○ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) ○ Any action that creates a **reasonable suspicion** that the student is preparing to commit a homicidal act related to school or a school activity	• Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapons (EC48902) ○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun,any instrument that expels a metallic projectile, such as a BB or a pellet.

LOCATION HAZARD ASSESSMENT SUMMARY

Disaster Response Plan

Emergency Operations Team

The Emergency Operations Team is comprised of several leaders from Altus Schools East County. This team is responsible for planning, training and implementation in the event of a disaster. The team is composed of the following individuals:

Superintendent	*Responsible for external communications. She will call on community resources to assist the school RCs and coordinate mutual aid requests.*
Chief Business Officer	*Assists the Superintendent with external communications and community resource coordination to support school community needs. She is also responsible for acquisition of fiscal and business services. She will initiate acquisitions of services and materials associated with emergency operations.*
Director of Operations & Technology	*Responsible for internal communications with our RCs, staff, and the team in collaboration with the ~~School Coordinator~~School Administrator.*
~~School Coordinator~~School Administrator	*Responsible for parent and community communications. Provides trauma-counseling support to students/parents/staff, as well as, central contact for student data. Responsible for coordinating support to students brought to central location.*

Operational Overview

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold

Due to the unique design and small setting, the staff will be trained to implement components of the disaster procedures. These components will include:

- Evacuation of Students/Emergency Assembly
- Communication
- Reunion Procedures
- Public Information
- Sweep and Rescue
- Security
- First Aid and CPR

Emergency Operation Center

The Emergency Operations Team (EOT) will be responsible to coordinate and manage all operations in the event of a crisis. Altus Schools East County defines crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff.

All public employees are declared by law to be disaster services workers (Government Code §3100). They are subject to such disaster services as may be assigned to them by their supervisors or by law upon the declaration of an appropriate state of emergency. The extent to which school employees function as disaster service workers depends in large measure upon the decisions of the various resource centers and their supervisory personnel.

In the event of a crisis, Altus Schools East County will respond as follows:

Level 1 Natural Disaster Community Wide/Neighborhood Crisis

(Example~~: earthquake~~: earthquake, flood, fire, plane crash, riot, police action, high levels of fatalities and injuries, nuclear or biological disaster.)

Response~~: EOT~~: EOT in coordination with Civil Defense and/or resources.

Level 2 Singular or Multiple Locations Immediate, life threatening or critical urgency

(Example~~: weapons~~: weapons, group confrontation, bomb threat, hostage, fire, explosion.)

Response~~: EOT~~: EOT in coordination with local law enforcement and/or government agencies

Level 3 RC Specific

(Example~~: discipline~~: discipline, health-physical/mental/CPS, utility failure, fight, angry parent.)

Response~~: School~~: ~~Coordinator~~School Administrator according to responsibility.

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: No underline, Font color: Accent 1

Formatted: No underline, Font color: Accent 1

Responsibilities for Situation Levels 1 and 2

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

1. Assess situation (to evacuate or secure RC)

2. Call 911

3. Contact EOT: Communicate essential information
   Example: Describe the situation – clearly and calmly.
   Who is involved?
   Who's present/at the RC –staff/students/community?
   Have the police been called? Have they arrived?
   Who else has been notified?
   What have you done so far?
   Is anyone hurt? Describe injury.

4. Gather essential information – keep emergency supplies in one area

   - Student emergency binder
   - Student roster
   - Emergency procedure binder
   - Today's sign in sheet
   - Backpack, First Aid Kit, Blood borne Pathogen Kit
   - Keys

5. Reassess situation and roll call
   Triage – prioritize needs; define who is injured. Look for potential dangers (i.e., gas leaks, building structure damage.)

6. Give students appraisal of situation
   Tell them what to do and what is expected.

7. Re-contact EOT

8. Release students as appropriate to authorized individuals.

9. Contain remaining students in designated safe area.

10. Wait until crisis has passed

11. Notify Sorrento Mesa RC
12. Remaining students will be brought to safe area designated by EOT

13. Staff will then be released by EOT

Resource Center Preparedness Activities

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Training programs for staff:

- Disaster preparedness and scene management classes
- Mock disaster drill
- Evacuation/earthquake drills
- Blood borne Pathogens
- CPR and First Aid
- HIV Awareness

Educational activities:

- Basic earthquake education
- Parent meetings, home preparedness and orientation to RC plan

Equipment and supplies:

- Trauma/first aid kits
- Bodily fluid cleanup kit
- Backpacks for sweep and rescue team

Aftermath plan:

- Return school/community to normal
- Provide safe place to process event
- Plan for resumption of normal activities

*Drills are scheduled at least three times per year

Communications

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Font color: Accent 1

Altus Schools East County Communications Plan is designed to supplement urgent or emergency e-mail communications to faculty and staff.

Emergency RC Call to Central

RC contact Central or Able

Remember 6 Key points –

- **RC** — **Identify your location**
- **Number** — **Approximate number of participants**
- **Code** — **Red (Life-threatening) 911**
  Orange (Serious)
  Yellow (Potential – advisement)
- **Description** — **Briefly describe incident**
- **Location** — **In class, outside front/back door, alley**
- **Listen** — **Answer central's questions succinctly**

Procedure

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

- Superintendent will declare need for emergency action.
- Superintendent, ~~School Coordinator~~School Administrator and any designated support staff prepare ParentSquare telephone message and E-mail message.
- Superintendent notifies Altus Schools East County Board of Directors.
- Designated managers activate telephone tree, using prepared message; each designated manager will be responsible for their group and informing the backup caller.
- When schools are not in session, it may be necessary to call employees at home.
- Callers must report to the Superintendent by e-mail (mbixby@altusschools.net) the names of the employee's they were unable to reach.
- Share all information on the operation of the telephone tree with support staff at your RC.
- Make copies of the tree information and give to appropriate staff.
- It is possible that a test of the telephone tree will occur on a weekend, since the tree is designed to be used to relay information to managers and employee's regardless of the day of the week or the time of day or evening. It is important that employees who are to make calls and their backups have copies of the tree information and the telephone numbers both at school and home.

Sample Emergency Call

Resource Center	This is a code Orange. There are approximately 6 male students assembled on the south side of Fletcher Parkway, across the resource center. They are shouting and threatening one of our students who is here in the resource center. Our student is belligerent and wants to go out and face them. I have five other students with the resource center associate and me. We have locked the doors and directed students to move to the back of the resource center away from the window.
Central	I am dispatching the police immediately. Have your RCA with the other students. Be sure none of them leave or open the door. Stay with your students and try to calm him. Do not go out to confront the group. Assistance should be there shortly. Keep us posted of any change.

Resource Center

- Remember, speak calmly and slowly.
- Tend to the business at hand and keep Central informed. STAY CALM.
- If the problem is resolved. Call Central back immediately. Remember someone is streaking across the city to get to you. Call in and say, **"Situation secured". This officially closes down the incident. Central logs the time.**

ParentSquare System

In the event of an emergency the Superintendent or designee may activate the school-wide ParentSquare system. ParentSquare allows Altus Schools East County administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff. ParentSuare allows Altus Schools East County to establish a reliable channel for communicating and sharing information effectively and efficiently. In time-sensitive situations, parents and guardians will receive information and details directly from the school. Not just for emergencies, ParentSquare is beneficial in sending out routine school messages, such as attendance reports, and event and meeting reminders.

Our first responsibility is to the health and safety of our students.

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

Formatted: Font: 14 pt, Not Italic, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Italic, No underline

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

- Do not aggressively confront any individual or group.
- **We want no heroes – just mature, reasonable individuals who take control of a situation and manage it.**
- **Do not place yourself, or others, in an unnecessarily dangerous situation. Your backups are not far away.**

1. Receive Communication.

Be sure caller identifies RC. Confirm that you read the transmission and acknowledge the RC name. If necessary, calm the caller. Set the tone by using a confident and firm tone of voice.

If necessary, lead the caller through the 6 elements/key points of a Altus Schools East County emergency call. **Resource Center, Number, Code, Description, Location, Listen.** It is preferable that you speak directly to the teacher whenever possible.



2. Ascertain the level of emergency and degree of danger.

Prescribe action. If there is a close judgment call--- err on the side of caution.

Code Red~~: Optional~~: Optional Action

The teacher contacts 911 immediately.

Tell the teacher you will contact 911.
Tell RC staff to deal with emergency until help arrives. Give them some specific tasks.
Tell teacher you will call in report and will get right back to him/her. Talk staff through emergency if necessary. Ask if they have locked down the RC, drawn the blinds, etc.
After you place call for help, coordinate with other central managers to see who is closest to RC and can arrive in the shortest amount of time.
Contact the Sorrento Mesa RC to alert them to the emergency.

3. Assist in the implementation of the action plan worked out with the RC.

Be conscious that the School must protect the anonymity and privacy of each student. No staff should discuss the incident with press. Refer them to a manager.

4. Log call.

Note approximate start and end time of incident. A brief narrative describing the incident is due to Central before the end of the day. This report could become part of a court case, so immediate transcription is advisable to assure more accurate recall. The report may become a part of the body of information needed for further investigation.

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1
Formatted: Font: 14 pt, Not Bold, No underline
Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1
Formatted: Font: 14 pt, Not Bold, No underline
Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1
Formatted: Font: 14 pt, Not Bold, No underline
Formatted: Font: 14 pt
Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1
Formatted: Font: Not Bold, No underline

Emergency Responses

EMERGENCY RESPONSE~~: ALLERGIC~~: ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- X If imminent risk, call 911.
- X Send for immediate help (Firs Aid, CPR, medical) and medication kit (for known allergies).
- X Notify the ~~School Coordinator~~School Administrator.
- X Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- X If an insect sting, remove stinger immediately.
- X Assess situation and help student/staff member to be comfortable.
- X Move student or adult only for safety reasons.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X If imminent risk, call 911 (always call 911 if using "Epi" pen).
- X Notify nurse/parent or guardian.
- X Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- X Observe for respiratory difficulty.
- X Attach a label to the person's clothing indicating: time & location of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- X Keep an "Epi" pen in the resource center and notify staff as to location.
- X Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the Resource Center

STAFF ACTIONS:

- X Notify the ~~School Coordinator~~School Administrator.
- X Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
- X Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- X Follow standard student assembly, accounting and reporting procedures.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate **SHELTER IN PLACE**.
- X Shut off HVAC units.
- X Move to central location where windows and doors can be sealed with duct tape.
- X Call 911. Provide location and nature of the emergency and school actions taken.
- X Notify Director of Operations and Technology of the situation.
- X Turn on a battery-powered commercial radio and listen for instructions.

- X Remain inside the resource center until the Department of Health or Fire Department determines it is safe to leave.
- X Arrange for psychological counseling for students and staff.

Inside the Resource Center

STAFF ACTIONS:

- X Notify the ~~School Coordinator~~School Administrator or Safety Ambassador.
- X Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- X Implement **EVACUATION** or **EMERGENCY MEETING AREA EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- X Follow standard student assembly, accounting and reporting procedures.
- X Prepare a list of those who are in the affected area to provide to emergency response personnel.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate **EVACUATION** of the resource center or **EMERGENCY MEETING AREA EVACUATION** to move students away from immediate vicinity of danger.
- X Move up-wind from the potential danger.
- X Call 911. Provide exact location and nature of emergency.
- X Designate security team to isolate and restrict access to potentially contaminated areas.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Notify Director of Operations and Technology of the situation.
- X Arrange for immediate psychological counseling for students and staff.
- X Wait to return to the resource center until it has been declared safe by local HazMat or appropriate agency.

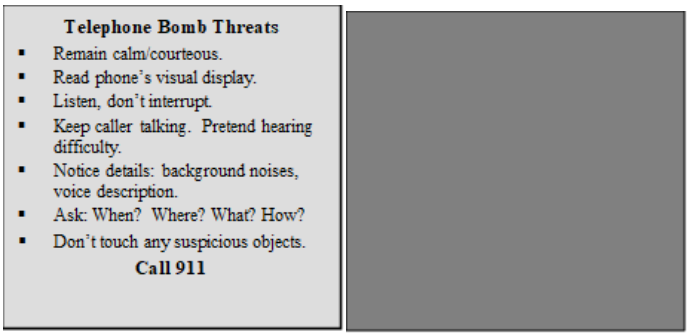
THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- X Wash affected areas with soap and water.
- X Immediately remove and contain contaminated clothing
- X Do not use bleach on potentially exposed skins.
- X Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

EMERGENCY RESPONSE:–BOMB THREAT

Formatted: Font: Not Bold, Font color: Accent 1

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.



PERSON RECEIVING THREAT BY TELEPHONE:

- X Listen. Do not interrupt caller.
- X Keep the caller on the line with statements such as "*I am sorry, I did not understand you. What did you say?*"
- X Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- X Notify Safety Ambassador immediately after completing the call.
- X Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- X Note the manner in which the threat was delivered, where it was found and who found it.
- X Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- X Caution students against picking up or touching any strange objects or packages.
- X Notify the ~~School Coordinator~~School Administrator or Safety Ambassador.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911.
- X If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- X Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- X Determine whether to evacuate the threatened resource center and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- X Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- X If it is necessary to evacuate the entire school, use the fire alarm.
- X Notify the Director of Operations and Technology of the situation.
- X Direct a search team to look for suspicious packages, boxes or foreign objects.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.
- X Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- X Use a systematic, rapid and thorough approach to search the resource center and surrounding areas.
- X Check the resource center and work areas, public areas (foyers, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- X If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- X Evacuate students as quickly as possible, using primary or alternate routes.
- X Upon arrival at the designated safe emergency meeting area, take attendance. Notify the ~~School Coordinator~~School Administrator/Safety Ambassador of any missing students.
- X Do not return to the resource center until emergency response officials determine it is safe.

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

** Refer to your local bomb threat emergency response plan for evacuation criteria*

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov

V3

BOMB THREAT CHECKLIST

DATE: TIME:

TIME CALLER HUNG UP: PHONE NUMBER WHERE CALL RECEIVED:

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice	Background Sounds	Threat Language
☐ Female	☐ Animal noises	☐ Incoherent
☐ Male	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking Voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long distance	
☐ Lisp		
☐ Loud	Other Information:	
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

EMERGENCY RESPONSE~~: FLOOD~~: FLOOD

Formatted: Font: Not Bold, Font color: Accent 1

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the resource center. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Issue **STAND BY** instruction. Determine if evacuation is required.
- X Notify local police department of intent to **EVACUATE**, the location of the emergency meeting area and the route to be taken to that location.
- X Delegate a search team to assure that all students have been evacuated.
- X Post a notice on the resource center door stating where the school has relocated and inform the Sorrento Mesa RC.
- X Monitor local AM radio weather station for flood information.
- X Notify the Director of Operations and Technology of school status and action taken.
- X Do not allow staff and students to return to the resource center until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- X If warranted, **EVACUATE** students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the resource center.
- X Remain with students throughout the evacuation process.
- X Upon arrival at the emergency meeting area, take attendance. Report any missing students to the ~~School Coordinator~~School Administrator/Safety Ambassador and emergency response personnel.
- X Do not return to the resource center until it has been inspected and determined safe by property authorities.

EMERGENCY RESPONSE~~: GAS~~: GAS ODOR / LEAK

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

All school personnel and custodians shall immediately report any gas odor or suspected gas leak to the Director of Operations and Technology. If an odor is detected outside the resource center, it may not be necessary to evacuate.

STAFF ACTIONS:

- X Notify the ~~School Coordinator~~School Administrator.
- X Move students from immediate vicinity of danger.
- X Do not turn on any electrical devices such as lights, computers, fans, etc.
- X If odor is severe, leave the area immediately.
- X If the resource center is evacuated, take student attendance and report any missing students to the ~~School Coordinator~~School Administrator/Safety Ambassador.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X If gas leak is internal, evacuate the resource center immediately.
- X Call 911.
- X Notify utility company.
- X Determine whether to move to alternate location.
- X If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE~~: HAZARDOUS~~: HAZARDOUS MATERIALS

Formatted: Font: Not Bold, Font color: Accent 1

The nature of the material and the proximity of the incident to the resource center will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911, if necessary.
- X If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- X Initiate **EVACUATION.** Any toxic cloud that can affect students in their resource centers would very likely affect them outside the resource centers as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- X Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- X If time is available, initiate **Emergency Meeting Area Evacuation**. Move students and staff away from the path of the hazardous materials.
- X Notify Director of Operations and Technology.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Do not allow the return of students to the resource centers or buildings until public safety officials declare the area safe.
- X Upon return to school, ensure that all resource centers are adequately aired.

TEACHER ACTIONS:

- X Follow standard student assembly, accounting and reporting procedures.
- X Report names of missing students to Sorrento Mesa RC.
- X Do not take unsafe actions such as returning to the resource center before it has been declared safe.

EMERGENCY RESPONSE~~: HOSTAGE~~: HOSTAGE SITUATION

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS

- X Call 911. Provide all known essential details of the situation:
  - Number of hostage takers and description
  - Type of weapons being used
  - Number and names of hostages
  - Any demands or instructions the hostage taker has given
  - Description of the area
- X Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- X Protect resource center occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both).
- X Secure exterior doors from outside access.
- X When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- X Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- X Identify media staging area, if appropriate. Implement a hotline for parents.
- X Account for students as they are evacuated.
- X Provide recovery counseling for students and staff.

STAFF ACTIONS:

- X If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- X Alert the ~~School Coordinator~~School Administrator/Safety Ambassador.
- X Account for all students.

EMERGENCY RESPONSE~~: INTRUDER~~: INTRUDER

Formatted: Font: Not Bold, Font color: Accent 1

All public schools are required to post signs at points of entry to their resource centers. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the front desk. Failure to do so may constitute a misdemeanor.

-- *California Penal Code Title 15, Chapter 1.1 § 627.2*

To prevent intruders on resource centers, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate **LOCKDOWN**.
- X Request intruder to leave the resource center. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
  - *"What can we do to make this better?'*
  - *"I understand the problem, and I am concerned."*
  - *"We need to work together on this problem."*
- X As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- X Keep subject in view until police or law enforcement arrives.
- X Take measures to keep subject away from students and the resource center.
- X Designate an administrator or staff member to coordinate with public safety at their command post; provide a resource center map/exit plan and keys to public safety personnel.
- X When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- X Be available to deal with the media and bystanders and keep the resource center clear of visitors.

STAFF ACTIONS:

- X Notify the ~~School Coordinator~~School Administrator/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.

X Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

X Isolate intruder from students. Lock the resource center ~~and office~~ doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

EMERGENCY RESPONSE~~: UTILITY~~: UTILITY FAILURE

Formatted: Font: Not Bold, Font color: Accent 1

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR:

- X Notify utility company. Provide the following information:
- X Determine length of time service will be interrupted.
- X Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- X If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- X Use messengers with oral or written word as an alternate means of faculty notification.
- X Notify ~~District Office~~Sorrento Mesa RC of loss of service.
- X Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets:
Drinking Water:
Food Service:
Fire Suppression:
Other:

B. Plan for Loss of Electricity

Ventilation:
Emergency Light:
Computers:
Other:

C. Plan for Loss of Natural Gas

Heat:
Food Service:
Other:

EMERGENCY RESPONSE~~: THREATS~~: THREATS / ASSAULTS

Formatted: Font: Not Bold, Font color: Accent 1

Threats occur when a belligerent or armed person on the resource centers bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:

1) Is the individual moving towards violent action?
2) Is there evidence to suggest movement from thought to action?
    - High violence potential qualifies for arrest or hospitalization.
    - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.

X Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.

X Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.

X Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.

X If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.

X Facilitate a meeting with student(s) and family to review expectations.

X Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

X If any students are outside, move them inside the resource center or away from the location of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.

X Inside the resource center, institute **LOCKDOWN**. Close all curtains and blinds.

X Disconnect the school television system in resource centers so the individual cannot view news coverage and see locations of police/students/etc.

X Remain with students until **ALL CLEAR** is given.

EMERGENCY RESPONSE~~: IRRATIONAL~~: IRRATIONAL BEHAVIOR

Formatted: Font: Not Bold, Font color: Accent 1

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Keep the individual under continuous adult supervision.
- X Keep the individual in the resource center until parent/guardian has been notified.
- X Arrange appropriate support services for necessary care of individual.
- X If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- X School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the ~~School Coordinator~~School Administrator. The next steps may include:
  - Provide parents/guardian with the names and phone numbers of mental health resources
  - Recommend that the parents make an immediate contact with a therapist.
  - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- X Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- X Provide follow-up collaborative support for the student and parents (as indicated) within the school
- X Develop a safety plan prior to the student's return to school.
- X Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

X Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.

X Notify the ~~School Coordinator~~School Administrator/Safety Ambassador.

X Notify school nurse, school psychologist, counselor or social worker.

X Protect individual from injury.

EMERGENCY RESPONSE: EXPLOSION

Formatted: Font: Not Bold, Font color: Accent 1

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- Determine whether emergency meeting area evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the resource center. **EVACUATION** may be warranted in some resource centers but others may be used for **SHELTER IN PLACE**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the Director of Operations and Technology of school status. Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check resource centers and work areas, public areas (foyers, ~~offices,~~ bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate location for resource center instruction. Do not return to the resource center until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

X Initiate **DROP, COVER AND HOLD ON**.

X If explosion occurred inside the resource center, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the resource center and away from fire-fighting equipment.

X Check to be sure all students have left the resource center. Remain with students throughout evacuation process.

X Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.
X Render first aid as necessary.
X Do not return to the resource center until the emergency response personnel determine it is safe to do so.
X If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

EMERGENCY RESPONSE~~: PANDEMIC~~: PANDEMIC INFLUENZA

Formatted: Font: Not Bold, Font color: Accent 1

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- x Activate heightened surveillance of illness within school location. Gather data on symptoms of students and staff who are sick at home.
- x Insure that students and staff members who are ill stay home.
- x Send sick students and staff home from school immediately.
- x Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- x Monitor bulletins and alerts from the Department of Health and Human Services.
- x Keep staff informed of developing issues.
- x Assist the Department of Health and Human Services in monitoring outbreaks.
- x Respond to media inquiries regarding school attendance status.
- x Implement online education, if necessary, so that students can stay home.
- x Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

Respiratory Hygiene Etiquette

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

STAFF and STUDENT ACTIONS:

- x Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- x Practice "respiratory hygiene etiquette".
- x Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- x Implement online homework assignments so that students can stay home.

EMERGENCY RESPONSE~~: ACTIVE~~: ACTIVE SHOOTER/ARMED ASSAILANT

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"*Active shooter situations*" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knifes, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.

    a. **Act immediately** if you or your students:
        - hear a sound that might be gunfire.
        - see something that looks like a weapon being carried or used on or near the campus.
        - sense any other indication of active shooter / armed assailant threat.

    b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.

    c. **Be decisive.** Communicate your plan to your students and act quickly.

    d. **Call 911 and the ~~School Office~~Sorrento Mesa RC** as soon as it is safe to do so.

2. **Options~~: *Run*~~: Run, *Hide or Fight***

    a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
        - Do not evacuate unless you…
            - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
            - **and** can visualize a route that will get your students and yourself safely off campus.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold

Formatted: Font: 12 pt

Formatted: Font: 12 pt

- Don't carry anything with you.
  - Police may mistake an item in your hands as a weapon.
  - Leave everything behind.
- If you encounter people along the way…
  - Adults: Warn them and take them with if you can but don't stop if they refuse to come.
  - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*.
- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you. Call (insert phone number) to report your location and obtain instructions.

Formatted: Font: 12 pt, No underline

Formatted: Font: 12 pt

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- Lock the doors
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of site from room entrance.
- Prepare to take action if the assailant attempts to get in the room;
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

c. **FIGHT~~: Never~~: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

Formatted: Font: 12 pt

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
  - Construct a strong barricade.

- If you have another way out (a window or back door) use it while the assailant is attempting to get in.
- If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant <u>and</u> running for the exit as soon as the assailant enters the room.
    a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)

- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

    a. Provide as much information as possible (slow down – be calm):
        - State the emergency: "I hear gunfire." "I saw…"
            - Give information on people who are wounded.
        - Location of the assailant (if known):
        - Description of the assailant (if known):
        - Your precise location: "room __"
        - The number of children with you:
    b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

    a. <u>Injuries</u>: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

        - *Run* – If you encounter injured persons while you are trying to get out of danger…
            - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

        - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
            - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

- *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
    - If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
    - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

b. Law Enforcement: If you encounter law enforcement officers…
- Immediately raise your hands in the air and display your open palms.
- Don't run up to officers or attempt to hug or talk to them.
- Don't talk unless they ask you a question.
- Do exactly what they tell you to do.

c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

e. School Activities: (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATORS/SAFETY AMBASSADOR ACTIONS:

- Follow the ~~All-Staff~~All-Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
    - Include as much actionable information on the announcement as possible.
        - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
    - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people in the resource center with information they can use to better evaluate their options.

Formatted: Font: 12 pt

Formatted: Font: 12 pt

- *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*

- Notify the ~~corporate office~~Sorrento Mesa RC after you call 911.
- If possible, assist emergency personnel.
  - Assist police in entering the school;
  - Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- **Emergency Operations Center (EOC)**
  - Activate the district's Emergency Operations Center
  - Dispatch a back-up ICS team to take over responsibility for ICS functions from RC staff who will be impacted by this emergency.

- **Emergency Area Reunification**
  - The Operations Section should prepare an emergency evacuation area for reunification.
    - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
    - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
    - School staff and students will remain in lockdown until evacuated on a room-by-room basis.
    - Vans should be placed on standby for evacuation.
    - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

- **Crisis Intervention**
  - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
  - This team will also provide ongoing support throughout the recovery phase of the emergency response.
  - Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
  - Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

ADDITIONAL STEPS FOR THE SCHOOL:

Formatted: Font: 12 pt

- _____
- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: -FIRE (Outside Fire/Wildfire)

Formatted: Font: Not Bold, Font color: Accent 1

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Determine if **EVACUATION** of school location is necessary.
- X Contact local fire department (call 911) to determine the correct action for your school location.
- X If necessary, begin evacuation of school location to previously identified safe location using school evacuation plan. If needed, contact van dispatch for **EMERGENCY EVACUATION**.
- X Direct inspection of premises to assure that all students and personnel have left the building.
- X Notify the school district where the school has relocated and post a notice on the ~~office~~resource center door stating the temporary new location.
- X Monitor radio station for information.
- X Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- X If students are to be evacuated, take attendance to be sure all students are present before leaving the building location.
- X Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- X Take attendance at the assembly area. Report any missing students to the ~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR and emergency response personnel.
- X Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

FIRE (WILDFIRE)

Formatted: Font: Not Bold, Font color: Accent 1

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property.
In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of your staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to your school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around your structures, and surrounding topography. It may be best for some schools to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near campus, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a campus closure. Schools should have procedures in place for each of these possibilities.

BEFORE

Goals:

1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response
2. Develop the capacity of staff to lead students through appropriate response options
3. Prevent the risk of injury to individuals and damage of property from wildfire

Objective(s):

Goal 1 Objectives

a) Coordinate with local fire department to ensure an effective response to a Wildfire
b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure
c) Develop a clear chain of command with staff

Goal 2 Objectives

a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure

Goal 3 Objectives

a) Store combustible materials in fireproof containers
b) Follow Fire Code and district rules regarding fire prevention

c) Provide fire prevention training to staff
d) Hold Fire Drills
a) Maintain an adequate supply of fire extinguishers
b) Ensure proper maintenance of fire prevention equipment

Courses of Action: ~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure
b) Develop location specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure
c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop location specific plans

Goal 2 Actions

a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure

Goal 3 Actions

a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan
b) Ensure combustible materials are stored in fireproof containers
c) Provide fire prevention materials to before/after school program staff
d) Hold fire extinguisher training for staff
e) Ensure adequate supply of fire extinguishers are appropriately maintained on campus
f) Hold required number of fire drills and vary the situation to improve staff and student response

STAFF ACTIONS

Goal 2 Actions

a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher
b) Read any fire prevention and wildfire response materials provided by administration

Goal 3 Actions

a) Participate and lead students in fire drills
b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus
c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations

DURING

Goals:

1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions

Objective(s):

Goal 1 Objectives

a) Conduct appropriate wildfire response actions in a timely manner
b) Conduct accountability procedures in a timely manner
c) Activate school location Incident Command Team, as necessary

Courses of Action:

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) Work with the ~~district office~~Sorrento Mesa RC, local fire department and other responders to determine best course of action
b) Use the "Wildfire Evacuation Decision Tree" following this section.
c) Use the "Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire Smoke" in Hazard Annexes
d) Communicate plan of action to staff and students:
   - voluntary evacuation
   - early dismissal
   - mandatory evacuation
   - shelter-in-place
   - campus closure

e) Consider the following while implementing response action

- Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)
- Food and water
- Transportation
- Security and Safety
- Communications

f) Contact families to notify of planned course of action

g) Activate school Incident Command Team, as necessary

- Reunification Team

h) Ensure all staff and students are accounted for

i) Ensure that access roads are kept open for emergency vehicles

j) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity

k) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

Goal 2 Actions

a) Remind staff to close doors when exiting classrooms~~/offices~~

b) Notify appropriate utility company of suspected breaks in utility lines or pipes.

c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)

- Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival

d) Notify~~ District Office~~ the Sorrento Mesa RC of situation

STAFF ACTIONS:

Goal 1 Actions

a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure
b) If evacuating or sheltering-in-place, take emergency backpack and student kits
c) Maintain control of the students a safe distance from the fire and firefighting equipment
d) Take attendance. Report missing students to the ~~School Coordinator~~School Administrator/designee and emergency response personnel
e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family
f) Serve in any designated position on the Incident Command Team

a) Shut ~~classroom or office~~ RC door after all individuals have exited
b) Provide information to the ~~School Coordinator~~School Administrator/Safety Ambassador regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:

1. Effectively communicate to all stakeholders
2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement

Objective(s):

Goal 1 Objectives

a) Provide information to staff, parents, and students
b) Provide information to ~~district office~~the Sorrento Mesa RC
c) Provide information to media

Goal 2 Objectives

a) Conduct After-Action Report process

Courses of Action:

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS

Goal 1 Actions

a) Provide critical information to the ~~district office~~Sorrento Mesa RC in order to develop effective key messages
b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened
c) Work with appropriate district department to draft talking points for phone calls and media requests

Goal 2 Actions

a) Conduct an after-action report process and implement necessary actions for improving future responses
b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
c) Identify steps to improve future responses
d) Implement steps to improvement

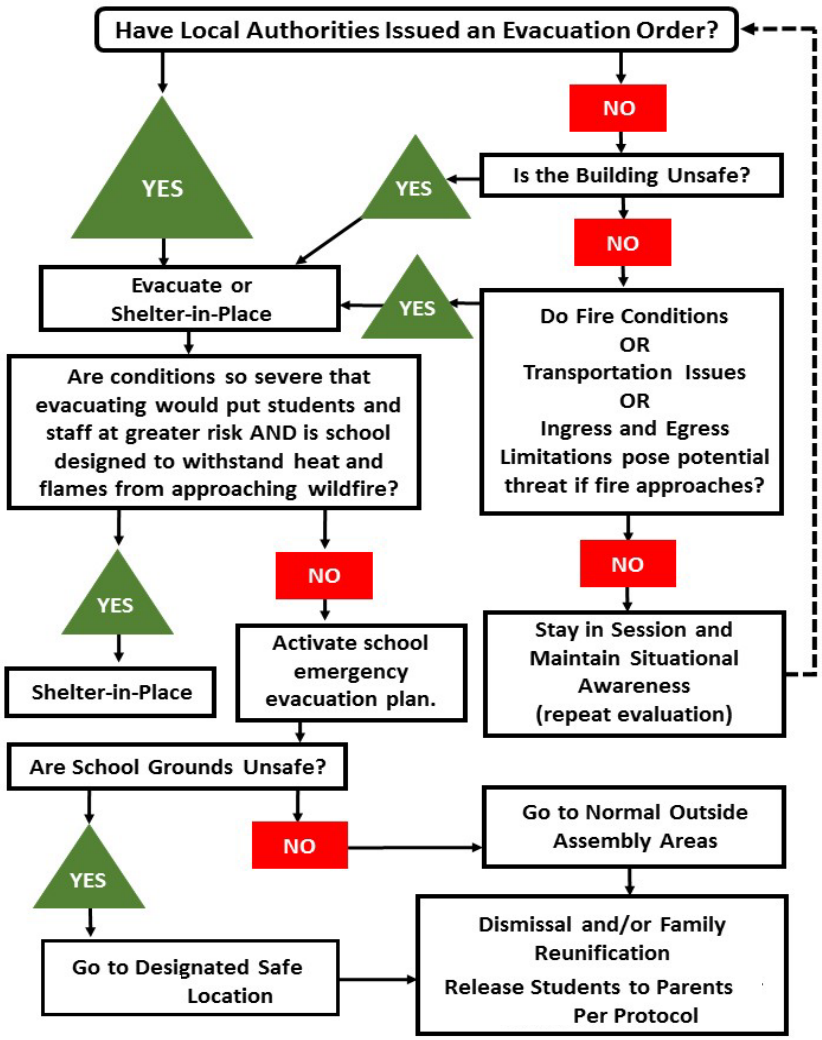
STAFF ACTIONS

Goal 2 Actions

a) Participate in the after-action report process
a) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE DECISION TREE

Formatted: Font color: Accent 1



EMERGENCY RESPONSE~~: OPIOID~~: OPIOID ANTAGONIST-Naloxone Hydrochloride

Formatted: Font: Not Bold, Font color: Accent 1

Pursuant to California Education Code 49414.3, any school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Altus Schools East County has established a Staff Naloxone Hydrochloride Emergency Training Plan and Program pursuant to CDE 49414.3 which includes safe and effective management of opioid-related overdoses. This plan is also incorporated into the school emergency preparedness and response plans.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Altus Schools East County's primary goal in the fight against opioids and fentanyl use is prevention.
Altus Schools East County will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
  - How opioids and fentanyl affect the body's systems.
  - Refusal strategies
  - The signs and symptoms of use/abuse
  - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

SIX ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

Formatted: Font color: Accent 1

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol).

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

Signs of OVERDOSE, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name, tap the person's shoulders, clap your hands loudly in order to assess for level of consciousness.
- If this doesn't work, per Department of Health and Human Services (DHHS) recommendation, vigorously grind knuckles into the sternum (the breastbone in middle of chest).
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- If the person does not respond, call 911.
- Grab the Opioid Overdose Emergency Kit and Automatic External Defibrillator (AED).
- Provide rescue breathing if the person is not breathing on their own and administer one dose of naloxone.
- For students, instruct staff member to contact the parent/guardian or emergency contact on file.

STEP 2: CALL 911 FOR HELP

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

Formatted: Font: Not Bold, Font color: Accent 1

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

STEP 3: ADMINISTER NALOXONE

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone

and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.
Altus Schools East County **uses intranasal spray.**

Formatted: Font color: Accent 1

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

Formatted: Font: Not Bold, Font color: Accent 1

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Formatted: Font: Not Bold, Font color: Accent 1

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal

spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.
Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

Formatted: Font: Not Bold, Font color: Accent 1

STEP 4: SUPPORT THE PERSON'S BREATHING

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)
Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

Formatted: Font: Not Bold, Font color: Accent 1

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

STEP 6: ~~Additional Support~~ADDITIONAL SUPPORT

- Have the individual transported to the nearest medical facility, even if symptoms seem to get better.
- Debrief with students and staff present and assess further needs for support.
- Complete an Accident Report Form.

Follow up with assigned school nurse for additional support.

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

Formatted: Centered

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold

SUSPENSION AND EXPULSION POLICY AND PROCEDURES

3110

Suspension ~~/~~and Expulsion Policy and Procedures

***Amended*: May 5, 2009, February 16, 2022, December 7, 2022, June 22, 2023, February 28, 2024, June 26, 2024, February 27, 2025**

This Student Suspension and Expulsion Policy and Procedures has been established by the Board of Directors of Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, and Audeo Valley Charter School ~~Audeo II, Audeo III, Audeo Valley Charter School, Altus Schools East County , Mirus Secondary School and Altus Schools South Bay,~~ (hereinafter collectively referred to as "Charter School").

In adopting this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's P~~p~~olicy and P~~p~~rocedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This P~~p~~olicy and its P~~p~~rocedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the P~~p~~olicy, corporal punishment does not include an employee's use

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: 12 pt, Italic, No underline, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that the policy and procedures are available on request ~~at~~from the ~~School Coordinator~~School Administrator~~'s office~~. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Formatted: Font: 12 pt

Formatted: Font: 12 pt

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian , and shall inform the student~~,~~ and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's~~,~~ right to request a hearing to challenge the involuntary removal. If a student's parent/~~-~~guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when the School Administrator or designee determines the student ~~for any of the following acts when it is determined the student:~~

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but it not limited to electronic files and databases.

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt, Not Bold, Underline
Formatted: Font: 14 pt, Underline
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt

g) Stole or attempted to steal school property or private property, which includes but it not limited to electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of ~~his or her~~a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

~~k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.~~

~~l)~~k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

~~m)~~l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

~~n)~~m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

Formatted: Font: 12 pt

~~o)~~n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

~~p)~~o) Engaged in or attempted to engage in hazing. For the purposes of this Policy~~subdivision~~, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or

prospective student. For purposes of this Policysection, "hazing" does not include athletic events or school-sanctioned events.

~~q)~~p) Made terroristic threats against school officials and/or school property, which includes but it not limited to electronic files and databases. For purposes of this Policysection, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for ~~his or her~~their own safety or for ~~his or her~~their immediate family's safety, or for the protection of school property, which includes but it not limited to electronic files and databases, or the personal property of the person threatened or ~~his or her~~their immediate family.

~~r)~~q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policysection, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This ~~section~~ Provision shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

Formatted: Font: 12 pt

~~s)~~r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in ~~subdivision (e) of Section 233 of the~~ Education Code Section233€. This section shall apply to students in any of grades ~~4~~ 7to 12, inclusive.

~~t)~~s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision~~section~~ shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

~~u)~~t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and

including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of ~~his or her~~their age, or for a person of ~~his or her~~their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on ~~his or her~~their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with ~~his or her~~their academic performance.
iv. Causing a reasonable student to experience substantial interference with ~~his or her~~their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

Formatted: Font: 12 pt

2) "Electronic Act" means the creation or transmission originated on or off the School location, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image. ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this ~~clause~~Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this ~~clause~~Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

~~v)~~ a) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

~~w)~~ b) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the ~~School Coordinator~~School Administrator or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion ~~for any of the following acts~~ when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the ~~School Coordinator~~School Administrator or designee's concurrence.

Formatted: No bullets or numbering

Formatted: Right: 0", Space After: 0 pt, Line spacing: Multiple 1.08 li, No bullets or numbering

Formatted: Font: 12 pt

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 12 pt

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault ~~or committed a sexual battery~~ as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion ~~for any of the following acts~~ when it is determined the student:

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of ~~his or her~~their own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for ~~his or her~~their own safety or for ~~his or her~~their immediate family's safety, or for the protection of

Formatted: Font: 12 pt

school property, which includes but is not limited to, electronic files and databases or the personal property of the person threatened or ~~his or her~~their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

Formatted: Font: 12 pt

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property. ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference

with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the School location, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image. ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this ~~clause~~Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this ~~clause~~Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Formatted: Font: 12 pt

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in ~~Section 31 of the~~ Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the ~~School Coordinator~~School Administrator or designee's concurrence.

Formatted: Font: 12 pt

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion ~~for any of the following acts~~ when it is determined pursuant to the procedures below that the student:

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the ~~School Coordinator~~School Administrator or designee's concurrence.

Formatted: Font: 12 pt

b. Brandished a knife at another person.
c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d. Committed or attempted to commit a sexual assault ~~or committed a sexual battery~~ as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or ~~dangerous~~ destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Coordinator or designee with the student and ~~his or her~~student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the ~~School Coordinator~~School Administrator or designee.

The conference may be omitted if the ~~School Coordinator~~School Administrator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. ~~No penalties may~~

Formatted: Font: Myriad Pro
Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"
Formatted: Font: 12 pt
Formatted: Font: Myriad Pro
Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"
Formatted: Font: 12 pt
Formatted: Font: Myriad Pro
Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt, Not Bold
Formatted: Font: 14 pt
Formatted: Font: 12 pt
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: Arial
Formatted: Normal, Indent: Left: 0", Right: 0"
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.5"
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.5"
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.5"
Formatted: Indent: Left: 0.5"
Formatted: Indent: Left: 0.5", Right: 0.17"

Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student as well as. ~~In addition, the notice may also state~~ the date and time when the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the ~~School Coordinator~~School Administrator, or designee, the student and the student's parent/guardian ~~will~~ shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student ~~or~~ and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the ~~School Coordinator~~School Administrator or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned. In accordance with Education Code Section 47606.2(b), if a

Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.5"
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt

homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial ASSC~~Audeo~~ Board of Directors following a hearing before it, or by the neutral and impartial ~~Audeo Board~~ASSC Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of the ~~Audeo~~ ASSC Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the ~~School Coordinator~~School Administrator or designee determines that the student has committed an expellable offense, and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the ~~Audeo~~ ASSC Board of Directors for a final decision whether to expel. The hearing shall be held in ~~closed session~~a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act (FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt
Formatted: Font: 12 pt

1. 1. The date and place of the expulsion hearing~~;~~
2. 2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based~~;~~
3. 3 A copy of the Charter School 's disciplinary rules which relate to the alleged violation~~;~~
4. ~~3.~~4. ~~4~~ ~~4~~. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Charter School ~~-~~to any other school district or school to which the student seeks enrollment~~;~~
5. 5. ~~-~~An explanation of ~~T~~the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor~~;~~
6. 6. ~~-~~An explanation of ~~The~~the right to inspect and obtain copies of all documents to be used at the hearing~~;~~
7. 7. An explanation of t~~T~~he opportunity to confront and question all witnesses who testify at the hearing~~;~~
8. 8. An explanation of t~~T~~he opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five calendar days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining~~complaint~~ witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

Formatted: Font: Myriad Pro

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, … + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Font: 12 pt

Formatted: Font: Myriad Pro

Formatted: Font: 12 pt

Formatted: Font: Myriad Pro

Formatted: List Paragraph, Justified, Numbered + Level: 1 + Numbering Style: 1, 2, 3, … + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5"

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, … + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 12 pt

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which ~~he or she~~the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School~~.~~. The entity~~person~~ presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the
complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising ~~his or her~~their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the

complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have ~~his or her~~their testimony heard in a session closed to the public.

I. Expulsion Decision

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

The ~~decision~~ determination of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board which~~who~~ will make a final determination regarding the expulsion. The final decision by the Board of Directors shall make the final determination regarding expulsion ~~be made~~ within ten (10) school days following the conclusion of the hearing or as soon as practical.. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The ~~School Coordinator~~School Administrator or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and ~~or~~ student's parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School .

The ~~School Coordinator~~School Administrator or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. ~~authorizer.~~ This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

K. Disciplinary Records

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School .
Such records shall be made available to the charter authority~~authorizer~~ upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the ~~Audeo~~ ASSC Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the ~~School Coordinator~~School Administrator or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Administrator or designee shall make a recommendation to the Board of Directors following the meeting regarding ~~his or her~~their determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School 's capacity at the time the student seeks readmission or admission to the Charter School.

Formatted: Font: 12 pt
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: Bold
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. ~~Involuntary Removal for Truancy~~ Removal Due to Noncompliance with Independent Study Requirements

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for ~~truancy~~ noncompliance shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.~~]~~

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School ~~-~~shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications,

Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: Arial
Formatted: Normal, Indent: Left: 0", Right: 0"
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: Arial
Formatted: Normal, Indent: Left: 0", Right: 0"
Formatted: Font: 12 pt

that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School , the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

c. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
d. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
e. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School , the parent/guardian, and relevant members of the IEP/504 Tteam determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: Arial
Formatted: Normal, Indent: Left: 0", Right: 0"
Formatted: Font: 12 pt

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) daytime period provided for in an interim alternative educational setting, unless the p~~P~~arent/guardian and the Charter School agree otherwise.
In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

The Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The ~~School Coordinator~~School Administrator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: Arial
Formatted: Normal, Indent: Left: 0", Right: 0"
Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: Arial
Formatted: Normal, Indent: Left: 0", Right: 0"
Formatted: Font: 12 pt, Not Bold

Formatted: Font: 12 pt, Not Bold

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School 's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.
If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Formatted: Font: Myriad Pro
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: Arial
Formatted: Normal, Indent: Left: 0", Right: 0"
Formatted: Font: 12 pt
Formatted: Font: Myriad Pro
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: Arial
Formatted: Normal, Indent: Left: 0", Right: 0"
Formatted: Font: 12 pt
Formatted: Font: 12 pt

Notification to Staff of Dangerous Students

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

a. The administration will inform the ~~School Coordinator~~School Administrator of information received from the court and the Probation Department. The Altus Schools East County ~~School Coordinator~~School Administrator shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.

b. Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.

c. Any information received from the court shall be kept in a separate confidential file at the school of attendance and shall be transferred to the student's subsequent schools of

attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.

d. After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.

Anti-Discrimination and Harassment Policy

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

Altus Schools East County is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Altus Schools East County shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English language proficiency will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from Altus Schools East County may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the ~~School Coordinator~~School Administrator at (858) 678-3908 for resolution. If not resolved, contact: The Board President, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2020.

School-Wide Dress Code

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to school. Students who are not wearing appropriate clothing, parents/guardians will be notified and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- ❒Pants sagging below the waist
- ❒Beachwear or sleepwear, including bedroom slippers
- ❒Shorts/skirts that are above mid-thigh
- ❒Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- ❒Visible undergarments (including boxer shorts, bras, etc.)
- ❒Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- ❒Clothing that uses vulgar/profane language and/or images
- ❒Head coverings such as, hats, bandanas, beanies, or do-rags

LOITERING LAW COMPLIANCE
ALTUS SCHOOLS EAST COUNTY

SY 20245-20256

Daytime Loitering of Students in Public Places on School Days

Students who are subject to compulsory education must comply with the daytime loitering laws of their community. General guidelines are below, however, may differ slightly among communities.

- On days and times when schools are open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.
- On scheduled school days, students may travel to and from school without parental or guardian accompaniment.
- Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences if multiple violations occur.

Responsibility of parents, guardians, etc. It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.

Law Enforcement Procedures may include:

- Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the school from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile's parents/guardians.
- If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.
- When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace officer may issue a citation for a misdemeanor to the parent to appear in court.

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt, Not Bold
Formatted: Font color: Accent 1
Formatted: Font: Italic, No underline
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1
Formatted: Font: 14 pt, Not Bold
Formatted: Font: 12 pt

Exceptions *may include*:

- A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.
- Students who have permission to leave school campus for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.
- A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.
- A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.
- A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.

Definitions

- "Adult" means any person twenty-one (21) years of age and older.
- "Emergency" includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.
- "Establishment" means any privately-owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.
- "Juvenile" means any person under eighteen (18) years of age.
- "Parent" means a person who is the natural or adoptive parent of a person. "Parent" includes a court- appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.
- "Public place" means any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and the common areas of schools, hospitals, ~~office~~ buildings, transport facilities, shopping centers, stores, and malls.
- "Scheduled school days" are Monday through Friday excluding school holidays. "School hours" are generally 8:30 a.m. to 2:30 p.m. (in some communities 1:30 p.m.) NOT the student's appointment times at the Resource Center.

I have read and understand this notice. My student and I will obey the laws.

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 12 pt

Student: _____ Date: _____

Parent: _____ Date: _____

Formatted: Font: Not Bold

Going to and From School Safely

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

Everyday, millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Altus Schools East County students to understand safety guidelines and tips to follow to ensure their safety to and from the resource center. The following safety tips are reviewed annually with Altus Schools East County students and parents to help prepare all Altus Schools East County students for a safer journey.

1. Every Altus Schools East County student will have a set schedule for arrival and departure from the resource center. When a student fails to arrive for his appointment, and has not notified the school or the absence, his or her teacher will call home to ensure the student is safe.

2. Every student, parent, and guest are required to sign-in and out each time he/she arrives and departs the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.

3. All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.

4. Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas, and never take shortcuts. When walking and biking students should stay aware of their

surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.

5. Parents will be encouraged to walk the route to and from school with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.

6. If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.

7. In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and **TELL** a school staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.

8. Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.

9. Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to **TELL** a school staff member, parent, or another trusted adult what happened.

10. Students will be taught that if anyone tries to take them somewhere, they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.

11. Students will be taught to never leave the resource center with anyone they don't know. They should always **CHECK FIRST** with a school staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always **CHECK FIRST** before doing anything. Students will be taught to make sure they understand to **TELL** a trusted adult if they notice anyone they don't know hanging around the resource center.

12. Parents are encouraged to practice these safety tips with their student to make certain they really know and understand them. Make the walk to and from school a “teachable moment” and chance to put their skills to the test.

Safe Ingress and Egress Procedures

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

All Altus Schools East County staff and students shall review RC evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted at the RC. If there is a need for evacuation from the RC, the following procedures are as follows:

- Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted RC evacuation plan
- Designated staff take along emergency release binder, class sign-in sheets, emergency materials specified in disaster preparedness plan
- Using class sign-sheets, staff verifies presence of all students and staff
- Staff contacts appropriate emergency units
- Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given
- Once the ALL CLEAR is given, the School ~~Coordinator~~Administrator or designee reenters building to ensure that it is safe and secure
- Staff and students reenter building and resume instructional/administrative activities

If the building is not safe to reenter, the reunification procedures are required:

- Staff will notify parent/guardians regarding emergency situation and procedures for verification and release of students
- When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms
- Parent/Guardian will sign form verifying that student is being released to them
- Staff will maintain documentation to ensure accountability of all students

Ensuring a Safe and Orderly Environment

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

Formatted: Font color: Accent 1

Altus Schools East County is and will remain a safe place for students and adults.

Altus Schools East County staff believes that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high-quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

Discipline Procedures

Formatted: Font: Not Bold, No underline, Font color: Accent 1

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

Formatted: Font: Not Bold, Font color: Accent 1

SCHOOL RULES/DISCIPLINE

- Attend school according to the schedule on the master agreement, arrive on time and return directly home after each weekly appointment.
- Complete ALL assignments as scheduled.
- Respect the authority of ALL ADULTS at Altus Schools East County.

Formatted: Font: Not Bold, Font color: Accent 1

SEVERE CLAUSE BYPASSES

A majority of students at Altus Schools East County will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

Fighting/open rebellion	Possession or use of drugs or alcohol
Defiance/unprovoked attack	Smoking
Stealing	Vandalism
Profanity, Vulgarity, or Obscene Acts	Severely inappropriate behavior

Formatted: Font: Not Bold, Font color: Accent 1

PARENT RESPONSIBILITIES

Formatted: Font: Not Bold

Attendance

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

- Ensure that students get to their scheduled weekly appointment on time. Contact teacher if this is not possible to arrange an alternate time.
- Follow up to make sure your student is doing high quality work according to scheduled dates.
- Arrange for your student to attend appropriate tutoring sessions, seminars and field trips.
- Meet with staff when requested.

Formatted: Font: Not Bold, Font color: Accent 1

PARENTS' ROLE IN DISCIPLINE AND BEHAVIOR

Parents are expected to cooperate with school staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help him/her to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

Child Abuse Reporting Procedures

All Altus Schools East County certificated teachers, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Altus Schools East County employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a **reasonable** suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff member is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss **ALL** situations at the time of occurrence with the School ~~Coordinator~~Administrator or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the staff and/or student(s) are threatened or in danger, call 911 immediately.

Instructions to Submitting a Suspected Child Abuse Report via Mandated Reporter Application, Child & Family Well-Being (CFWB), San Diego~~for filing a Suspected Child Abuse Report~~

1. Create a New Account: Log into the Mandated Reporter Application (MRA) on website: Cosdapps.sandiegocounty.gov/CWS/LandingPage

2. Complete Online Report: Complete the online Safety Questionnnaire (required by State mandate) to determine if your report is non-urgent without needing to call the Child Abuse Hotline or submit a follow-up written report. Please complete every space on the online report. If you do not know certain requested information, type unknown or N/A.

Formatted: Font: Not Bold, No underline, Font color: Accent 1
Formatted: Font: Not Bold, No underline
Formatted: Font: 14 pt, Not Bold, Italic
Formatted: Font: 14 pt, Font color: Accent 1
Formatted: Centered
Formatted: Font color: Accent 1
Formatted: Font color: Accent 1
Formatted: Underline
Formatted: Font color: Accent 1

3. If your report does not qualify as non-urgent, the system will not allow you to continue to report online.

a. Mandated Reporter (MR) will need to call the San Diego Child Abuse Hotline at (858)560-2191. For immediate, life-threatening situation, call 9-1-1.

4. Once the Mandated Reporter has finished report submission, the Mandated Reporter will receive a pop-up verification that the report has been completed.

5. Online option not available? Call immediately to make a report to (858)560-2191 and follow up with a written SS-8572 report within 36 hours.
https://www.sandiegocounty.gov/hhsa/programs/phs/documents/EMS-FormSS8572_SuspectedChildAbuse.pdf

6.Need assistance with MRA Account? Contact the Child Abuse Hotline at (858)560-2191.

~~Call the Child Abuse Hotline first (1-800-344-6000) to make a verbal report to the agency immediately or as soon as is practicably possible by telephone. Please be sure to get the name of the hotline worker. Within 36 hours after providing verbal report, follow up with a written or faxed report.~~

~~2. The correct form for either the written or fax report is DOJ SS8572. This form may be downloaded from the California Attorney General's Web site at www.ag.ca.gov/childabuse/pdf/ss_8572.pdf or obtain a copy from the School Nurse or School Coordinator.~~

~~3. Please complete every space on the SS8572 form. If you do not know certain requested information, write unknown.~~

~~4. Please type or print legibly in black ink to avoid a time-consuming callback.~~

~~5. "Narrative" -Please give detailed information. If you have additional information beyond what you have given by phone, please indicate this on the written report. If necessary, please continue your narrative on an additional sheet of paper, identifying the minor and indicating it is page 2 of the referral.~~

Formatted: Font color: Accent 1

Formatted: Font color: Accent 1

Formatted: Font color: Accent 1

Formatted: Font color: Accent 1

Formatted: Font: Not Bold

Formatted: Font: (Default) Myriad Pro, Italic, Font color: Black

Formatted: List Paragraph

Formatted: Font: 14 pt, Font color: Accent 1

~~DISTRIBUTION OF FAX SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:~~

~~*Note: the fax machines are only available from 8:00 a.m. until 5:00 p.m., Monday through Friday.*~~

~~1. Fax form to Child Abuse Hotline (858) 467-0412~~

~~2. Send the original to School Coordinator to place in a confidential locked file.~~

~~OR~~

~~DISTRIBUTION OF WRITTEN SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:~~

~~1. Original to Child Abuse Hotline, 6950 Levant St., San Diego, CA 92111~~

~~2. Send a copy to the School Coordinator to place in a confidential locked file.~~

*NOTE~~:~~ ~~*Suspected*~~: Suspected Child Abuse Reports are never placed in the student's cumulative record or documented in the student's health record.*

Formatted: Font: 14 pt, Not Bold

I. REPORTING RESPONSIBILITIES

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

• No ~~child care~~childcare custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made and the person knew or should have known that the report was false.

• Any child care custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child

abuse shall report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report thereof within 36 hours of receiving the information concerning the incident.

• Any ~~child care~~childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected instances of child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

Formatted: Font: Not Bold, No underline, Font color: Accent 1

"Child care custodian" means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.

• "Health practitioner" means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

• "Child protective agency" (CPA) means a police or sheriff's department, a county probation department, or a county welfare department.

~~For more information on the Child Abuse Reporting laws, the link is www.leginfo.ca.gov~~

Emergency Notification Information

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The primary or alternate Incident Commander should notify the Police. Once notified, the Police will begin dispatching public safety services to assist the Incident Commander, pursuant to their procedures.

The very next action to occur is the need to alert or warn school staff. Methods for notifying staff include: Telephone – Landline and/or cellular, Radio, Runners – staff and/or students, or Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this RC.

The police will conduct an initial assessment based on available information. The police will advise the Incident Commander of the recommended actions to be taken.

As services are being dispatched to assist, the Incident Commander will begin to gather and direct resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

ALWAYS USE A HARD-WIRED PHONE IN AN EMERGENCY

EXTERNAL CONTACTS:

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold

Formatted: Centered

CONTACT	EMERGENCY	NON-EMERGENCY
La Mesa Police	911	619-667-1400
National City Police	911	619-336-4411

San Diego County Sheriff (for Spring Valley)	911	619-463-9993
El Cajon Police	911	619-579-3311
SD County Office of Emergency Services		858-565-3490
San Diego Gas & Electric		1-800-611-7343

INTERNAL CONTACTS FOR ALTUS SCHOOLS EAST COUNTY

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Centered

CONTACT	EMERGENCY	NON-EMERGENCY
Altus Schools East County Safety ~~Coordinator~~Administrator	619-757-0028	858-678-2045 ~~Business Office~~Sorrento Mesa RC
Altus Schools East County	630-290-3034	858-~~678-3908~~203-4640
School ~~Coordinator~~Administrator		~~Business Office~~Bonita RC
Facilities Emergency Maintenance	619-757-0028	858-678-2045 ~~Business Office~~Sorrento Mesa RC
Communications ~~Office~~Team	858-678-4811	

Emergency Resource Information

Emergency Disaster Kit

This resource center maintains one kit. The kit(s) are located: Janitorial Closet

The Emergency Disaster Kit stores necessary resources for an RC incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the RC to a Public Safety Incident Command Post. School personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- ☑ Handheld Air Horns – recommend a minimum of five (Incident Commander & Chiefs)
- ☑ Bull Horn – recommend a minimum of one
- ☑ Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie- talkies)
- ☑ Flashlights – recommend one per Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately.
- ☑ Walkie-Talkies – recommend a minimum of five (Incident Commander & Chiefs)
- ☑ Duct Tape – recommend a minimum of two rolls used for marking blank vests.
- ☑ Rosters - recommend a minimum of one set per room sorted by alphabet
- ☑ Steno Pads (5x7) – recommend one per Incident Command Team member (17)
- ☑ Pencils & Pens - recommend one each per Incident Command Team member (34)
- ☑ Copies of Forms
- ☑ Chalk - recommend twenty-five sticks, red in color
- ☑ 3x5 Cards – recommend one hundred
- ☑ Department or Placards
- ☑ First Aid & Medical Team Supplies
- ☑ Search and Rescue Team Supplies
- ☑ Vests for Key Personnel – recommend a total of 17 for Incident Command Team members

All Emergency Disaster Kits and their contents are the responsibility of the Incident Commander. The Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the RC. The responsibility to delegate the transport the Emergency Disaster Kit to an activated RC Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font color: Accent 1

Formatted: Font color: Accent 1

Crisis Response Boxes

Formatted: Font: Not Bold, No underline, Font color: Accent 1

This resource center maintains 1 Crisis Response Box.

Formatted: Font color: Accent 1

The Crisis Response Boxes are located: Janitorial Closet and each Safety Team Member

Formatted: Font color: Accent 1

The Crisis Response Boxes are file folder-type boxes. The boxes are clearly labeled and contain vital information needed by the Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established). The following information is stored inside each box:

- ☑ Current copy of the Emergency Plan which should include RC evacuation procedures, including staging locations. Also included should be an aerial photo including all **new** structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, resource center numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.
- ☑ Current map of resource center layout. Map must show **all** buildings, RC numbers, and evacuation routes.
- ☑ Most current blueprint (architectural drawings).
- ☑ Current roster of students and staff assigned to the RC, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- ☑ A list of the RC's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- ☑ If available, current student photos on CD-ROM or most recent year book.
- ☑ Telephone numbers listed in numerical order for each RC/building.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Incident Commander. The responsibility to inspect and replace information belongs to the RC.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Emergency Quick Reference Guide

This document, often referred to as the "Emergency Quick Reference Guide" is a red, white and blue quick flip-type reference chart that provides basic guidelines for emergencies. Each resource center ~~and office~~ has been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All staff should familiarize themselves with the content annually.

Emergency Operations Overview

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The emergency procedures within this Plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "…all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain at the school to carry out assigned responsibilities. School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the "Evacuation Area"), where the students will be reassigned to another teacher. The teacher will then carry out their assigned Incident Command Team responsibilities.

Plan Maintenance

The Incident Commander is responsible for the maintenance of this plan. The Emergency Plan is Criterion 2 of California's mandated Comprehensive Safe Schools Plan. The School Safety team is responsible for annual plan review. The Emergency Plan will be maintained on a secured intranet with "read only" access to the Incident Command Team and revision access to the School Safety Team.

Formatted: Font: Not Bold, No underline, Font color: Red

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Formatted: Centered

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Centered

Training & Exercises

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Centered

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. Exercises allow "people" to practice what they have been trained to do and improve their skills for an actual emergency.

The Incident Commander will coordinate annual training for all staff on the basic emergency procedures of this plan. All new staff assigned to the RC will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent reunification locations, and the location of related resources. Members of the Incident Command Team will receive additional training specific to their duties every year by the School Safety Team.

The Incident Commander will coordinate annual exercises for all staff as outlined in the Emergency Procedures section.

Incident Command Team Overview

Formatted: Font: Not Bold, No underline, Font color: Accent 1

According to ICS, the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one "position". (Example: in a small incident the School School ~~Coordinator~~Administrator oftentimes serves as the Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Incident Commanders have been encouraged to "cluster" certain same-section positions, if the workload allows. The Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning & Intelligence Chief could assume the Documentation and Situation Analysis duties.

Incident Command Team Assignments

Formatted: Font: 16 pt, No underline, Font color: Accent 1

Formatted: Font: 16 pt, No underline

Formatted: Centered

Key staff will be pre-assigned to the Incident Command Team and have specific duties during emergencies. These duties include:

- Incident Commander – responsible for overseeing emergency operations. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties

  Formatted: Font: Not Bold, Font color: Accent 1

  - **Safety Officer** - ensures that all activities are conducted in as safe a manner as possible
  - **Public Information Officer** – acts as official spokesperson for the RC in an emergency situation, until the Communications Officer is available
  - **Liaison Officer** – serves as the point-of-contact for agencies outside of the school.
- Operations Chief – manages direct response to the RC emergency

  Formatted: Font: Not Bold, Font color: Accent 1

  - **Resource Center Check & Security** – controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Incident Commander
  - **Search & Rescue Leader and Team** – checks RC for damage, rescues victims, and reports RC conditions
  - **First Aid & Medical Leader and Team** – provides medical response including CISM (Critical Incident Stress Management)
  - **Student/Parent Reunification**
    - **Assembly Area** – ensures the care and safety of all students at the RC (except those in the Medical Treatment Area)

        - **Request Gate** – processes requests by parents or authorized adults for release of students
        - **Release Gate** – releases student to parent or authorized adult
- Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident
    - **Documentation** – collects, evaluates, and documents event
    - **Situation Analysis** – assesses the overall incident
- Logistics Chief – provides facilities, services, personnel, equipment and materials to support response – includes food and transportation services
    - **Supplies, Facilities, & Staffing** – provides supplies, equipment and staffing to support response
- Finance & Administration Chief – tracks purchases, staff hours, costs, and student accountability

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

In the event of an emergency, a Command Post will be established by the Incident Commander. Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Incident Command Team will report to the Incident Commander at the Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

It's important that the Incident Command Team refer to both the School Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

SECTION THREE

EMERGENCY PROCEDURES

Resource Center Evacuation Procedure

Notification

The Incident Commander is responsible to notify the Incident Command Team when an evacuation is necessary.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by announcement, telephone or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings

The Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each resource center has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation location. All staff will be trained to conduct rapid visual and verbal "sweeps" of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

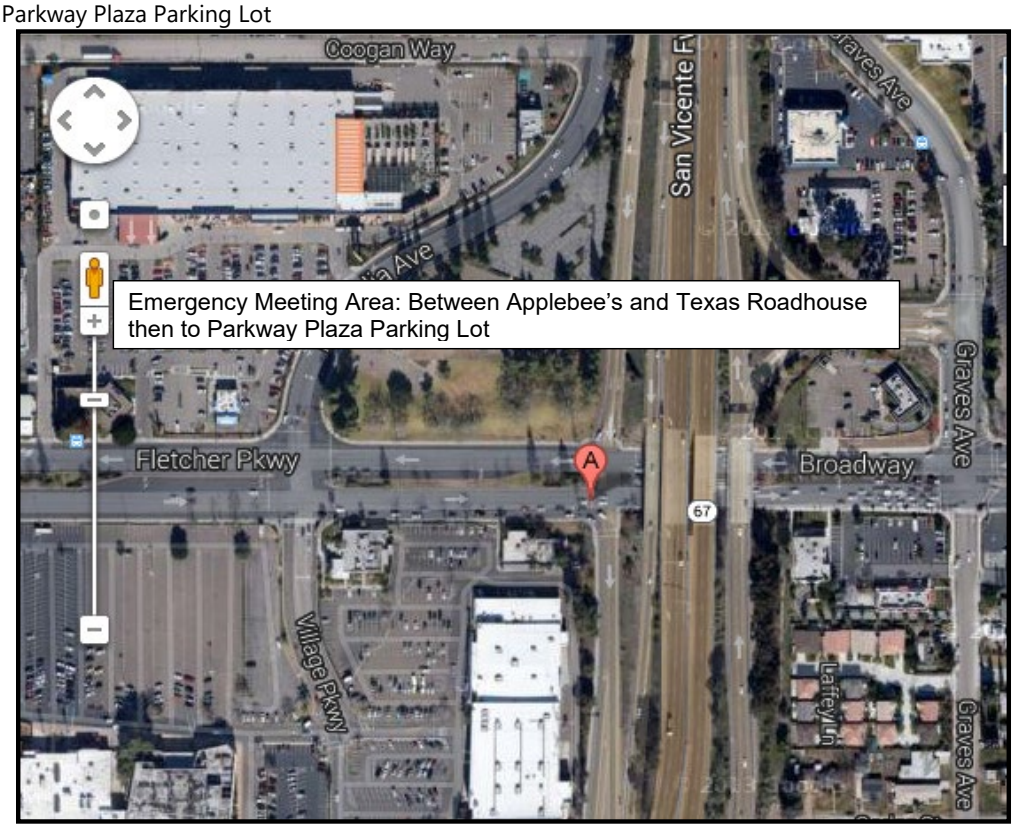
Primary: **Incident Commander**
Alternate: **Operations Chief**

Formatted: Font: 14 pt, Font color: Accent 1
Formatted: Font: 14 pt
Formatted: Font color: Accent 1
Formatted: Font: Not Bold, No underline, Font color: Accent 1
Formatted: Font: 14 pt, Font color: Accent 1
Formatted: Font: 14 pt
Formatted: Font: 14 pt, Font color: Accent 1
Formatted: Font: 14 pt

Evacuation Locations

In the event that the situation requires a further distance be placed between individuals and the facility, the Incident Commander will direct individuals to proceed to the designated meeting area.

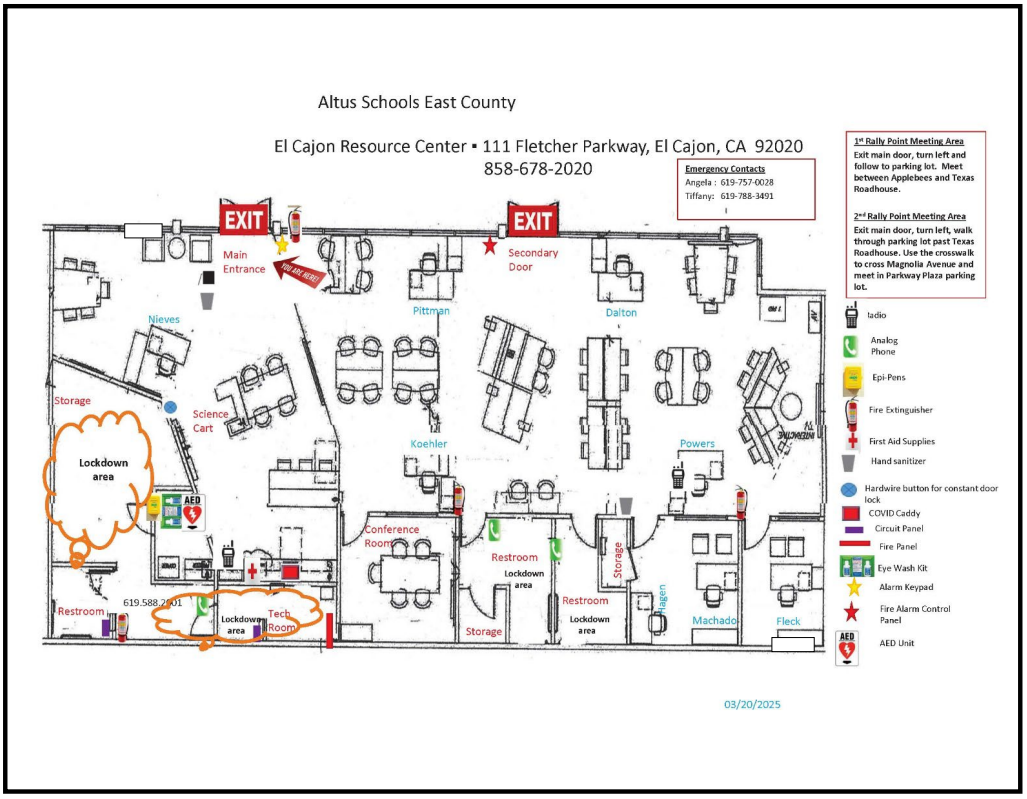
El Cajon Resource Center: ~~111~~: 111 Fletcher Parkway, El Cajon, CA 92020
Cross Street: North Magnolia Avenue
Emergency Meeting Area: ~~**Between**~~: Between Applebee's and Texas Roadhouse then to Parkway Plaza Parking Lot



Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt, Not Bold
Formatted: Font: Not Bold
Formatted: Font: Not Bold

El Cajon Plan

Formatted: Font: Not Bold, Font color: Accent 1



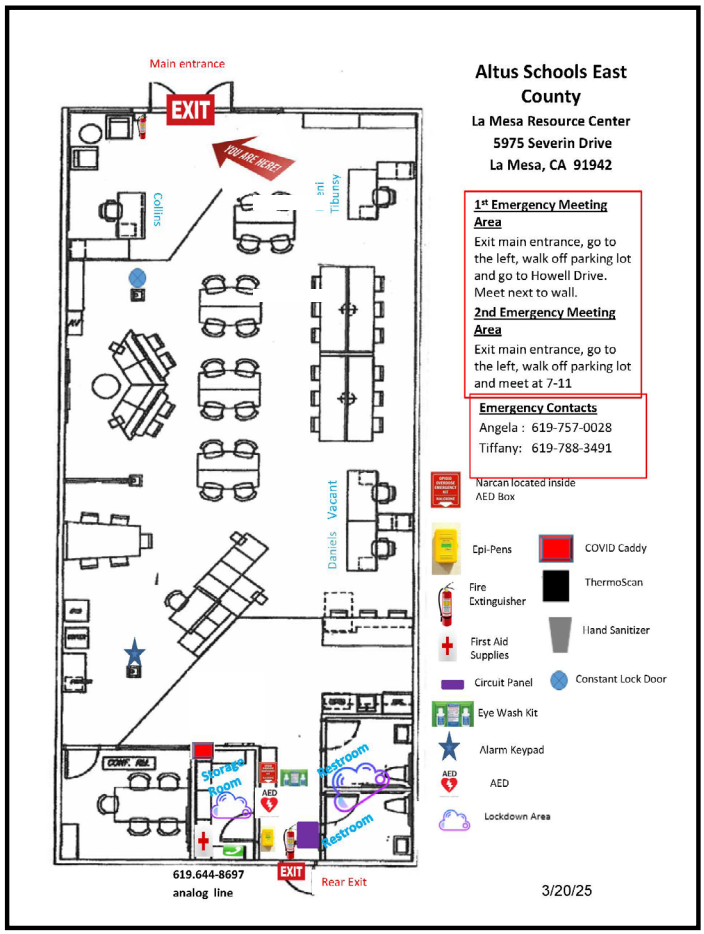
La Mesa Resource Center: ~~5975:~~ 5975 Severin Drive, La Mesa, CA 91942
Cross Street: Amaya Drive
Emergency Meeting Area: ~~**Howell:**~~ Howell Drive, Next to Wall then line up against North Wall in parking lot



Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: Not Bold

La Mesa Plan

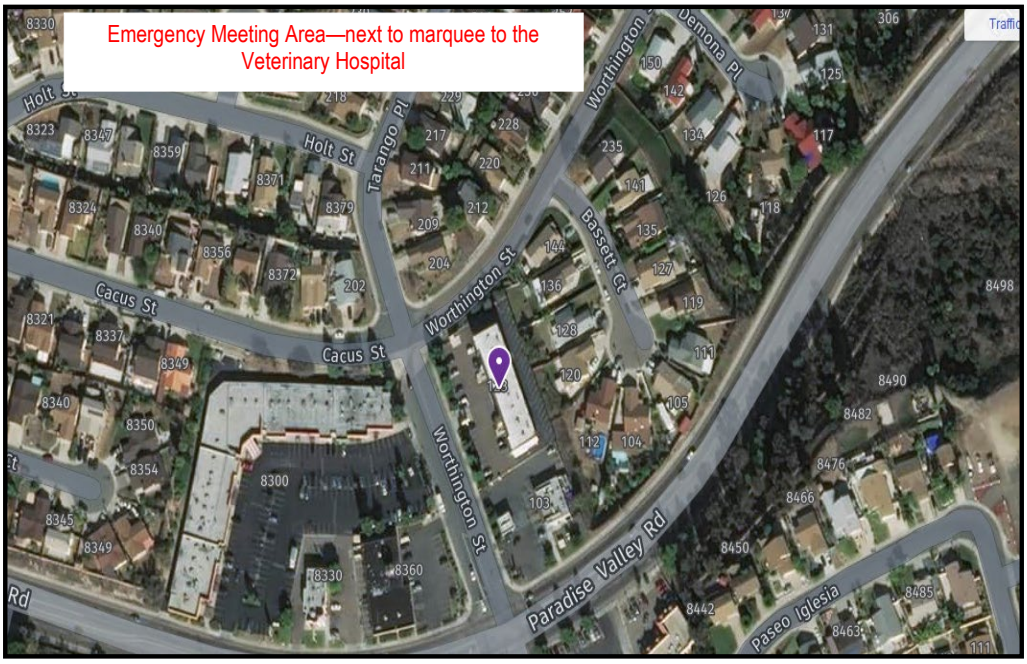
Formatted: Font color: Accent 1



Paradise Valley Resource Center~~: 123~~: 123 Worthington Street, Suite 104-106, Spring Valley, CA 91977

Cross Street: Paradise Valley Road

Emergency Meeting Area~~: Next~~: Next to Marquee to the Veterinary Hospital



Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

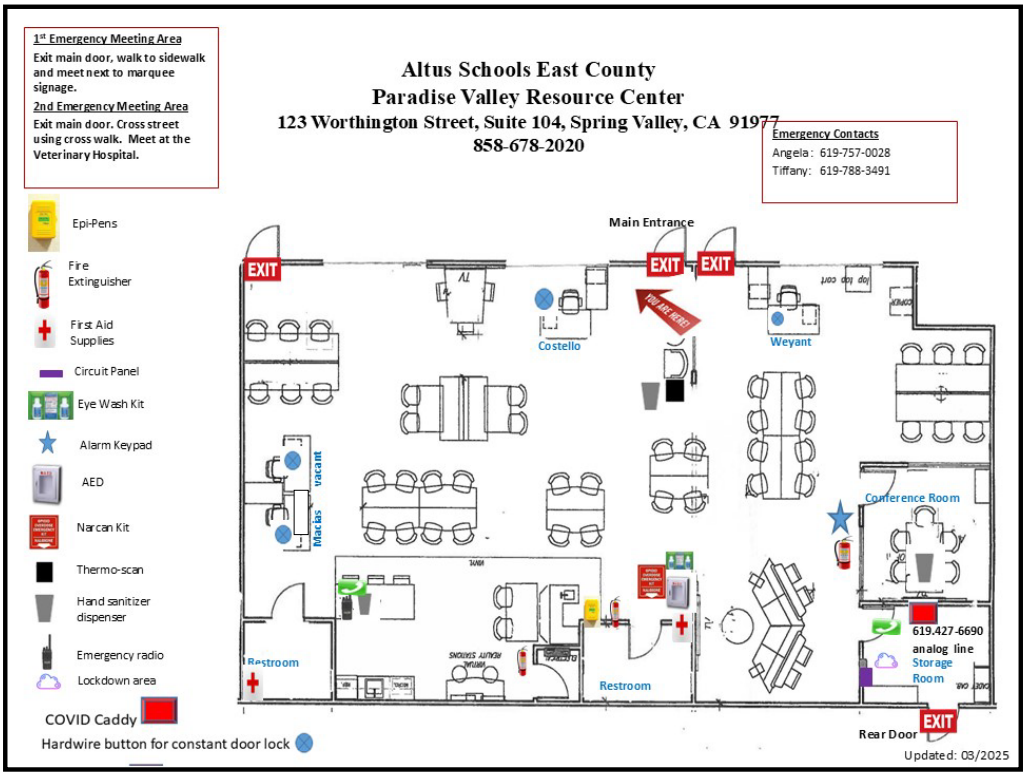
Formatted: Font: Not Bold

Formatted: Font: Not Bold

Paradise Valley Plan

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold



Persons with Disabilities

Formatted: Font: Not Bold, No underline, Font color: Accent 1

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. The Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Return to Resource Center

The Incident Commander, in consultation with the Public Safety Incident Commander, if necessary, will determine when individuals can return to the resource center.

~~Lockdown Procedure~~

Emergency Lockdown Procedures

If an emergency situation near ~~a~~an Altus Schools East County RC endangers student or staff safety,

***Lockdown the Resource Center*.**

FIRST: Follow the below lockdown procedures and notify a Safety Committee Member immediately.

During a lockdown, several security measures will take place:

1. A teacher or designee will declare **"this is a lockdown"** alerting staff and students in a calm manner.
2. All students and staff remain in their RCs ~~or offices~~.
3. All RC doors and windows are to be closed and locked.
4. All window blinds should be drawn or closed.
5. A staff member will activate "STAY" function on ADT/~~Protection One~~Everon Security Alarm Panel.
6. Safety Ambassador or designee will call/email Executive Safety Committee.
7. A staff member will take a head count of ALL persons in RC/building
8. A staff member will use the attached Sign In sheet for ALL persons on location.
9. All lights should be turned off (as needed)
10. A member of the Altus Schools East County Safety Committee will communicate and work directly with the Resource Center Safety Ambassador and/or designee.

ONE TO ONE COMMUNICATION. NOT EVERYONE NEEDS TO CALL**.**

11. *No one is permitted to leave and no one, including a parent, is allowed in the RC.*
12. Students and staff will remain quiet and calm.
13. All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors as needed.
14. First aid will be rendered by staff as necessary.
15. Resource Center staff should defer media statements to the Communications Department.

Only a member of the Altus Schools East County Safety Committee may lift a lock down.

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt, Not Bold

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Persons who may activate ~~a RC~~an RC lockdown:

- Any member of a school staff or community safety support (Police, Fire, Mall Management, etc.) may declare a lockdown.

Conditions in which to activate a school-wide or RC specific lockdown may include, but not limited to:

- Authorities inform the school or RC of a dangerous situation in close proximity to the facility.
- The immediate pursuit of a dangerous suspect.
- The execution of a high-risk search or arrest warrant.
- A large-scale enforcement operation involving potentially dangerous suspects.
- Someone with a weapon is en route to ~~a RC~~an RC.
- Gunshots are heard nearby.
- An act of terrorism.

BEST PRACTICE: enroll your work email on local media news alerts for your area.

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold

Should a lockdown occur, parents should be aware of the following:

- Remain calm as school and local authorities manage the situation.
- If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. School staff will attempt to notify parents by phone.
- Parents may be required to pick up children from the RC or another designated staging area, once it is determined to be safe to do so.
- Parents will be required to present identification.
- The reunification location will be given to parents over the phone, if possible.
- Students and parents are reminded that during an emergency situation, cellular locations may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff at the RC.

Following Lockdown:

- The Safety Ambassador for the RC will fill out and submit to Angela Neri within 24 hours:
    - Lockdown Incident Report Form
    - Emergency Sign-In Report

    - Emergency Student Sign Out Report
- The Safety Committee will convene within 72 hours to debrief
- The Safety Ambassador ~~Coordinator~~Administrator will keep a record of all occurrences.

LOCKDOWN INCIDENT REPORT

Formatted: Font: Myriad Pro, 16 pt, Font color: Accent 1

Resource Center/Building:	**Duration of Lockdown:** **Beginning time:** **End Time:**
Date of Incident:	**Report Prepared by:**
Name of Executive Safety Lead Notified:	

1. Type of Incident/Brief Explanation:

2. Who declared the lockdown?

3. How did you hear about the need for a lockdown?

4. W~~h~~ere there any First Aid or Health matters during the lockdown? If so, please explain.

5. Is there a need for follow up to any students/parents?

6. Did you have enough communication, information, and resources during your lockdown?

7. Are there any recommendations:

***Attach this report to the Sign in Sheets and the Sign Out report.**
Return entire Lockdown packet to Angela Neri within 24 hours.

Signature: _____Date: _____

Date Report Received: _____

~~ALTUS SCHOOLS EAST COUNTY~~ASEC EMERGENCY LOCKDOWN SIGN-IN SHEET

(ALL persons in RC/building sign in) *When the Safety Team lifts the ~~lockdown~~lockdown, please use the attached Emergency Release Record to sign students out.*

Date/Time of lockdown:	**RC/Building:**	**Name of Safety Ambassador Notified:**

Use the ~~below sign in sheet~~sign in sheet below for **ALL** persons in the lock down area.

NO ONE is to leave OR enter the RC/building.

	Last Name	**First Name**	**Position/Role**	**Signature**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Centered

Formatted: Font color: Accent 1

Formatted: Font: Not Bold

EMERGENCY RELEASE SIGN OUT RECORD PAGE 1 of __

Date:	Time of lockdown:	Safety Ambassador lifted lockdown:
RC/Building:	Time lockdown lifted:	Location of students at Lift:

PLEASE PRINT

1.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

2.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

3.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

4.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Not Italic

Formatted: Font: Not Italic

EMERGENCY RELEASE SIGN OUT RECORD PAGE 2 of __

Formatted: Font: Not Bold, Font color: Accent 1

5.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

6.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

7.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

8.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

9.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 3 of __

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

10.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

11.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

12.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

13.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

14.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 4 of __

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

15.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

16.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

17.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

18.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

19.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 5 of __

Formatted: Font: Not Bold, Font color: Accent 1

20.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

21.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

22.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

23.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

24.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 6 of __

Formatted: Font: Not Bold, Font color: Accent 1

25.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

26.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

27.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

Parent Notification & Reunification Procedure

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Following a lockdown or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification

Formatted: Font: 14 pt, Font color: Accent 1

In the event the School ~~Coordinator~~Administrator determines students are to be released from school, or that notification of parents/guardians is warranted, he/she will first notify the Director of Operations & Technology. A collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the school's student database.

Reunification

Formatted: Font: 14 pt, Font color: Accent 1

Reunification will generally occur from the location pre-identified as the meeting evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Incident Command Team members will use school attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Earthquake Procedure

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this RC.

Notification

Give the command to "Drop, Cover, and Hold" at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your evacuation procedures after confirming the path and destination are safe.

Do not return to the inside of any building until emergency personnel has checked the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.

Advise the School ~~Coordinator~~Administrator of the situation. Contact the Director of Operations & Technology at (619) 778-3491.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Italic, Font color: Accent 1

Formatted: Font: 14 pt, Font color: Accent 1

Formatted: Font: 14 pt

Formatted: Font: 14 pt, Font color: Accent 1

Fire Procedure

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this RC.

Notification

Notify your School ~~Coordinator~~Administrator. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department ("9-1-1") or notify the Director of Operations & Technology by calling 619-778-3491. The Director of Operations & Technology will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify the Director of Operations & Technology of injuries.

Activate specific components of your emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the assembly area until the situation is under control.

Have some staff standing by the entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the RC or arrange for an early dismissal.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Italic, Font color: Accent 1

Formatted: Font: 14 pt, Font color: Accent 1

Formatted: Font: 14 pt

Fire/Earthquake Evacuation Drill Report

_____

School/Resource Center

Date of Training/Drill	Time of Training/Drill	Duration (in minutes)	Number of Students Participating

**Please conduct the drill at least three times on different days and/or times so as many students as possible can participate.*

1. Names of staff members participating in drill:

2. If there were others present during the drill, please list their names and reasons for being at the location (volunteer, guest speakers, parent, etc.):

3. Location of Evacuation/Assembly Area:

4. What worked particularly well during the training and drill?

5. How could the training/drill be improved to make it more effective?

6. Any other suggestions?

7. Safety Supplies have been reviewed?
   - ❑ *See attached for needed items*
   - ❑ *Reviewed and NO items are needed at this time*

Report prepared by: _____

Signature: _____ *Date:* _____

Safety Supplies

Formatted: Font: 14 pt, Font color: Accent 1

Formatted: Font: 14 pt

The following checklist will help you identify the items that you will review each time you perform a drill. If your kit needs replenishment, please identify the item(s) below.

First Aid Kit

- ❑ Twenty Gauze pads, non-sterile (3 x 3 or 4 x 4)
- ❑ Four Roller Gauze, 4" wide, to secure gauze pads over wounds
- ❑ Two Adhesive tape, 1" wide, to secure gauze pads or bandages over wound
- ❑ Fifty Band-Aids, Regular size, 1" x 3", to cover minor wounds
- ❑ Twenty Band-Aids, small, to cover minor wounds (finger)
- ❑ Ten Band-Aids, large, to cover large wounds
- ❑ Five Pairs Latex-free gloves, Medium
- ❑ Two Cold compress
- ❑ Twenty Cotton Tip Applicators
- ❑ Two Triangular Bandage
- ❑ Four Thermometers-disposable
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Blood Bourne Pathogen Kit (BBP kit)

- ❑ Wastebasket for supplies storage
- ❑ Marked spray bottle to create disinfectant solution
- ❑ Dishwashing Soap
- ❑ Sponge
- ❑ Gloves
- ❑ Zip lock baggies
- ❑ Roll of paper towels
- ❑ Brush and dust pan
- ❑ Wastebasket size plastic liners
- ❑ Kitty litter
- ❑ Disposable plastic aprons
- ❑ Written instructions for the use of the BBP kit and materials
- ❑ 1 pair Goggles
- ❑ 2 pairs Shoe Covers

Backpack Survival Kit

- ❑ Emergency Preparedness Binder (contains Safety Plan and other documents)
- ❑ Transistor AM/FM radio
- ❑ Wired Phone
- ❑ Safety glow sticks - 2
- ❑ Candles - 2
- ❑ Emergency Blanket
- ❑ Waterproof Matches
- ❑ Whistle (located on the end of the "Life Gear" glow stick)
- ❑ Flashlights
- ❑ Duct Tape
- ❑ Pad of Paper Marker

Field Trip First Aid Kit

- ❑ Ten Sterile gauze pads, 2"x2"
- ❑ Two Gauze roller, 4"
- ❑ Four Gauze roller, 2"
- ❑ Fifteen Band-Aids, Regular size, 1"x3"
- ❑ Five Band-Aids, large
- ❑ Two Triangular bandage
- ❑ One Adhesive tape, 1"
- ❑ One Hand sanitizer, 2oz bottle
- ❑ One First Aid Antiseptic, 2oz bottle
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Science Cart First Aid Kit

- ❑ One Absorbent Compress
- ❑ Ten Antibiotic Cream
- ❑ Ten Antiseptic Towelettes
- ❑ Ten Burn Cream
- ❑ Five Fabric fingertip bandages
- ❑ Four Fabric Knuckle Bandages
- ❑ One First Aid Tape
- ❑ One Forceps 4"
- ❑ Four Gauze pads 3x3
- ❑ One Gauze roll, 2" x 6 yd
- ❑ One Instant Ice Pack 5x7"
- ❑ 2 large Nitrile Gloves
- ❑ Sixteen Plastic Bandages 1x3"
- ❑ One Scissors 4"
- ❑ One Sting Wipes 1 x2"
- ❑ One Triangular Bandage 40x40x56"
- ❑ First Aid Facts Guide

COVID Caddy

- ❑ One Disinfectant wipes
- ❑ Two Disinfectant spray
- ❑ Paper towels
- ❑ One box of Masks
- ❑ One box of Gloves
- ❑ One Thermometer with Batteries
- ❑ Hand sanitizer

Notes:

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

OVERVIEW

A. Response to armed assailants has focused on implementing a school lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the "Run, Hide, Fight" model.

B. Armed assailant drills have both benefits and concerns associated with their implementation.
   - Armed assailants in schools account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.
   - Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.
   - Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.

DRILL APPROACHES AND PLANNING

A. Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.

~~A.~~ B. Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.

~~B.~~ C. Schools should keep simulation techniques appropriate to the participants' developmental maturity.
   - Inform participants of the use and purpose of props and simulation aids prior to the drill.
   - Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.

D. Regular practice helps participants develop readiness and quickly access and apply knowledge.

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Centered
Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Centered
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.33", No bullets or numbering
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.33", No bullets or numbering
Formatted: Not Expanded by / Condensed by
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.58", No bullets or numbering

DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.

~~A.~~

B. It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.

~~B.~~

C. School-employed mental health professionals should be involved in every stage of preparation.

- Prior to the drill, staff should be trained to recognize common trauma reactions.
- Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.
- After completion, staff and students should have access to mental health support, if needed.

•

D. Participation should never be mandatory, and parental consent should be required for all students.

~~D.~~

E. If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.

STEPS FOR CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.

~~1.~~

2. Conduct a needs assessment of the school community.

~~2.~~

3. Implement a cost–benefit analysis that considers all emergency preparedness needs and options.

~~3.~~

4. Tailor drills to the context of the school environment.

~~4.~~

5. Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.

~~5.~~

6. Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.

7. Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.

~~6.~~

~~7.~~8. Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Centered
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.33", No bullets or numbering
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.33", No bullets or numbering
Formatted: Not Expanded by / Condensed by
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.58", No bullets or numbering
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.33", No bullets or numbering
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Centered
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.33", No bullets or numbering
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.33", No bullets or numbering
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.33", No bullets or numbering
Formatted: Not Expanded by / Condensed by
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.33", No bullets or numbering
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.33", No bullets or numbering
Formatted: Not Expanded by / Condensed by
Formatted: Font: 12 pt
Formatted: Not Expanded by / Condensed by
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.33", No bullets or numbering

Active Shooter and Other Armed Assailant Drills

INTRODUCTION

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

PART I: OVERVIEW

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Centered

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Centered

Formatted: Font: 12 pt

extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term *active shooter* refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. Background

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a RC). These approaches include adapting the "Run, Hide, Fight" model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt

Formatted: Font: 12 pt

insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. Benefits and Concerns Associated with Armed Assailant Drills

Costs versus benefits. School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on school grounds is possible—and devastating if it happens—it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.

Empowerment versus potential harm. The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological makeup are among the many factors that influence the potential for harm.

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age-appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

Available research. Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt
Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt, Not Bold
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt

armed assailant drills.

Potential lawsuits. The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt, Not Bold
Formatted: Font: 12 pt

PART II: DRILL APPROACHES AND PLANNING

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1
Formatted: Centered

A. Traditional Lockdown Versus Options-Based Drills

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options- based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade RC doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the school campus (e.g., ease of access to outside doors and proximity of places to hide other than a resource center).

B. Hierarchy of Education and Training Activities

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt
Formatted: Font: 12 pt

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it

appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of Education, 2006a). ***Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.***

C. Simulations and Simulation Techniques

Formatted: Font: Not Bold, Font color: Accent 1

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

Formatted: Font: 12 pt

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

Formatted: Font: 12 pt

Drills utilizing props and simulation aids. Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Airsoft as a simulation aid. Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

B. Considerations

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly "escape" into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

C. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Impact of Adult Behavior on Children's Behavior

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. Developmental Levels of Safety Awareness

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Centered
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: 12 pt

drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. Mental Health Support and Considerations

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

Before an armed assailant drill or simulation. Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.

During an armed assailant drill or simulation. Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.

After an armed assailant drill or simulation. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school- employed mental health professionals after the event to provide additional assistance if needed.

D. Parent Consent

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: Not Bold, Font color: Accent 1

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- Parent permission – parents return a permission slip allowing their child to participate.
- Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.
- Parent notification – parents are notified, but no consent form is used; thus, schools assume participation is granted unless parents assertively state otherwise.

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:
   - Identifies a lead person to coordinate school safety efforts, including drills.
   - Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations.
   - Takes a lead in identifying the most appropriate preparedness activities for the school.
   - Provides ongoing professional development and training as needed; and
   - Ensures that the school's policies are in compliance with state laws and school board policies.

2. Conduct an assessment of the school community to:
   - Identify the types of crisis events most likely to occur,
   - Determine the current school culture and climate,
   - Map existing resources and capacities of school personnel or school safety teams, and
   - Identify any related policies that should be considered in the planning of drills.

3. Implement a cost–benefit analysis that:
   - Considers financial costs in relation to the likelihood of a particular crisis.
   - Identifies what resources, activities, or preparedness training must be replaced or postponed to engage in active shooter or other armed assailant drills;
   - Balances the need to empower school staff while minimizing potential

Formatted: Font: 12 pt
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1
Formatted: Centered
Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt

harm (e.g., triggering stressful or traumatic reactions to live simulation drills);
- Considers the current knowledge and identified needs of the staff; and
- Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.

4. Tailor drills to the context of the school environment, taking into consideration:
   - The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);
   - Age, cognitive, and developmental levels of awareness of students;
   - Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;
   - The capacity, comfort level, and trust among staff;
   - Administrative support;
   - Optimal timing, including time of year, day of the week, and time of the day;
   - Relationships with external partners, law enforcement, and other first responders; and
   - The layout of the school building and campus.

5. Create a plan of progression that:
   - Considers whether any previous activities have been conducted in the school;
   - Starts with simple, low-cost, discussion-based exercises;
   - Considers all available types of drills;
   - Identifies specific objectives and goals for the drills; and
   - Identifies a timeline and metrics to help determine whether more complex exercises are needed.

6. Prepare for logistics of the drill to ensure that:
   - Previous traumatic experiences of those involved are considered;
   - School staff learn to recognize stressful reactions to drills;
   - Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;
   - School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;
   - Adequate follow up is available for students or staff with questions; and
   - Appropriate methods to evaluate outcomes are implemented.

7. Develop a communications plan that:
   - Informs members of the school community of planned drills and what will be entailed;
   - Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;
   - Provides opt-out options for staff and students; and
   - Encourages feedback and evaluation by participants after the fact.

Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt

8. Establish a long-term follow up plan to support sustainability that considers:
   - What additional training is required;
   - How the drill integrates with other school safety and crisis prevention efforts;
   - How current and previous training and knowledge can be maintained and built upon; and
   - When follow-up should be conducted and how often.

Formatted: Font: 12 pt, Font color: Accent 1

Formatted: Font: 12 pt

CONCLUSION

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Centered

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

Formatted: Font: 12 pt

SECTION FOUR

Emergency Plan Roles & Responsibilities

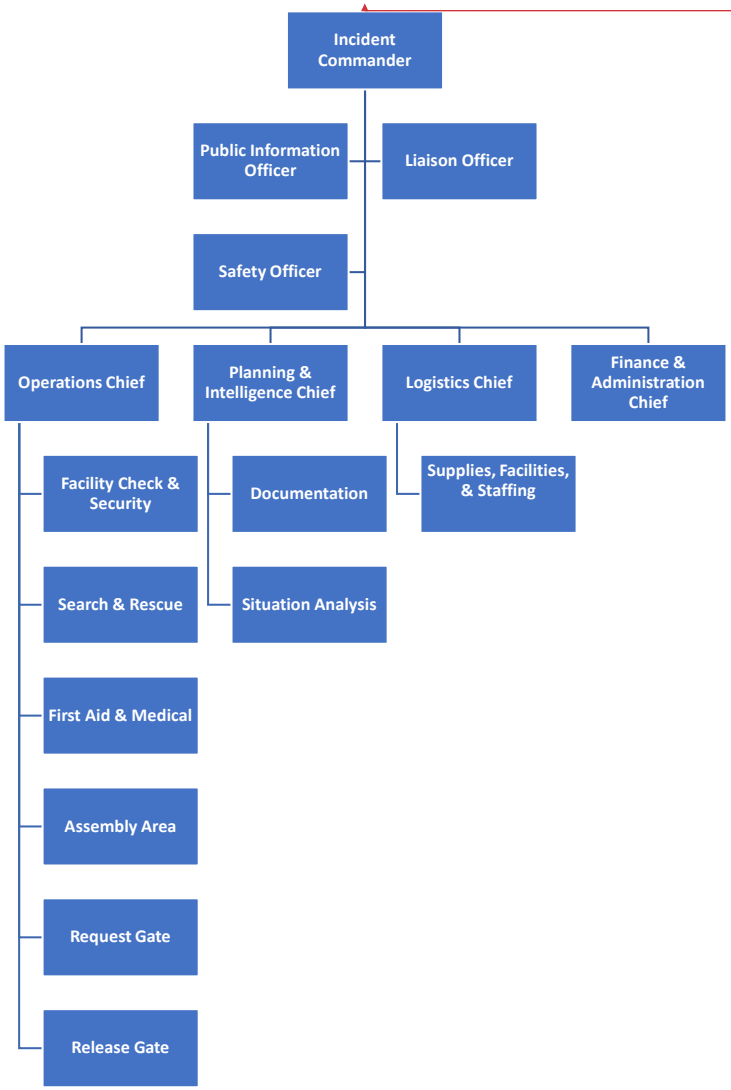
Formatted: Font: 14 pt, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Incident Command Team

~~Incident Command Team~~
Organizational Chart

Formatted: Font: 14 pt, Font color: Accent 1
Formatted: Font: 14 pt
Formatted: Font: 16 pt, Font color: Accent 1



INCIDENT COMMAND TEAM ASSIGNMENTS

(This assignment list identifies the names of individuals assigned to positions)

Primary	Position	Alternate
Mary Bixby	Incident Commander	Tim Tuter
Tim Tuter	Safety Officer	Angela Neri
~~Amanda Akle~~Elizabeth Orona	Public Information Officer (PIO)	Tiffany Yandell
Eleanor Pe	Liaison Officer	~~Amanda Akle~~Elizabeth Orona
Tim Tuter	Operations Chief	Allison Fleck
Angela Neri	Facility Check/Security	Allison Fleck
Safety Ambassador by Location	Search & Rescue Team Leader	Allison Fleck
Eleanor Pe	First Aid & Medical Team Leader	Designated per location
School ~~Coordinator~~Administrator	Assembly Area	Allison Fleck
Safety Ambassadors (per location)	Request Point	Allison Fleck
Safety Ambassadors (per location)	Release Point	Allison Fleck
Allison Fleck	Planning Chief / Logistics Chief	Angela Neri
Angela Neri	Documentation	Aida Garcia
Tiffany Yandell	Situation Analysis	Angela Neri, Eleanor Pe
Tiffany Yandell	Supplies/Facilities/Staffing	Angela Neri, Aida Garcia
Lynne Alipio	Finance & Administration Chief	Tim Tuter

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold
Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: Not Bold
Formatted: Font: Not Bold
Formatted: Font: Not Bold
Formatted: Font: Not Bold
Formatted: Font: Not Bold

Position Activation Information

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Equipment

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

Every position on the Incident Command Team will require the following equipment:

1. Identification vest
2. Two-way campus radio
3. Paper and pens/pencils
4. Job description clipboard

Position-Specific Equipment

Formatted: Font: Not Bold, Font color: Accent 1

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

Formatted: Font: Not Bold, Font color: Accent 1

1. Once notified of your assignment, put on your vest.
2. Check in with the Incident Commander at the Incident Command Post for a situation briefing.
3. Check in with your Chief for details and updates associated with your position.
4. Obtain necessary equipment and supplies.
5. Open and maintain a Position Log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:
    a. Messages received
    b. Actions taken
    c. Decision justifications and documentation
    d. Requests filled
    e. Document missing staff

Position Deactivation

Formatted: Font: Not Bold, Font color: Accent 1

1. At the direction of the Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.
2. Return equipment and reusable supplies to Logistics.

Section: ~~Command~~: Command

Position: Incident Commander

Responsibility: The Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Command Post to observe and direct all operations. Ensures the safety of students, staff and others.

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- ☐ Crisis Response Boxes
- ☐ Emergency Disaster Kit
- ☐ Master keys
- ☐ Position-Specific forms
- ☐ AM/FM radio (battery)
- ☐ Command Post Tray (pens, etc.)
- ☐ Emergency Plan
- ☐ Tables & chairs (if Command Post is outdoors)
- ☐ Job Description Clipboards
- ☐ Bull horn
- ☐ Staff rosters (2 sets)
- ☐ Copies of Forms

Start-Up:

- ☐ Assess type and scope of emergency.
- ☐ Determine threat to human life and structures.
- ☐ Implement Emergency Plan and Emergency Procedures.
- ☐ Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives.
- ☐ Activate functions (assign positions) as needed.
- ☐ Fill in Incident Command Team Assignment Form as positions are staffed.
- ☐ Appoint a backup or alternate Incident Commander in preparation for long-term operations.

During Event:

- ☐ Continue to monitor and assess total school situation:
- ☐ View location map periodically for Search & Rescue progress and damage assessment information.
- ☐ Check with chiefs for periodic updates.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

- ☐ Reassign personnel as needed.
- ☐ Develop and communicate revised incident action plans as needed.
- ☐ Authorize release of information.
- ☐ Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.
- ☐ Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**
- ☐ Release staff as appropriate. By law, during a disaster, the staff will become "Disaster Service Workers."
- ☐ Remain on and in charge of your RC until the incident has been resolved.

After:

- ☐ Authorize deactivation of sections or units when they are no longer required.
- ☐ Deactivate the entire emergency response.
- ☐ Ensure that any open actions not yet completed will be taken care of after deactivation.
- ☐ Ensure the return of all equipment and reusable supplies to Logistics.
- ☐ Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.
- ☐ Proclaim termination of the emergency and proceed with recovery operations if necessary.

Section~~: Command~~: Command

Position~~: Safety~~: Safety Officer

Reports To: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Special Equipment:

- ☐ Hard hat (if available)

During Event:

- ☐ Monitor drills, exercises, and emergency response activities for safety.
- ☐ Identify and mitigate safety hazards and situations.
- ☐ Stop or modify all unsafe operations.
- ☐ Ensure that responders use appropriate safety equipment.
- ☐ Think ahead and anticipate situations and problems before they occur.
- ☐ Anticipate situation changes, such as severe aftershocks, in all planning.
- ☐ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Left

Formatted: Font: 12 pt

Section~~: Command~~: Command
Position~~: Public~~: Public Information Officer

Formatted: Font: Not Bold, Font color: Accent 1

Reports To: **Incident Commander**

Formatted: Font: 12 pt

Staffing Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the school ***as soon as it is available.***

The Public Information Officer acts as the official spokesperson for the school in an emergency situation.

Special Equipment:

- ☐ Battery operated AM/FM radio
- ☐ Marking pens
- ☐ Scotch tape/masking tape
- ☐ Forms:
  - Public Information Release Worksheet
  - School Accountability Report Card
- ☐ Scissors
- ☐ School map(s) and area map(s):
  - 8-1/2 x 11 handouts
  - Laminated display
- ☐ Tape recorder and tapes

Start-Up Activities:

- ☐ Determine a possible "news center" location as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- ☐ Identify yourself as the "Public Information Officer" (vest, visor, sign, etc.)
- ☐ Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.
- ☐ Advise arriving media that the school is preparing a press release and approximate time of its issue.
- ☐ Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- ☐ Keep up-to-date on the situation.
- ☐ Statements must be approved by the Incident Commander and should reflect:
  - Reassurance — EGBOK — "Everything's Going to Be OK."
  - Incident or disaster cause and time of origin.
  - Size and scope of the incident.
  - Current situation — condition of school, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
  - Resources in use.
  - Best routes to school if known and appropriate.
  - Any information school wishes to be released to the public.
  - **Read** statements if possible.
- ☐ When answering questions, be complete and truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase "no comment."
- ☐ **Remind school/staff volunteers to refer *all* questions from media or waiting parents to the PIO.**
- ☐ Update information periodically with Incident Commander.
- ☐ Ensure announcements and other information is translated into other languages as needed.
- ☐ Monitor news broadcasts about incident. Correct any misinformation heard.

Section~~: Command~~: Command

Position~~: Liaison~~: Liaison Officer

Reports to: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the school and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

During Event:

- ☐ Brief Agency Representatives on current situation, priorities and incident action plan.
- ☐ Ensure coordination of efforts by keeping Incident Commander informed of agencies' action plans.
- ☐ Provide periodic update briefings to Agency Representatives, as necessary.

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Left
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: 12 pt

Section~~: Operations~~: Operations

Position~~: Operations~~: Operations Chief

Reports to: **Incident Commander**

Staffing Characteristics: The Operations Chief should be a staff member familiar with the school and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which can include Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.

Special Equipment:

- ☐ Search & Rescue equipment
- ☐ Maps: See Crisis Response Box

During Event:

- ☐ Assume the duties of all operations positions until staff is available and assigned.
- ☐ As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- ☐ Coordinate Search & Rescue operations. Appoint Search & Rescue Team Leader to direct their operations, if necessary.
- ☐ As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- ☐ Inform the Incident Commander regarding tasks and priorities.
- ☐ Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- ☐ Schedule breaks and reassign Operations staff within the section as needed.

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: 12 pt

Section: ~~Operations~~ Operations

Position: Facility Check & Security

Reports to: **Operations Chief**

Staffing Characteristics: Building Safety Supervisor or others familiar with the school's facilities.

Responsibility: Controls utilities, restricts access to unsafe areas and communicates damage to the Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.

Special Equipment:

- ☐ Hard hat
- ☐ Work gloves
- ☐ Whistle
- ☐ Master keys
- ☐ Bucket or duffel bag with goggles
- ☐ Flashlight
- ☐ Dust masks
- ☐ Yellow caution tape
- ☐ Shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- ☐ Check condition and take along appropriate tools.

During Event:

- ☐ As you do the following, observe the campus and report any damage to the Command Post.*
- ☐ Lock or open gates and major external doors appropriate for the situation.
- ☐ Locate/control/extinguish small fires as necessary.
- ☐ Check gas meter and, ***if gas is leaking,*** shut down gas supply.
- ☐ Shut down electricity only if building has clear structural damage or advised to do so by Command Post.
- ☐ Post yellow caution tape around damaged or hazardous areas.
- ☐ Verify that campus is "locked down" and report same to Incident Command Post.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font color: Accent 1

Formatted: Font: 12 pt

- ☐ Advise Incident Command Post of all actions taken for information and proper logging.
- ☐ Be sure that the entire campus has been checked for safety hazards and damage.
- ☐ No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- ☐ Direct traffic of vehicles of parents, public safety, and media as appropriate.

Section~~: Operations~~: Operations

Position~~: Search~~: Search & Rescue Team Leader

Reports to: **Operations Chief**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports situation to the Operations Chief.

Special Equipment:

- ☐ Search & Rescue Team Member Backpack

Start-Up Activities:

- ☐ **You must be wearing sturdy shoes and long sleeves.**
- ☐ Put batteries in flashlight.
- ☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- ☐ **Teams should be assigned based on available manpower.**

During Event:

- ☐ **Buddy system~~: Minimum~~: Minimum of 2 persons per team.**
  - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
  - **Follow all operational and safety procedures.**
- ☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- ☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- ☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Justified

Formatted: Font: 12 pt

Formatted: Font: 12 pt

When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations

Position~~: Search~~: Search & Rescue Team

Reports to: **Search & Rescue Team Leader**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the RC for damage, rescues victims, reports situation to the Search & Rescue Team Leader.

Special Equipment:

☐ Search & Rescue Team Member Backpack

Start-Up Activities:

☐ **You must be wearing sturdy shoes and long sleeves.**
☐ Put batteries in flashlight.
☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
☐ **Teams should be assigned based on available manpower.**

During Event:

☐ **Buddy system: Minimum of 2 persons per team.**
- Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
- **Follow all operational and safety procedures.**

☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Justified
Formatted: Font: 12 pt
Formatted: Font: 12 pt

When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations
First Aid & Medical Team Leader

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Left, Indent: Left: -0.25"

Reports to: **Operations Chief**

Formatted: Font: 12 pt

Staffing Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).

Responsibility: Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.

Special Equipment:

- ☐ Marking pens
- ☐ First Aid Supplies: Stretchers, Blankets, Vests (if available), Quick reference medical guides
- ☐ Tables & chairs
- ☐ Ground cover/tarps
- ☐ Forms: Notice of First Aid Care Given Form
- ☐ Medical Treatment Victim Log
- ☐ Morgue supplies:
    - Tags
    - Vicks Vapor Rub
    - Pens/Pencils
    - Plastic tarps
    - Plastic trash bags
    - Stapler
    - Duct tape
    - 2" cloth tape

Start-Up Activities:

- ☐ Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- ☐ Request assistance from the Crisis Response Team for psychological staff and student needs

- ☐ Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- ☐ Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- ☐ Assess available inventory of supplies & equipment.
- ☐ Review safety procedures and assignments with personnel.
- ☐ Establish point of entry ("triage") into treatment area.
- ☐ Establish "immediate" and "delayed" treatment areas.
- ☐ Set up a separate Psychological First Aid area with staff trained in CISM from the Crisis Response Team.
- ☐ Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:
- ☐ If directed, set up morgue area. Verify:
  - Tile, concrete, or other cool floor surface
  - Accessible to Coroner's vehicle
  - Remote from assembly area
  - Security: keep unauthorized persons out of morgue.
  - Maintain respectful attitude.

During Event:

- ☐ Oversee care, treatment, and assessment of patients
- ☐ Ensure caregiver and rescuer safety
  - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- ☐ Make sure that accurate records are kept.
- ☐ Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.
- ☐ If needed, request additional personnel from Logistics.
- ☐ Brief newly assigned personnel.
- ☐ Report deaths immediately to Operations Chief.
  - **After pronouncement or determination of death:**
  - ***Do not*** move the body until directed by Command Post.
  - ***Do not*** remove any personal effects from the body. Personal effects must remain with the body ***at all times.***
  - As soon as possible, ***notify Operations Chief***, who will notify the Command Post, who will attempt to notify law enforcement authorities of the location and, if known, the

identity of the body. The law enforcement authorities will notify the Coroner.

- Keep accurate records and make available to law enforcement and/or the Coroner when requested.
- Write the following information on two tags:
  - Date and time found.
  - Exact location where found.
  - Name of decedent, if known.
  - If identified—how, when, by whom.
  - Name of person filling out tag.
  - Attach one tag to body.
  - If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.

☐ Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.

☐ Keep Operations Chief informed of overall status.

☐ Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.

☐ Stay alert for communicable diseases and isolate appropriately.

After:

☐ Conduct a Critical Incident Stress Debriefing for staff.

Section~~: Operations~~: Operations

Position~~: First~~: First Aid & Medical Team

Reports to: **First Aid & Medical Team Leader**

Staffing Characteristics: Trained in first aid and CISM

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- ☐ First-aid supplies
- ☐ Marking pens
- ☐ Stretchers, blankets, vests (if available)
- ☐ Quick reference medical guides
- ☐ Tables, chairs, ground cover/tarps, medication from ~~health~~ Health ~~office~~Team
- ☐ Forms~~: Notice~~: Notice of First Aid Care Given Form, First Aid & Medical Treatment Victim Log
- ☐ **Start-Up Activities:**
- ☐ Obtain & wear personal safety equipment including latex gloves.
- ☐ Use approved safety equipment and techniques.
- ☐ Check with First Aid & Medical Team Leader for assignment.

During Event:

- ☐ Administer appropriate first aid.
- ☐ **Keep accurate records of care given**.
- ☐ Continue to assess victims at regular intervals.
- ☐ Report deaths immediately to First Aid & Medical Team Leader.
- ☐ If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim.**
- ☐ Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available.

Triage Entry Area:

- ☐ Staffed with minimum of 2 trained team members, if possible.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Left

Formatted: Font: 12 pt

Formatted: Font: 12 pt

- ☐ One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- ☐ Second team member logs victims' names on form and sends forms to Incident Command Post as completed.

Treatment Areas ("Immediate" & "Delayed")

- ☐ Staff with minimum of 2 team members per area, if possible.
- ☐ One member completes secondary head-to-toe assessment.
- ☐ Second member records information on triage tag and treatment records.
- ☐ Follow categories: Immediate, Delayed, Dead

After:

- ☐ Clean up First Aid & Medical Treatment Area. Dispose of hazardous waste safely.
- ☐ Assist in the Critical Incident Stress Debriefing for the staff

Section~~: Operations~~: Operations
Position~~: Assembly~~: Assembly Area

Reports to: **Operations Chief**

Staffing Characteristic: Trained in managing large groups of students

Responsibility: Ensure the care and safety of all students (except those who are in the First Aid & Medical Treatment Area).

Special Equipment:

- ☐ Ground cover and tarps
- ☐ First aid kit, water, food, sanitation supplies
- ☐ Student activities~~: books~~: books, games, coloring books, etc.
- ☐ Forms:
  - Student Accounting Form
  - Notice of First Aid Care Given Form

Start-Up Activities:

- ☐ Request additional personnel, if needed.
- ☐ If school is evacuating:
  - Verify that the assembly area and routes to it are safe.
  - Count or observe the students as they exit, to make sure that all students evacuate.
  - Initiate the set-up of portable toilet facilities and hand-washing stations.

During Event:

- ☐ Monitor the safety and well-being of the students and staff in the Assembly Area.
- ☐ Administer minor first aid as needed.
- ☐ Support the Release Gate Unit process by releasing students with appropriate paperwork.
- ☐ When necessary, provide water and food to students and staff.
- ☐ Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- ☐ Make arrangements to provide shelter for students and staff.
- ☐ Arrange activities and keep students reassured.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 12 pt

- ☐ Update records of the number of students and staff in the assembly area (or in the buildings).
- ☐ Direct all requests for information to the Public Information Officer.

Section: ~~Operations~~: Operations
Position: ~~Request~~: Request Gate

Reports to: **Operations Chief**

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- ☐ Stapler
- ☐ Box(es) of Emergency Cards
- ☐ Signs: Parent Request Gate
- ☐ Empty file boxes to use as out boxes
- ☐ Forms:
  - Student Release Form
  - Volunteer Assignment List

Start-Up Activities:

- ☐ Secure area against unauthorized access. Mark gate with sign.
- ☐ Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- ☐ Have Student Release Forms available for parents or guardians outside of fence at Request Gate. Assign volunteers to assist.
- ☐ Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ☐ **Refer all requests for information to the Public Information Officer. Do not spread rumors!**
- ☐ If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Gate.

Reunification Procedures:

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

- ☐ Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.
- ☐ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- ☐ Staff instructs the requester to proceed to the Release Gate.
- ☐ If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
- ☐ Runner takes form(s) to the designated resource center.

Note~~: If~~: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

Formatted: Font: 12 pt

If student is with class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "***Sent with Runner***."
- ☐ If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- ☐ Runner walks student(s) to Release Gate.
- ☐ Runner hands paperwork to staff at Release Gate.

If student is not with the class:

- ☐ Teacher makes appropriate notation on Student Release Form:
- ☐ "***Absent***" if student was never in school that day.
- ☐ "***First Aid***" if student is in First Aid & Medical Treatment Area.
- ☐ "***Missing***" if student was in school but now cannot be located.
- ☐ Runner takes Student Release Form to the Command Post.
- ☐ Command Post verifies student location if known and directs runner accordingly.
- ☐ **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Command Post for verification.**

Section: ~~Operations~~: Operations
Position: ~~Release~~: Release Gate

Reports to: **Operations Chief**

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper reunification of student with parent or guardian at the Release Gate.

Special Equipment:

- ☐ Stapler
- ☐ Signs: Parent Release Gate
- ☐ Empty file boxes to use for processed Student Release Forms

Start-Up Activities:

- ☐ Secure area against unauthorized access. Mark gate with sign.
- ☐ Set up Release Gate away from the Request Gate.
- ☐ Assign volunteers to assist, as needed.

During Event:

- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ☐ **Refer all requests for information to the Public Information Officer. Do not spread rumors!**

If student is with class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "***Sent with Runner***."
- ☐ If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- ☐ Runner walks student(s) to Release Gate.
- ☐ Runner hands paperwork to staff at Release Gate.
- ☐ Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable.

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt

If student is not with the class:

Formatted: Font: 12 pt

- ☐ Teacher makes appropriate notation on Student Release Form:
- ☐ "***Absent***" if student was never in school that day.
- ☐ "***First Aid***" if student is in First Aid & Medical Treatment Area.
- ☐ "***Missing***" if student was in school but now cannot be located.
- ☐ Runner takes Student Release Form to Incident Command Post.
- ☐ Incident Command Post verifies student location if known and directs runner accordingly.
- ☐ If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Incident Command Post for verification.
- ☐ Parent should be notified of missing student status and escorted to crisis counselor.
- ☐ If student is in first aid, parent should be escorted to First Aid & Medical Treatment Area.
- ☐ If student was marked absent, parent will be notified by staff member.

Section: ~~Planning~~: Planning & Intelligence

Position: Planning & Intelligence Chief/Logistic Chief

Reports to: **Incident Commander**

Staffing Characteristics: Someone familiar with the school and its occupants

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- ☐ File box(es)
- ☐ Dry-erase pens and eraser
- ☐ Forms:
  - Position Log

During Event:

- ☐ **Assume the duties of all Planning Section positions until staff is available and assigned.**
- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ Assist the Incident Commander in writing Incident Action Plan

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Section~~: Planning~~: Planning & Intelligence
Position~~: Documentation~~: Documentation

Formatted: Font: Not Bold, Font color: Accent 1

Reports to: **Planning Chief**

Formatted: Font: 12 pt

Staffing Characteristics: **It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.**

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- ☐ File box(es)
- ☐ Forms:
  - Position Log

During:

Records:

- ☐ Maintain time log of the Incident, noting all actions and reports.
- ☐ Record verbal communication for basic content.
- ☐ Log in all written reports.
  - ***Important***: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents.**
- ☐ File all reports for reference.

Student and Staff Accounting:

- ☐ Receive, record, and analyze Student Accounting Forms.
- ☐ Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- ☐ Report missing persons and damage to the Incident Command Post.
- ☐ Report first aid needs to First Aid & Medical Team Leader.

- ☐ File forms for reference.
- ☐ Track regular and overtime of all staff.

After:

- ☐ Collect and file all paperwork and documentation from deactivating sections.
- ☐ Securely package and store these documents for future use.

Section: ~~Planning~~: Planning & Intelligence

Position: ~~Situation~~: Situation Analysis

Reports to: **Planning Chief**

Staffing Characteristics: **It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.**

Responsibility: Analyzes the range of events impacting the school to provide the Incident Commander and the rest of the Incident Command Team with cumulative information about the incident.

Special Equipment:

- ☐ Dry-erase pens and eraser
- ☐ File box(es)
- ☐ Map of local area

During:

Situation Status Map:

- ☐ Collect, organize and analyze situation information.
- ☐ Mark school map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus.
- ☐ Preserve map as legal document until photographed.
- ☐ Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- ☐ Provide current situation assessments based on analysis of information received.
- ☐ Develop situation reports for the Incident Command Post to support the action planning process.
- ☐ Think ahead and anticipate situations and problems before they occur.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Justified

Formatted: Font: 12 pt

☐ **Report only to Incident Command Post personnel. Refer all other requests to Public Information Officer**.

Section: ~~Logistics~~: Logistics

Position: ~~Logistics~~: Logistics Chief

Reports to: **Incident Commander**

Staffing Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Special Equipment:

- ☐ Cargo container or other storage facility with all emergency supplies stored.
- ☐ Forms:
  - Status Report
  - Volunteer Assignment List

Start-Up Activities:

- ☐ **Assume the duties of all Logistics positions until staff is available and assigned.**
- ☐ Ensure that the Incident Command Post and other facilities are setup as needed.

During Event:

- ☐ Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- ☐ Maintain security of cargo container, supplies and equipment.

After:

- ☐ Secure all equipment and supplies.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Section: ~~Logistics~~: Logistics

Position: ~~Supplies~~: Supplies, Facilities, & Staffing

Reports to: **Logistics Chief**

Staffing Characteristics: **It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.**

Responsibility: Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

Special Equipment:

- ☐ Cargo container or other storage facility and all emergency supplies stored.

Start-Up Activities:

- ☐ Open supplies container or other storage facility if necessary.
- ☐ Begin distribution of supplies and equipment as needed.
- ☐ Set up the Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- ☐ Review staff roster and begin call-back, as required.

During Event:

- ☐ Maintain security of cargo container, supplies and equipment.
- ☐ Distribute supplies and equipment as needed.
- ☐ Assist team members in locating appropriate supplies and equipment.
- ☐ Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- ☐ Coordinate with the Incident Commander on establishing the need for future work shifts and related staffing needs.

After:

- ☐ Secure all equipment and supplies.

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: 12 pt

Section: Finance & Administration

Position~~: Finance~~: Finance & Administration Chief

Reports to: **Incident Commander**

Staffing Characteristics: Familiar with common financial record keeping standards.

Responsibility: Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

Special Equipment:

- ☐ None

During: As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.

- ☐ Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- ☐ Track financial records. Maintains accurate and complete records of purchases.
- ☐ Manage and analyze timekeeping records for emergency responders
- ☐ Determine process for tracking regular and overtime of staff.
- ☐ Ensure that accurate records are kept of all staff members, indicating hours worked.
- ☐ If school personnel not normally assigned to the RC are working, be sure that records of their hours are kept.
- ☐ Determine process for tracking purchases.
- ☐ Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.
- ☐ Support Logistics in making any purchases which have been approved by the Incident Commander.

After:

- ☐ Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

~~Altus Schools East County~~ALTUS SCHOOLS EAST COUNTY

RC/Facility Planning Teams
Safety Ambassadors*
~~2024~~SY 2025-202~~5~~6

The designated Ambassadors are responsible for planning and implementation at the Resource Center (RC). Resource Center Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓ Number of students in RC – adhere to student scheduled hours
- ✓ Schedule CTR/RCA works hours – ensure there are two staff members when opening and closing the RC
- ✓ Share information at RC meetings; Discuss safety at monthly resource center meetings
- ✓ Meet with new resource center staff within 30 days
- ✓ Reach out to the Juvenile Community Officer, Community Resources and Community Police Sub-Stations
- ✓ Keep technology locked and secured
- ~~✓~~

Instructional Support:

- ✓ Consistent RC rules among all staff – hats, phones, language use
- ✓ Ensure middle school students work together
- ✓ Instructional tables labeled by subject area
- ✓ Know your student needs – triggers
- ✓ Measuring threat levels
- ✓ CTR/RCA supporting the learning environment

Compliance:

- ✓ Safety Drills are mandated to be performed three days (3) times per year
- ✓ Ensure safety supplies are located in designated area and replenished each time a drill is performed
- ✓ Confirm that the Emergency Radio works properly (Channel 1)
- ✓ Update Resource Center Emergency Exit Plan annually
- ✓ Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye wash Inspections

Resource Center	Safety Ambassador

Formatted: Font: 16 pt, Font color: Accent 1

Formatted: Font: 14 pt, Font color: Accent 1

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Indent: Left: 0.63"

Formatted: Indent: Left: 0.63", No bullets or numbering

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

El Cajon	Michelle Dalton~~Travis Powers~~
La Mesa	Kelly Collins
Paradise Valley	Kelli Weyant

SY 2025-2026

Instructional Continuity Plan

ALTUS SCHOOLS SOUTHERN CALIFORNIA

ALTUS SCHOOLS EAST COUNTY

ALTUS SCHOOLS EAST COUNTY
Instructional Continuity Plan

General Information

At Altus Schools East County (ASEC), we prioritize uninterrupted learning. This Instructional Continuity Plan (ICP) embodies our proactive commitment to ensuring education continues seamlessly, regardless of circumstances. By establishing robust systems for remote instruction and communication *now*, we are prepared to transition swiftly and effectively to virtual learning environments should any emergency or unforeseen event occur. Our integrated online learning platforms, video conferencing capabilities, and digital communication tools form the bedrock of this preparedness. Furthermore, this ICP details clear decision-making pathways, empowering a designated leadership team to act decisively, activate appropriate remote learning phases, and keep our staff, students, and families informed, ensuring learning remains constant.

Engagement Protocol

In the event of an emergency, ASEC is committed to ensuring that students' educational experiences continue with minimal disruption. The school will engage students and families within 5 calendar days using a variety of communication methods to ensure everyone stays informed and connected. Examples of the two-way communication tools include phone calls, SMS text messaging, email, video conferencing, social media, and app notification through ParentSquare. The ParentSquare communication platform integrates with our Student Information System, providing all enrolled students and families with a centralized and accessible communication channel to receive updates and information from school administrators, teachers, and support staff. Given the instructional model of the school, it is common practice for teachers to be in touch with students and/or families daily. This routine communication ensures that in the event of an emergency, there will be no disruption in the connection between teachers, students, and their families. Teachers will continue to provide academic support, share resources, and address any concerns through the established communication channels.

Following an emergency, ASEC will utilize our Multi-Tiered System of Supports (MTSS) to ensure all students receive the appropriate level of support based on their individual needs. Healthy Youth Therapists on staff are available to assist in supporting students' social-emotional and mental health needs through individual or group therapy sessions.

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold
Formatted: Font color: Accent 1
Formatted: Font color: Accent 1

ASEC strives to maintain a strong and supportive learning environment, even in the face of emergencies. By leveraging multiple communication methods and providing comprehensive support through MTSS, we aim to ensure the continuity of education and the well-being of our students and their families.

Instructional Access Plan

Formatted: Font color: Accent 1

ASEC is an independent study program that offers both in-person and hybrid learning options for students. Resource Centers are strategically located within the neighborhoods and communities where students reside. Thanks to our multiple physical locations, state-of-the-art video conferencing technology, and independent study format, ASEC can quickly adapt if a Resource Center becomes inaccessible due to an emergency or natural disaster. Students can continue in-person learning at an alternative neighborhood Resource Center or temporarily switch to virtual learning.

Every student at ASEC has a Pathways Personalized Education Plan (PPEP). This plan is used by staff to analyze each student's current academic levels, grades/credits, educational goals, learning styles/preferences, interests, and post-high school pathways. The PPEP is developed and continually revised in collaboration with the student, parent, teacher, counselor, and school instructional leader.

As part of the PPEP and Instructional Plan, the school staff administer a fall benchmark assessment, NWEA Measures of Academic Progress (MAP), to all students to measure academic levels and proficiency in Reading, Language, and Mathematics. Teachers and instructional leaders use these assessment results to make data-informed decisions, such as increasing individual tutoring support in specific academic domains or utilizing specialized instructional strategies, curriculum, and programs to improve student skills.

Monitoring student academic progress and growth is a key element of the PPEP. When students do not demonstrate improved academic growth over time, instructional staff initiate and increase academic intervention efforts and support. ASEC utilizes a Student Intervention Program aligned with the Multi-Tiered System of Support (MTSS). This intervention model provides instructional staff with a system to quickly identify and match the needs of all students. Each intervention completed by a teacher, counselor, or school support staff is documented in the school information system. The school's Data and Assessment department provides staff with a Monthly Storybook summarizing specific interventions completed. School leaders use this intervention data to monitor effectiveness and ongoing student needs. This plan ensures academic progress is not disrupted if a student must switch locations or modalities due to an emergency or natural disaster.

As an independent study school, students will naturally continue their learning through their existing textbook-based curriculum, aligned with state standards and developed by subject matter experts, in the event of an emergency or natural disaster. This curriculum will remain accessible within 10 instructional days of an emergency scenario. The Curriculum Department has already implemented digital lesson guides and online textbooks to support independent learning. For families needing hard copies, textbooks, lesson guides, and supplemental materials can be distributed via non-contact methods.

Edgenuity is the platform used to deliver online curriculum. Through Edgenuity, students have access to multiple scaffolds essential for English Learners and Students with Disabilities, including digital notetaking, transcripts in multiple languages, graphic organizers, glossaries, academic language tools, digital sticky notes, extended time, video closed captioning, text translation, and read-aloud features.

Students who lack access to a computer or home internet can be issued data-enabled laptops through the Altus Connect Program, ensuring they can access the Edgenuity platform, virtual meetings & tutoring sessions, and other online resources from home.

School staff are dedicated to maintaining high levels of student engagement and supporting academic achievement. Setting high expectations helps students achieve their daily, weekly, and monthly goals. Key instructional strategies include virtual and/or in-person one-on-one meetings and small group tutoring sessions, where teachers guide instruction and assess mastery of content standards, providing additional instruction as needed. Teachers also offer instructional support during scheduled student hours, both virtually and in-person. Additionally, teachers monitor academic progress and engagement through online forms, surveys, screencast videos, virtual events, and other communication tools, ensuring students remain on track with their educational goals.

Communication Strategy

Formatted: Font color: Accent 1

In a school emergency or natural disaster, clear and timely communication is critical. Our multi-faceted approach prioritizes the safety and well-being of students and families by ensuring a consistent flow of vital information through multiple accessible channels, strengthening the school-to-home partnership.

Initially, ParentSquare can serve as our central hub for rapid dissemination of alerts and critical updates regarding the situation, safety protocols, evacuation procedures (if necessary), and school status. Simultaneously, the school website and the Altus Schools

Health and Wellness Hub will be updated with the same crucial information, offering additional reliable sources.

Following immediate alerts, instructional staff will use secure text messaging, emails, and phone calls for more direct updates on student well-being and specific instructions. Virtual conferences via Microsoft Teams and Zoom may also be used for broader informational meetings or individual check-ins, as circumstances permit.

Recognizing potential challenges with digital communication, school staff will be prepared to conduct home visits to provide direct updates, ensure student safety, and deliver essential resources or instructions.

To ensure equitable access, our dedicated bilingual staff will communicate critical emergency information in both English and Spanish.

Access to Devices, Materials, and Connectivity

Formatted: Font color: Accent 1

To ensure students have access to online schoolwork, ASEC conducts multiple needs assessments and satisfaction surveys with students and parents to identify families requiring home technology. Teachers maintain regular communication with students and parents through secure text messages, phone calls, virtual conferences, and emails to identify ongoing needs or unique circumstances. As a result, the school has successfully deployed Chromebooks and data plans to all students in need. When new students enroll, school clerks and counselors conduct a technology needs assessment with each family and promptly provide devices to ensure all barriers to learning are eliminated.

Occasionally, school-issued devices require repair or service. In such cases, devices are collected and submitted to the school's Operations Department for maintenance. Students are issued replacement devices to ensure continuous access. Inventory is reviewed regularly by the Operations Department to ensure necessary stock levels are maintained to accommodate student need.

The school has also enhanced its websites and technology tools. To minimize confusion and redundancy for students and parents, the school has created an online landing page, www.altusgo.com, which provides students and families with access to curriculum and instructional supports. From this landing page, students can access essential school technology programs such as Edgenuity, Naviance, Renaissance (Illuminate), Achieve 3000, and BrainPOP.

For students who prefer or require hard copy materials, staff will work with the family to distribute as needed.

Special Populations and Support Services

Formatted: Font color: Accent 1

Even in a shift to remote learning, our school remains dedicated to providing equitable and personalized education for all students through our key process: Pathways Personalized Educational Plan (PPEP). This collaborative plan, developed with teachers, students, parents, counselors, and instructional leaders, inherently addresses diverse needs, including those of English Learners, Students with Disabilities, and Foster/Homeless Youth. Our dedicated Homeless and Foster Youth Liaison will continue to provide comprehensive case management services remotely, ensuring uninterrupted support through virtual check-ins and resource coordination. Existing PPEPs, outlining individual goals and learning preferences, will guide personalized remote learning experiences, and our Multi-Tiered Systems of Supports (MTSS) framework will deliver tailored online interventions.

For English Learners, we ensure continued language development through both integrated and designated ELD support via online educational platforms and digital resources like Summit K12, BrainPOP EL, and Ellevation. Integrated ELD is embedded within virtual content lessons, while designated ELD focuses on explicit language and literacy skill-building through virtual small groups and individualized online activities, all aligned with the school's English Learner Plan. Students with Disabilities will continue to receive Free Appropriate Public Education (FAPE) through the virtual implementation of their IEPs. Specialized Academic Instruction (SAI) will be provided via distance learning by Education Specialists through secure video conferencing and online learning platforms. Curriculum will be adapted for digital accessibility, and instruction will be differentiated using online platform features and Universal Design for Learning (UDL) principles. Special education case managers will actively monitor student progress remotely through regular virtual check-ins and ongoing collaboration with general education teachers.

Furthermore, we are committed to supporting the holistic well-being of our students in a remote setting. To address mental health and social-emotional needs, we will provide virtual counseling sessions with our school counselors and offer readily accessible resource directories for additional support services. Recognizing the importance of basic needs, we will also ensure families have access to critical nutrition services and other wraparound supports by providing comprehensive information on accessing local food banks and other essential resources.

Instructional Continuity and Independent Study Readiness

Formatted: Font color: Accent 1

As a WASC-accredited, non-classroom-based independent study program, our school has established and implemented written policies to govern our independent study program. All students and parents/care givers sign a board-approved, year-long independent study Master Agreement contract, which includes required elements such as Contact Information, Methods of Study, Evaluation Procedures, Attendance and Participation Requirements, Outreach Methods, Maximum Time for Assignments, and Number of Missed Assignments.

ASEC is dedicated to delivering high-quality, rigorous, and standards-aligned curriculum and instruction entirely through accessible online platforms. Our model inherently ensures that *all* students can be effectively supported remotely. Leveraging a robust digital curriculum, versatile communication tools, and interactive videoconferencing systems, we guarantee seamless continuity of learning, regardless of external circumstances such as emergencies or natural disasters. This instructional approach will ensure that students can receive virtual daily one-on-one meetings, weekly small group tutoring sessions, readily available virtual student hours, and additional personalized check-in meetings. This will ensure every learner receives the individual support they need to thrive in the event of a natural disaster or emergency.

Assessment and Student Progress Monitoring

Formatted: Font color: Accent 1

In the event of an emergency or natural disaster, the school will maintain continuous learning through the following established procedures: Teachers will consistently monitor student learning daily using varied formative assessments and robust tracking methods implemented remotely. Data on participation in online activities, coursework completion, assessments, and communication will be analyzed to inform responsive instruction. Teachers will utilize a Course of Study Record (CSR) and Participation/Credit Tracker to closely follow daily progress virtually, while students will maintain a Student Learning Log, reviewed and archived by teachers in the SPSIS. Attendance will be certified remotely via School Pathways Student Information System (SPSIS) at the end of each Independent Study Learning Period.

In the virtual environment, remote instruction will be shaped by continuous formative and summative assessments, incorporating a variety of online activities to gauge student learning and personalize instruction. Assignments will receive virtual feedback, and scores below 70% will automatically activate tailored virtual remediation plans, ensuring targeted support. Furthermore, teachers and instructional staff will leverage the school's MTSS framework to address the holistic academic, behavioral, and social-

emotional needs of each student; these strategies may include additional virtual tutoring, participation in specialized programs like IXL Math, or meetings with guidance counselors or healthy youth therapists.

Leveraging secure video conferencing, educators can deliver dynamic live instruction, foster real-time communication, and implement immediate learning evaluations through engaging virtual activities such as quick writes and collaborative group projects. These interactive sessions bridge the physical distance, enabling active participation and timely feedback.

The SPSIS Gradebook will serve as the central platform for recording all virtual assignments, and teachers will provide summary comments on student progress at the end of each Learning Period. This information will be accessible to students and parents via the School Pathways Portal, with ongoing virtual training and support provided to ensure seamless access and engagement.

Professional Development for Staff

Formatted: Font color: Accent 1

Altus University ("AU") serves as the professional learning platform for the school, offering both in-person and virtual sessions to accommodate the diverse needs of our staff. Altus University includes a fully online component, called AU in the Cloud, which is available to all segments of the workforce and aligned with the California Quality Professional Learning Standards (QPLS).

AU sessions incorporate school-wide initiatives to improve student learning in math and English language development. Each session includes an evaluation for participants to provide feedback on participation, satisfaction, usefulness, learning, and areas for follow-up. This feedback is used by the school's curriculum departments as part of their ongoing Professional Learning Communities (PLCs) and to plan additional AU sessions.

Both in-person and virtual AU sessions provide instructional staff with the time and space to explore curriculum content necessary for quality instruction. Instructors build participants' capacity to use frameworks, standards alignment documents, and instructional pacing guides to support teaching content standards. Assessment and instructional strategies are incorporated into the sessions so that teachers can use formative assessment strategies to inform instruction for a diverse student population.

Teachers have undergone Leading Edge Certification (LEC), a national certification for educational technology, to become effective online and blended learning teachers. For new teachers, the school continues the certification process through the LEC FLEX

program. School instructional leaders provide feedback on new skills acquired through AU sessions during virtual tutoring session observations. Instructors model how to differentiate curriculum and scaffold instruction to support all students. These sessions uphold the school's values by increasing participants' capacity to enhance students' participation, engagement, connection, sense of belonging, and emotional well-being.

Instructional strategies are presented through an equity lens, ensuring access and equity for all students. Data informing AU sessions is disaggregated by gender, race, special needs, foster youth, and socio-economic indicators, allowing for the identification of student instructional needs focused on specific groups. All participants can access AU sessions through registration on the Altus University Portal. Sessions are generally held on the same day of the week and time, allowing teachers to plan instruction around the professional learning sessions they wish to attend. Recorded sessions are available on demand for staff members who are unable to attend live sessions.

Instructors for AU sessions include Administrators, Teachers on Special Assignment, Special Education, General Education teachers. They maintain a positive learning environment for all participants, who can use the chat feature within Microsoft Teams to ask questions without interrupting the flow of instruction and can unmute their microphones to participate verbally. Instructors engage participants through Web 2.0 tools learned from the Leading Edge Certification (LEC). AU instructors understand that student Social Emotional Learning is paramount, focusing on connecting with students first, followed by content.

By combining virtual and in-person professional learning, Altus University ensures that all staff have the resources and support they need to succeed in any learning environment.

Criteria for Returning to In-Person Learning

Formatted: Font color: Accent 1

Following a school emergency or natural disaster, the decision to resume in-person learning will be made in close coordination with state and county emergency management and education agencies, prioritizing the safety and well-being of students and staff. Return to school sites will occur only when deemed safe by these authorities and when the following critical conditions are met:

- Lifted Evacuation Orders: All evacuation orders affecting the school site and the surrounding areas necessary for safe travel of students and staff must be officially lifted.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

- Safe Air Quality and Clean Water: Air quality must be at levels deemed safe by relevant environmental agencies, and access to potable, clean water must be fully restored at the school site.
- Restored Utilities: Essential utilities, including power, gas, and functioning sanitation systems, must be reliably restored to ensure a safe and healthy learning environment.
- Debris Removal: School grounds and access routes must be cleared of any hazardous debris that could pose a risk to students and staff.
- Staffing and Food Service Readiness: Sufficient staffing levels across all essential functions, including instructional, administrative, and support roles, must be ensured. Additionally, food service operations must be ready to provide necessary meals for students.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Upon confirmation that these conditions are met and clearance is received, the school will implement clearly defined return-to-school plans and protocols aligned with the most current guidance from the California Department of Education (CDE) and county education offices. These protocols will be proactively communicated to all students and staff.

Collaboration and Site-Based Planning

Formatted: Font color: Accent 1

The collaborative spirit at our school ensures that our Instructional Continuity Plan (ICP) and School Comprehensive Safety Plan are living documents, shaped by the diverse perspectives of our entire educational community.

Administrators actively champion the development and review processes for both plans. They initiate discussions, provide resources, and ensure that feedback is thoughtfully integrated. Staff members, including teachers, counselors, and support personnel, contribute their invaluable frontline experiences through surveys, focused meetings, and professional development sessions, directly influencing the practical elements of the plans.

Parents and family members play a vital role as essential partners. Their insights into students' needs and home environments are gathered through surveys, school events, parent-teacher conferences, and dedicated meetings, ensuring a holistic approach to both instructional continuity and safety.

Our students' voices are also crucial in this collaborative endeavor. Meaningful feedback is solicited through age-appropriate surveys, student forums, and representative participation in school events, providing a unique and important perspective on safety and learning continuity.

The School Site Council serves as a cornerstone of the annual review process for both the ICP and the School Comprehensive Safety Plan. This body, comprised of administrators, teachers, staff, parents, and students, reviews the plans, analyzes feedback gathered throughout the year, and provides critical input for revisions and improvements, ensuring that our safety and instructional strategies remain responsive and effective. This ongoing cycle of collaborative development and review ensures that our plans reflect the collective wisdom and shared commitment of our entire school community.

Plan Review and Updates

Formatted: Font color: Accent 1

Our Instructional Continuity Plan (ICP) is a living document designed to adapt to the evolving needs of our school community. To maintain its effectiveness, we conduct an annual review and update process.

The Altus Schools Executive Safety Team is central to this process. Each year, they examine the ICP, ensuring its alignment with current best practices and any changes in our school environment or local context. This comprehensive review includes:

- Data Analysis: The Executive Safety Team (EST) analyzes year-long data, including feedback from surveys, meetings, and training involving administrators, staff, parents, and students. The EST contributes critical insights related to safety protocols and potential risks, allowing us to pinpoint the plan's strengths and areas needing improvement.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

- Stakeholder Input: We actively seek and value input from all stakeholders through surveys, focus groups, and school events. The EST thoroughly addresses all safety-related concerns raised during this engagement process and integrates guidance from the School Site Council's review of the Comprehensive School Safety Plan and Instructional Continuity Plan.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

- Plan Evaluation: The EST assesses the ICP's effectiveness in addressing potential disruptions to instruction, such as natural disasters, emergencies, and other

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

unforeseen events. The EST lends its expertise to evaluate the clarity of safety procedures, the adequacy of resources, and the practicality of implementation.

Based on this thorough analysis, the Executive Safety Team recommends necessary revisions to the ICP.

The updated ICP then undergoes the following steps:

- Documentation and Communication: All revisions are clearly recorded within the ICP and shared with key educational partners.

- Implementation: The updated ICP is put into practice school-wide, with any required training or professional development provided to staff. The Executive Safety Team actively supports the implementation of all safety-related components.

This annual cycle of review and updates, driven by the active involvement of the Executive Safety Team, guarantees that our ICP remains a relevant and effective instrument for ensuring instructional continuity, demonstrating our unwavering commitment to the safety and academic success of every student.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Comprehensive Safety Plan

Altus SCHOOLS
SOUTHERN CALIFORNIA

ALTUS SCHOOLS

NORTH COUNTY

SY 2025~~5~~4-2026~~5~~5

TABLE OF CONTENTS

Formatted: No underline

SECTION ONE

Executive Summary 3

SECTION TWO

Facility Information and Street/Aerial Maps 4
Assessment of School Crime 6
Responses to Dangerous, Violent and Unlawful Activity 7
Hazard Assessment Summary 8
Disaster Response Plan 9
Emergency Responses 10
Suspension/Expulsion Policy 10
Notification to Staff of Dangerous Students 11
Anti-Discrimination and Harassment 12
School-Wide Dress Code 12
Loitering Law 12
Going to and From School Safely 14
Safe Ingress and Egress Procedures 16
Ensuring a Safe and Orderly Environment 17
Discipline Procedures 18
Child Abuse Reporting Procedures 19
Emergency Notification Information 22
Emergency Resource Information 24
Emergency Disaster Kit 24
Crisis Response Boxes 25
Emergency Quick Reference Guide 26
Emergency Operations Overview 26
Incident Command Team Overview 28

SECTION THREE

Evacuation Procedure 30
Lockdown Procedure 34
Parent Notification & Reunification Procedure 34
Earthquake Procedure 35
Fire Procedure 36
Active Shooter and Other Armed Assailant Drills 40

SECTION FOUR

Emergency Plan Roles and Responsibilities 13
ASNC Instructional Continuity Plan 16

SECTION ONE

Executive Summary

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any facility operated by ~~Audeo Charter School III~~Altus Schools North County.

An "Incident Commander" (with alternate) is assigned to be the point of contact for this plan. During emergencies, the Incident Commander is the point of coordination for all operations. An Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Incident Commander and their Incident Command Team are assigned to maintain and implement their Emergency Plan. The Safety Coordinator will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, the Safety Coordinator will review this emergency plan on an annual basis to determine the Emergency Plan Template is compliant with Federal, State, and local laws.

The Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this RC. The Incident Commander, coordinating with the Safety Coordinator, will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

This format allows staff to understand basic roles and responsibilities regardless of where in the school they may be working.

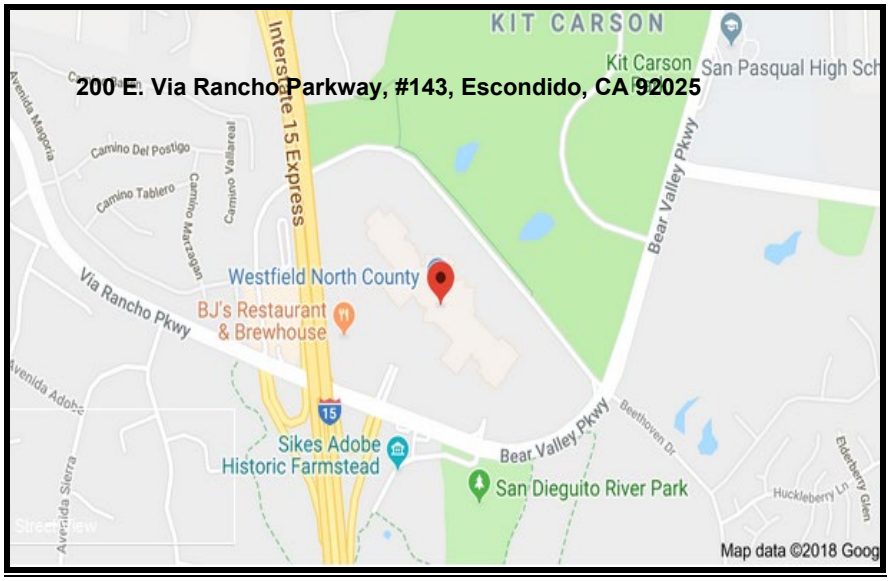
It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another's life.

SECTION TWO

~~Audeo Charter School III~~Altus Schools North County ~~Office/~~Resource Center
Information and Street/Aerial Maps

~~Office/~~ Resource Center (RC) Name: Escondido ~~: Escondido Resource Center~~

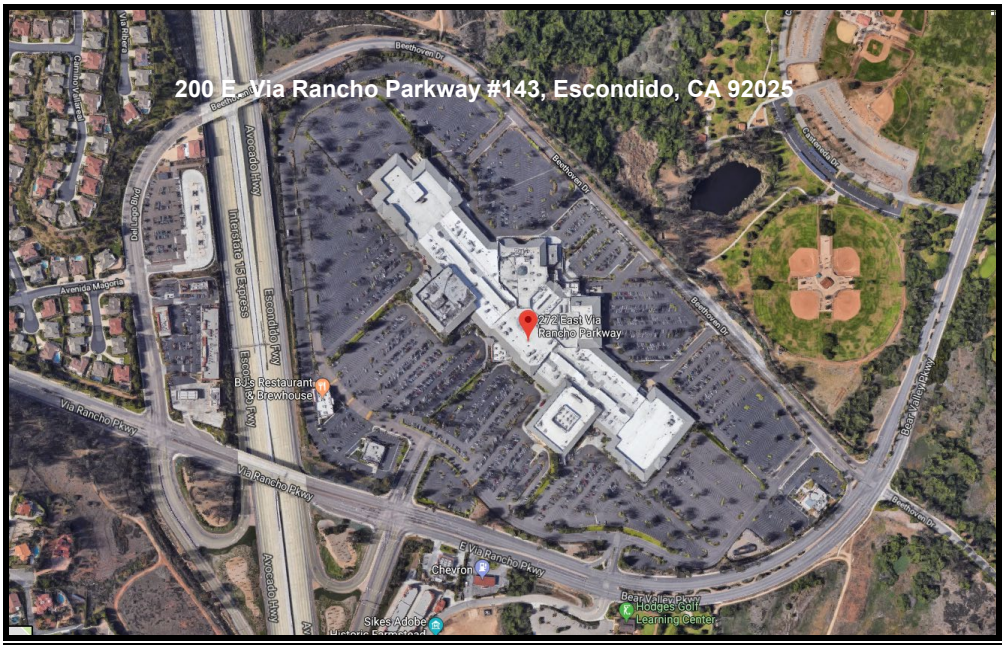
RC Address~~: Westfield~~: Westfield Mall - 200 E. Via Rancho Parkway, Suite143 Escondido, CA 92025
(Near Broken Yolk Restaurant by Westfield Back Entrance)
RC Public Phone Number: 858-203-4720
RC Fax Number~~: 760~~: 760-639-6484/619-280-8033



Escondido ~~Resource Center~~ Aerial Map

Formatted: No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font color: Custom Color(RGB(47,84,150))



Assessment of School Crime

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

In assessing the crime rate for the last two school years at ~~Audeo Charter School III~~Altus Schools North County the crime data indicates that there have been no incidents of the last two years. ~~Audeo III~~ASNC staff will continue to monitor student behavior to ensure a safe and supportive environment. Both students and parents continue to rate the school high for providing a safe environment in their annual surveys.

	~~22-23yr~~23-24yr	Rate	~~23-24yr~~24-25yr	Rate	% Change
PROPERTY CRIME					
Arson	0	0.00	0	0.00	0.00
Burglary	0	0.00	0	0.00	0.00
Graffiti	0	0.00	0	0.00	0.00
Theft	0	0.00	0	0.00	0.00
Vandalism	0	0.00	0	0.00	0.00
Total	**0**				
DRUGS & ALCOHOL					
Use of Alcohol/Drugs	0	0.00	0	0.00	0.00
Possession of Alcohol	0	0.00	0	0.00	0.00
Possession of Drugs	0	0.00	0	0.00	0.00
Sale of Furnishing of Alcohol/Drugs	0	0.00	0	0.00	0.00
Total	**0**		**0**		
CRIMES AGAINST PERSONS					
Assault with Deadly Weapon	0	0.00	0	0.00	0.00
Battery	0	0.00	0	0.00	0.00
Homicide	0	0.00	0	0.00	0.00
Robbery/Extortion	0	0.00	0	0.00	0.00
Sex Offense	0	0.00	0	0.00	0.00
Total			**0**		
OTHER OFFENSES					
Bomb Threat	0	0.00	0	0.00	0.00
Destructive/Explosives	0	0.00	0	0.00	0.00
Loitering/Trespassing	0	0.00	0	0.00	0.00
Possession of Weapon(s)	0	0.00	0	0.00	0.00
Total	**0**		**0**		
ENROLLMENT ~~22-23yr~~23-24yr	~~111~~138		~~23-24yr~~24-25yr	~~138~~149	

The data represented is the total number of reported incidents within each crime category and as rates per 100 students enrolled. It is important to note that comparisons (% Change) are calculated from incident rates and not total numbers, because the rates reflect changes in student enrollment from year to year. Crimes involving Arson, Graffiti,

and Vandalism must exceed $100 per incident, theft $50, and Burglary has no dollar limit. Any rate change to or from zero is represented as a 100% change. Caution should be used when drawing conclusions from individual rate changes. Improved reporting practices may have resulted in increases in crime rates which may not represent actual increases in crime.

RESPONSE GUIDELINES FOR DANGEROUS, VIOLENT OR UNLAWFUL ACTIVITIES

~~Audeo Charter School III~~Altus Schools North County adheres to the following Law Enforcement Notification Matrix in assessing and responding to dangerous and unlawful activity.

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
• Bomb threat/Suspicious package • Firearm on complex • Explosive on complex • Fire • Immediate risk of harm to student(s) and/or staff' • Intruder on complex • Medical emergency • Possible abduction	• Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) ○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12~~) ()~~ (EC 48902) ○ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390)	• Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous ~~weapon~~weapons (EC48902) ○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun,any instrument that expels a metallic projectile, such as a

Formatted: Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

	○ Any action that creates a **reasonable suspicion** that the student is preparing to commit a homicidal act related to school or a school activity	BB or a pellet.

6771 Westminster Blvd., Ste. E, W

LOCATION HAZARD ASSESSMENT SUMMARY

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Disaster Response Plan

Emergency Operations Team

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 16 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

The Emergency Operations Team is comprised of several leaders from ~~Audeo Charter School III~~Altus Schools North County. This team is responsible for planning, training and implementation in the event of a disaster. The team is composed of the following individuals:

Superintendent	*Responsible for external communications. She will call on community resources to assist the school RCs and coordinate mutual aid requests.*
Chief Business Officer	*Assists the Superintendent with external communications and community resource coordination to support school community needs. She is also responsible for acquisition of fiscal and business services. She will initiate acquisitions of services and materials associated with emergency operations.*
Director of Operations and Technology	*Responsible for internal communications with our RCs, staff, and the team in collaboration with the ~~School Coordinator~~School Administrator.*

~~School Coordinator~~School Administrator	*Responsible for parent and community communications. Provides trauma-counseling support to students/parents/staff, as well as, central contact for student data. Responsible for coordinating support to students brought to central location.*

Operational Overview

Due to the unique design and small setting, the staff will be trained to implement components of the disaster procedures. These components will include:

- Evacuation of Students/Emergency Assembly
- Communication
- Reunion Procedures
- Public Information
- Sweep and Rescue
- Security
- First Aid and CPR

Emergency Operation Center

The Emergency Operations Team (EOT) will be responsible to coordinate and manage all operations in the event of a crisis. ~~Audeo Charter School III~~Altus Schools North County defines crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff.

All public employees are declared by law to be disaster services workers (Government Code §3100). They are subject to such disaster services as may be assigned to them by their supervisors or by law upon the declaration of an appropriate state of emergency. The extent to which school employees function as disaster service workers depends in large measure upon the decisions of the various resource centers and their supervisory personnel.

In the event of a crisis, ~~Audeo Charter School III~~Altus Schools North County will respond as follows:

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

Formatted: Centered

Level 1 Natural Disaster Community Wide/Neighborhood Crisis

(Example: earthquake, flood, fire, plane crash, riot, police action, high levels of fatalities and injuries, nuclear or biological disaster.)

Response: EOT in coordination with Civil Defense and/or resources.

Level 2 Singular or Multiple Locations Immediate, life threatening or critical urgency

(Example: weapons, group confrontation, bomb threat, hostage, fire, explosion.)

Response: EOT in coordination with local law enforcement and/or government agencies

Level 3 RC Specific

(Example: discipline, health-physical/mental/CPS, utility failure, fight, angry parent.)

Response: ~~School Coordinator~~School Administrator according to responsibility.

Responsibilities for Situation Levels 1 and 2

1. Assess situation (to evacuate or secure RC)

2. Call 911

3. Contact EOT: Communicate essential information

   Example: Describe the situation – clearly and calmly.
   Who is involved?
   Who's present/at the RC –staff/students/community?
   Have the police been called? Have they arrived?
   Who else has been notified?
   What have you done so far?
   Is anyone hurt? Describe injury.

4. Gather essential information – keep emergency supplies in one area

    - Student emergency binder
    - Student roster
    - Emergency procedure binder
    - Today's sign in sheet
    - Backpack, First Aid Kit, Blood borne Pathogen Kit
    - Keys

5. Reassess situation and roll call
   Triage – prioritize needs; define who is injured. Look for potential dangers (i.e., gas leaks, building structure damage.)

6. Give students appraisal of situation
   Tell them what to do and what is expected.

7. Re-contact EOT

8. Release students as appropriate to authorized individuals.

9. Contain remaining students in designated safe area.

10. Wait until crisis has passed

11. Notify ~~corporate office~~the Sorrento Mesa RC

12. Remaining students will be brought to safe area designated by EOT

13. Staff will then be released by EOT

Resource Center Preparedness Activities

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Centered

Training programs for staff:

- Disaster preparedness and scene management classes
- Mock disaster drill
- Evacuation/earthquake drills

- Blood borne Pathogens
- CPR and First Aid
- HIV Awareness

Educational activities:

- Basic earthquake education
- Parent meetings, home preparedness and orientation to RC plan

Equipment and supplies:

- Trauma/first aid kits
- Bodily fluid cleanup kit
- Backpacks for sweep and rescue team

Aftermath plan:

- Return school/community to normal
- Provide safe place to process event
- Plan for resumption of normal activities

*Drills are scheduled at least three times per year

Communications

~~Audeo Charter School III~~Altus Schools North County Communications Plan is designed to supplement urgent or emergency e-mail communications to faculty and staff.

Formatted: Font: 16 pt, Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 16 pt, Font color: Custom Color(RGB(47,84,150))

Emergency RC Call to Central

RC contact Central or Able

Remember 6 Key points –

♦ **RC**	**Identify your location**
♦ **Number**	**Approximate number of participants**
♦ **Code**	**Red (Life-threatening) 911**
	Orange (Serious)
	Yellow (Potential – advisement)
♦ **Description**	**Briefly describe incident**
♦ **Location**	**In class, outside front/back door, alley**
♦ **Listen**	**Answer central's questions succinctly**

Procedure

- Superintendent will declare need for emergency action.
- Superintendent, manager and any designated support staff prepare ParentSquare telephone message and E-mail message.
- Superintendent notifies ~~Audeo Charter School III~~Altus Schools North County Board of Directors.
- Designated managers activate telephone tree, using prepared message; each designated manager will be responsible for their group and informing the backup caller.
- When schools are not in session, it may be necessary to call employees at home.
- Callers must report to the Superintendent~~'s office~~ by e-mail (mbixby@altusschools.net) the names of the employee's they were unable to reach.
- Share all information on the operation of the telephone tree with support staff at your RC.
- Make copies of the tree information and give to appropriate staff.
- It is possible that a test of the telephone tree will occur on a weekend, since the tree is designed to be used to relay information to managers and employee's regardless of the day of the week or the time of day or evening. It is important that employees who are to make calls and their backups have copies of the tree information and the telephone numbers both at school and home.

Sample Emergency Call

Resource Center	This is a code Orange. There are approximately 6 male students assembled on the South side of Via Rancho Parkway, across the resource center. They are shouting and threatening one of our students who ~~are~~is here in the resource center. Our student is belligerent and wants to go out and face them. I have five other students with the resource center associate and me. We have locked the doors and directed students to move to the back of the resource center away from the window.
Central	I am dispatching the police immediately. Have your CTR with the other students. Be sure none of them leave or open the door. Stay with your student~~s~~ and try to calm him. Do not go out to confront the group. Assistance should be there shortly. Keep us posted of any change.

Resource Center

- Remember, speak calmly and slowly.

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: (Default) Arial

Formatted: Font: Not Italic, No underline, Font color: Custom Color(RGB(47,84,150))

- Tend to the business at hand and keep Central informed. STAY CALM.
- If the problem is resolved. Call Central back immediately. Remember someone is streaking across the city to get to you. Call in and say, **"Situation secured". This officially closes down the incident. Central logs the time.**

ParentSquare System

In the event of an emergency, the Superintendent or designee may activate the school-wide ParentSquare system. ParentSquare allows ~~Audeo Charter School III~~Altus Schools North County administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff. ParentSquare allows ~~Audeo Charter School III~~Altus Schools North County to establish a reliable channel for communicating and sharing information effectively and efficiently. In time-sensitive situations, parents and guardians will receive information and details directly from the school. Not just for emergencies, ParentSquare is beneficial in sending out routine school messages, such as attendance reports, and event and meeting reminders.

Our first responsibility is to the health and safety of our students.

- Do not aggressively confront any individual or group.
- **We want no heroes – just mature, reasonable individuals who take control of a situation and manage it.**
- **Do not place yourself, or others, in an unnecessarily dangerous situation. Your backups are not far away.**

1. Receive Communication.

Be sure caller identifies RC. Confirm that you read the transmission and acknowledge the RC name. If necessary, calm the caller. Set the tone by using a confident and firm tone of voice.

If necessary, lead the caller through the 6 elements/key points of an ~~Audeo Charter School III~~Altus Schools North County emergency call. **Resource Center, Number, Code, Description, Location, Listen.** It is preferable that you speak directly whenever possible.



2. Ascertain the level of emergency and degree of danger.

Prescribe action. If there is a close judgment call--- err on the side of caution.

Code Red: ~~Optional~~: Optional Action

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

The teacher contacts 911 immediately.

Tell the teacher you will contact 911.
Tell RC staff to deal with emergency until help arrives. Give them some specific tasks.
Tell teacher you will call in report and will get right back to him/her. Talk staff through emergency if necessary. Ask if they have locked down the RC, drawn the blinds, etc.
After you place call for help, coordinate with other central managers to see who is closest to RC and can arrive in the shortest amount of time.
Contact the ~~Audeo Charter School III~~Altus Schools North County ~~Administrative Office~~Sorrento Mesa RC to alert them to the emergency.

3. Assist in the implementation of the action plan worked out with the RC.

Be conscious that the School must protect the anonymity and privacy of each student. No staff should discuss the incident with press. Refer them to a manager.

4. Log call.

Note approximate start and end time of incident. A brief narrative describing the incident is due to the Central ~~Office~~ before the end of the day. This report could become part of a court case, so immediate transcription is advisable to assure more accurate recall. The report may become a part of the body of information needed for further investigation.

~~Emergency Responses~~EMERGENCY RESPONSES

EMERGENCY RESPONSE~~:~~ ~~ALLERGIC~~: ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- X If imminent risk, call 911.
- X Send for immediate help (Firs Aid, CPR, medical) and medication kit (for known allergies).
- X Notify the ~~School Coordinator~~School Administrator.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

X Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
X If an insect sting, remove stinger immediately.
X Assess situation and help student/staff member to be comfortable.
X Move student or adult only for safety reasons.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

X If imminent risk, call 911 (always call 911 if using "Epi" pen).
X Notify nurse/parent or guardian.
X Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
X Observe for respiratory difficulty.
X Attach a label to the person's clothing indicating: time & location of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

X Keep an "Epi" pen in the school ~~office~~ and notify staff as to location.
X Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence

of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the Resource Center

STAFF ACTIONS:

- X Notify ~~School Coordinator~~School Administrator.
- X Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
- X Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- X Follow standard student assembly, accounting and reporting procedures.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate **SHELTER IN PLACE**.
- X Shut off HVAC units.
- X Move to central location where windows and doors can be sealed with duct tape.
- X Call 911. Provide location and nature of the emergency and school actions taken.
- X Notify Director of Operations and Technology of the situation.
- X Turn on a battery-powered commercial radio and listen for instructions.
- X Remain inside the resource center until the Department of Health or Fire Department determines it is safe to leave.
- X Arrange for psychological counseling for students and staff.

Inside the Resource Center

STAFF ACTIONS:

- X Notify ~~School Coordinator~~School Administrator or Safety Ambassador.
- X Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- X Implement **EVACUATION** or **EMERGENCY MEETING AREA EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- X Follow standard student assembly, accounting and reporting procedures.
- X Prepare a list of those who are in the affected area to provide to emergency response personnel.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate **EVACUATION** of the resource center or **EMERGENCY MEETING AREA EVACUATION** to move students away from immediate vicinity of danger.

- X Move up-wind from the potential danger.
- X Call 911. Provide exact location and nature of emergency.
- X Designate security team to isolate and restrict access to potentially contaminated areas.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Notify Director of Operations and Technology of the situation.
- X Arrange for immediate psychological counseling for students and staff.
- X Wait to return to the resource center until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- X Wash affected areas with soap and water.
- X Immediately remove and contain contaminated clothing
- X Do not use bleach on potentially exposed skins.
- X Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

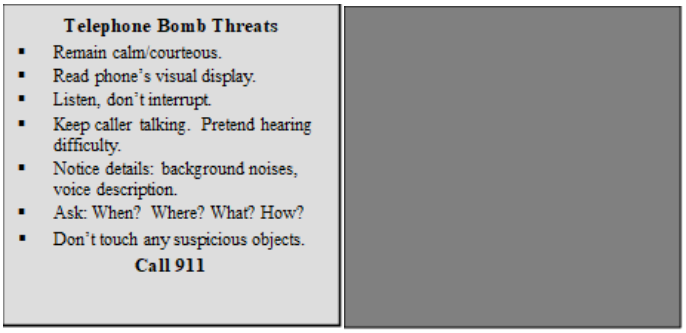
EMERGENCY RESPONSE: ——BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))



PERSON RECEIVING THREAT BY TELEPHONE:

- X Listen. Do not interrupt caller.
- X Keep the caller on the line with statements such as "*I am sorry, I did not understand you. What did you say?*"
- X Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- X Notify Safety Ambassador immediately after completing the call.
- X Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- X Note the manner in which the threat was delivered, where it was found and who found it.
- X Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- X Caution students against picking up or touching any strange objects or packages.
- X Notify ~~School Coordinator~~School Administrator or Safety Ambassador.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911.
- X If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- X Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.

- X Determine whether to evacuate the threatened resource center and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- X Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- X If it is necessary to evacuate the entire school, use the fire alarm.
- X Notify the Director of Operations and Technology of the situation.
- X Direct a search team to look for suspicious packages, boxes or foreign objects.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.
- X Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- X Use a systematic, rapid and thorough approach to search the resource center and surrounding areas.
- X Check the resource center and work areas, public areas (foyers, ~~offices~~, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- X If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- X Evacuate students as quickly as possible, using primary or alternate routes.
- X Upon arrival at the designated safe emergency meeting area, take attendance. Notify the ~~School Coordinator~~School Administrator/Safety Ambassador of any missing students.
- X Do not return to the resource center until emergency response officials determine it is safe.

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

** Refer to your local bomb threat emergency response plan for evacuation criteria*

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov

BOMB THREAT CHECKLIST

DATE: TIME:

TIME CALLER HUNG UP: PHONE NUMBER WHERE CALL RECEIVED:

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice	Background Sounds	Threat Language
☐ Female	☐ Animal noises	☐ Incoherent
☐ Male	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking Voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long distance	
☐ Lisp		
☐ Loud	Other Information:	
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

EMERGENCY RESPONSE: ~~—~~FLOOD

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the resource center. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Issue **STAND BY** instruction. Determine if evacuation is required.
- X Notify local police department of intent to **EVACUATE**, the location of the emergency meeting area and the route to be taken to that location.
- X Delegate a search team to assure that all students have been evacuated.
- X Post a notice on the resource center door stating where the school has relocated and inform the ~~District Office~~Sorrento Mesa RC.
- X Monitor local AM radio weather station for flood information.
- X Notify the Director of Operations and Technology of school status and action taken.
- X Do not allow staff and students to return to the resource center until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- X If warranted, **EVACUATE** students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the resource center.
- X Remain with students throughout the evacuation process.
- X Upon arrival at the emergency meeting area, take attendance. Report any missing students to ~~School Coordinator~~School Administrator/Safety Ambassador and emergency response personnel.
- X Do not return to the resource center until it has been inspected and determined safe by property authorities.

EMERGENCY RESPONSE: GAS ODOR / LEAK

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

All school personnel and custodians shall immediately report any gas odor or suspected gas leak to the Director of Operations and Technology. If an odor is detected outside the resource center, it may not be necessary to evacuate.

STAFF ACTIONS:

- X Notify ~~School Coordinator~~School Administrator.
- X Move students from immediate vicinity of danger.
- X Do not turn on any electrical devices such as lights, computers, fans, etc.
- X If odor is severe, leave the area immediately.
- X If the resource center is evacuated, take student attendance and report any missing students to ~~School Coordinator~~School Administrator/Safety Ambassador.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X If gas leak is internal, evacuate the resource center immediately.
- X Call 911.
- X Notify utility company.
- X Determine whether to move to alternate location.
- X If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE: HAZARDOUS MATERIALS

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

The nature of the material and the proximity of the incident to the resource center will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911, if necessary.
- X If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- X Initiate **EVACUATION.** Any toxic cloud that can affect students in their resource centers would very likely affect them outside the resource centers as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- X Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- X If time is available, initiate **Emergency Meeting Area Evacuation**. Move students and staff away from the path of the hazardous materials.
- X Notify Director of Operations and Technology.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Do not allow the return of students to the resource centers or buildings until public safety officials declare the area safe.
- X Upon return to school, ensure that all resource centers are adequately aired.

TEACHER ACTIONS:

- X Follow standard student assembly, accounting and reporting procedures.
- X Report names of missing students to ~~office~~the Sorrento Mesa RC.
- X Do not take unsafe actions such as returning to the resource center before it has been declared safe.

EMERGENCY RESPONSE: HOSTAGE SITUATION

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS

- X Call 911. Provide all known essential details of the situation:
  - Number of hostage takers and description
  - Type of weapons being used
  - Number and names of hostages
  - Any demands or instructions the hostage taker has given
  - Description of the area
- X Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- X Protect resource center occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both).
- X Secure exterior doors from outside access.
- X When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- X Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- X Identify media staging area, if appropriate. Implement a hotline for parents.
- X Account for students as they are evacuated.
- X Provide recovery counseling for students and staff.

STAFF ACTIONS:

- X If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- X Alert the ~~School Coordinator~~School Administrator/Safety Ambassador.
- X Account for all students.

EMERGENCY RESPONSE: ——INTRUDER

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

All public schools are required to post signs at points of entry to their resource centers. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the front desk. Failure to do so may constitute a misdemeanor.

-- *California Penal Code Title 15, Chapter 1.1 § 627.2*

To prevent intruders on resource centers, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate **LOCKDOWN**.
- X Request intruder to leave the resource center. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
  - *"What can we do to make this better?'*
  - *"I understand the problem, and I am concerned."*
  - *"We need to work together on this problem."*
- X As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- X Keep subject in view until police or law enforcement arrives.
- X Take measures to keep subject away from students and the resource center.
- X Designate an administrator or staff member to coordinate with public safety at their command post; provide a resource center map/exit plan and keys to public safety personnel.
- X When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- X Be available to deal with the media and bystanders and keep the resource center clear of visitors.

STAFF ACTIONS:

- X Notify the ~~School Coordinator~~School Administrator/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- X Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- X Isolate intruder from students. Lock the resource center ~~and office~~ doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

EMERGENCY RESPONSE: UTILITY FAILURE

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font color: Custom Color(RGB(47,84,150))

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR:

- X Notify utility company. Provide the following information:
- X Determine length of time service will be interrupted.
- X Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- X If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- X Use messengers with oral or written word as an alternate means of faculty notification.
- X Notify ~~District Office~~the Sorrento Mesa RC of loss of service.
- X Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets:
Drinking Water:
Food Service:
Fire Suppression:
Other:

B. Plan for Loss of Electricity

Ventilation:
Emergency Light:
Computers:
Other:

C. Plan for Loss of Natural Gas

Heat:
Food Service:
Other:

EMERGENCY RESPONSE: ——THREATS / ASSAULTS

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

Threats occur when a belligerent or armed person on the resource centers bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:

1) Is the individual moving towards violent action?
2) Is there evidence to suggest movement from thought to action?
    - High violence potential qualifies for arrest or hospitalization.
    - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.

X Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.

X Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.

X Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.

X If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.

X Facilitate a meeting with student(s) and family to review expectations.

X Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

X If any students are outside, move them inside the resource center or away from the location of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.

X Inside the resource center, institute **LOCKDOWN**. Close all curtains and blinds.

X Disconnect the school television system in resource centers so the individual cannot view news coverage and see locations of police/students/etc.

X Remain with students until **ALL CLEAR** is given.

EMERGENCY RESPONSE: ——IRRATIONAL BEHAVIOR

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Keep the individual under continuous adult supervision.
- X Keep the individual in the resource center until parent/guardian has been notified.
- X Arrange appropriate support services for necessary care of individual.
- X If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- X School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the ~~School Coordinator~~School Administrator. The next steps may include:
  - Provide parents/guardian with the names and phone numbers of mental health resources
  - Recommend that the parents make an immediate contact with a therapist.
  - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- X Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- X Provide follow-up collaborative support for the student and parents (as indicated) within the school
- X Develop a safety plan prior to the student's return to school.
- X Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- X Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- X Notify ~~School Coordinator~~School Administrator/Safety Ambassador.
- X Notify school nurse, school psychologist, counselor or social worker.

X Protect individual from injury.

EMERGENCY RESPONSE: ——EXPLOSION

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR:

- Determine whether emergency meeting area evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the resource center. **EVACUATION** may be warranted in some resource centers but others may be used for **SHELTER IN PLACE**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the Director of Operations and Technology of school status. Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check resource centers and work areas, public areas (foyers, ~~offices~~, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate location for resource center instruction. Do not return to the resource center until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

X Initiate **DROP, COVER AND HOLD ON**.

X If explosion occurred inside the resource center, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the resource center and away from fire-fighting equipment.

X Check to be sure all students have left the resource center. Remain with students throughout evacuation process.

X Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.
X Render first aid as necessary.
X Do not return to the resource center until the emergency response personnel determine it is safe to do so.
X If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

EMERGENCY RESPONSE: ~~PANDEMIC~~: PANDEMIC INFLUENZA

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

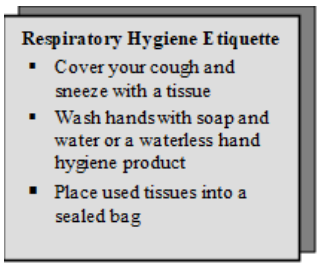
- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR~~PRINCIPAL/SITE ADMINISTRATOR~~

ACTIONS:

- x Activate heightened surveillance of illness within school location. Gather data on symptoms of students and staff who are sick at home.
- x Insure that students and staff members who are ill stay home.
- x Send sick students and staff home from school immediately.
- x Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- x Monitor bulletins and alerts from the Department of Health and Human Services.
- x Keep staff informed of developing issues.
- x Assist the Department of Health and Human Services in monitoring outbreaks.
- x Respond to media inquiries regarding school attendance status.
- x Implement online education, if necessary, so that students can stay home.
- x Maintain surveillance after the initial epidemic in the event a second wave passes through the community.



STAFF and STUDENT ACTIONS:

- x Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- x Practice "respiratory hygiene etiquette".
- x Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- x Implement online homework assignments so that students can stay home.

EMERGENCY RESPONSE: ACTIVE SHOOTER/ARMED ASSAILANT

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"*Active shooter situations*" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knifes, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.

    a. **Act immediately** if you or your students:
    - hear a sound that might be gunfire.
    - see something that looks like a weapon being carried or used on or near the campus.
    - sense any other indication of active shooter / armed assailant threat.

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Centered

Formatted: Font: 12 pt

b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
c. **Be decisive.** Communicate your plan to your students and act quickly.
d. **Call 911 and the ~~School Office~~Sorrento Mesa RC** as soon as it is safe to do so.

Formatted: Font: 12 pt

2. **Options~~: *Run*~~: Run*, Hide or Fight***

a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
   - Do not evacuate unless you…
     - know with certainty, the exact location of assailant (do not trust unofficial, secondhand accounts),
     - **and** can visualize a route that will get your students and yourself safely off campus.
   - Don't carry anything with you.
     - Police may mistake an item in your hands as a weapon.
     - Leave everything behind.
   - If you encounter people along the way…
     - Adults: Warn them and take them with if you can but don't stop if they refuse to come.
     - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*.
   - Place terrain and buildings between you and the assailant to cover your escape.
   - Keep going until you are certain you are out of danger.
   - Call 911 as soon as it is safe to do so.
   - Keep your students with you. Call (insert phone #) to report your location and obtain instructions.

Formatted: Font: 12 pt

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
   - Lock the doors
   - Close and lock windows and close blinds or cover windows;
   - Turn off lights;
   - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
   - Silence all electronic devices;
   - Remain silent;
   - Position occupants spread out and out of line of site from room entrance.

- Prepare to take action if the assailant attempts to get in the room;
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

c. **FIGHT~~: Never~~: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
  - Construct a strong barricade.
  - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
  - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
    a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

a. Provide as much information as possible (slow down – be calm):
   - State the emergency: "I hear gunfire." "I saw..."
     - Give information on people who are wounded.
   - Location of the assailant (if known):
   - Description of the assailant (if known):
   - Your precise location: "room __"
   - The number of children with you:

b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

- *Run* – If you encounter injured persons while you are trying to get out of danger…
  - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

- *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
  - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

- *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
  - If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
  - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

b. Law Enforcement: If you encounter law enforcement officers…
- Immediately raise your hands in the air and display your open palms.
- Don't run up to officers or attempt to hug or talk to them.
- Don't talk unless they ask you a question.
- Do exactly what they tell you to do.

c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

e. School Activities: (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATORS/SAFETY AMBASSADOR ACTIONS:

- Follow the All-Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
  - Include as much actionable information on the announcement as possible.
    - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
  - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people in the resource center with information they can use to better evaluate their options.
    - *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the ~~corporate office~~Sorrento Mesa RC after you call 911.
- If possible, assist emergency personnel.
  - Assist police in entering the school;
  - Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- **Emergency Operations Center (EOC)**
  - Activate the district's Emergency Operations Center
  - Dispatch a back-up ICS team to take over responsibility for ICS functions from RC staff who will be impacted by this emergency.

- **Emergency Area Reunification**
  - The Operations Section should prepare an emergency evacuation area for reunification.
    - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
    - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
    - School staff and students will remain in lockdown until evacuated on a room-by-room basis.

Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt

    - Vans should be placed on standby for evacuation.
    - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

- **Crisis Intervention**
    - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
    - This team will also provide ongoing support throughout the recovery phase of the emergency response.
    - Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
    - Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

ADDITIONAL STEPS FOR THE SCHOOL:

Formatted: Font: 12 pt

- _____
- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: FIRE (Outside Fire/Wildfire)

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Determine if **EVACUATION** of school location is necessary.
- X Contact local fire department (call 911) to determine the correct action for your school location.
- X If necessary, begin evacuation of school location to previously identified safe location using school evacuation plan. If needed, contact van dispatch for **EMERGENCY EVACUATION**.
- X Direct inspection of premises to assure that all students and personnel have left the building.
- X Notify the school district where the school has relocated and post a notice on the ~~office~~RC ~~-~~door stating the temporary new location.
- X Monitor radio station for information.
- X Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

X If students are to be evacuated, take attendance to be sure all students are present before leaving the building location.
X Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
X Take attendance at the assembly area. Report any missing students to the ~~School Coordinator~~School Administrator/Safety Ambassador and emergency response personnel.
X Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

FIRE (WILDFIRE)

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property.
In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of our staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to our school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around our structures, and surrounding topography. It may be best for some resource centers~~/offices~~ to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.
If a wildfire is near our locations, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a resource center closure. The Charter Schools have procedures in place for each of these possibilities.

BEFORE

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Goals:
1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response
2. Develop the capacity of staff to lead students through appropriate response options
3. Prevent the risk of injury to individuals and damage of property from wildfire

Objective(s):

Goal 1 Objectives

a) Coordinate with local fire department to ensure an effective response to a Wildfire
b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
c) Develop a clear chain of command with staff

Goal 2 Objectives

a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure

Goal 3 Objectives

a) Store combustible materials in fireproof containers
b) Follow Fire Code and district rules regarding fire prevention
c) Provide fire prevention training to staff
d) Hold Fire Drills
e) Maintain an adequate supply of fire extinguishers
f) Ensure proper maintenance of fire prevention equipment

Courses of Action:

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure
b) Develop location specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop location specific plans

Goal 2 Actions

a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure

Goal 3 Actions

a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the

Comprehensive School Safety Plan

b) Ensure combustible materials are stored in fireproof containers
c) Hold fire extinguisher training for staff
d) Ensure adequate supply of fire extinguishers are appropriately maintained
e) Hold required number of fire drills and vary the situation to improve staff and student response

STAFF ACTIONS

Goal 2 Actions

a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher
b) Read any fire prevention and wildfire response materials provided by administration

Goal 3 Actions

a) Participate and lead students in fire drills
b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto school
c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations

DURING

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Goals: 1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions

Objective(s): Goal 1 Objectives

a) Conduct appropriate wildfire response actions in a timely manner
b) Conduct accountability procedures in a timely manner
c) Activate school location Incident Command Team, as necessary

Courses of Action: ~~**SCHOOL COORDINATOR**~~**SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:**

Goal 1 Actions

a) Work with the ~~district office~~Sorrento Mesa RC, local fire department and other responders to determine best course of action
b) Use the "Wildfire Evacuation Decision Tree" following this section.
c) Communicate plan of action to staff and students:

- voluntary evacuation
- early dismissal
- mandatory evacuation
- shelter-in-place
- resource center closure

d) Consider the following while implementing response action

- Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)
- Food and water
- Transportation
- Security and Safety
- Communications

e) Contact families to notify of planned course of action

f) Activate school Incident Command Team, as necessary

- Reunification Team

g) Ensure all staff and students are accounted for

h) Ensure that access roads are kept open for emergency vehicles

i) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity

j) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

<u>Goal 2 Actions</u>

a) Remind staff to close doors when exiting resource centers~~/offices~~

b) Notify appropriate utility company of suspected breaks in utility lines or pipes.

c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)

- Provide SDS sheets of any chemicals on location/in the area of the fire to the fire department upon arrival

d) Notify ~~District Office~~ the Sorrento Mesa RCof situation

STAFF ACTIONS:

Goal 1 Actions

a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center~~/office~~ closure
b) If evacuating or sheltering-in-place, take emergency backpack and student kits
c) Maintain control of the students a safe distance from the fire and firefighting equipment
d) Take attendance. Report missing students to the ~~School Coordinator~~School Administrator/designee and emergency response personnel
e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family
f) Serve in any designated position on the Incident Command Team

Shut resource center ~~or office~~ door after all individuals have exited

Provide information to ~~School Coordinator~~School Administrator/Safety Ambassador regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:
1. Effectively communicate to all stakeholders
2. Determine response strengths, areas from improvement and steps to improvement

Objective(s): Goal 1 Objectives

a) Provide information to staff, parents, and students
b) Provide information to ~~district office~~the Sorreno Mesa RC

Goal 2 Objectives

a) Conduct After-Action Report process

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Courses of Action:

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS

Goal 1 Actions

a) Provide critical information to the ~~district office~~Sorrento Mesa RC in order to develop effective key messages
b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened
c) Work with appropriate district department to draft talking points for phone calls and media requests

Goal 2 Actions

a) Conduct an after-action report process and implement necessary actions for improving future responses
b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
c) Identify steps to improve future responses
d) Implement steps to improvement

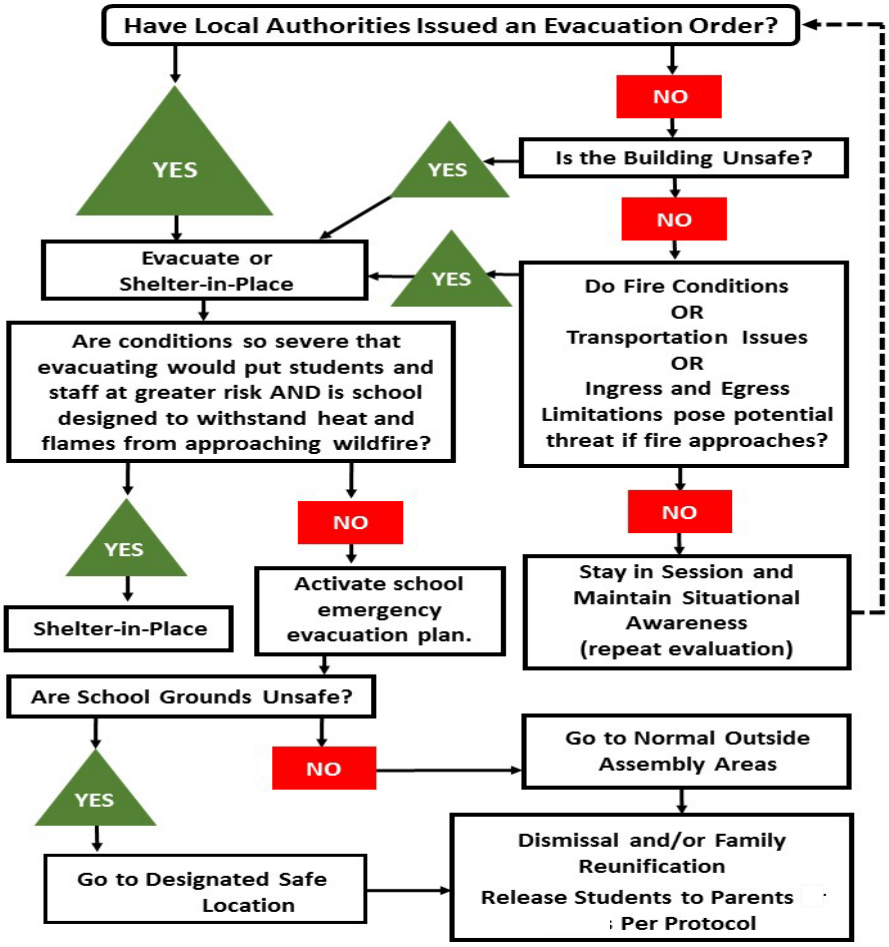
STAFF ACTIONS

Goal 2 Actions

a) Participate in the after-action report process
a) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE DECISION TREE

Formatted: Font color: Custom Color(RGB(47,84,150))



EMERGENCY RESPONSE~~: OPIOID~~: OPIOID ANTAGONIST-Naloxone Hydrochloride

Pursuant to California Education Code 49414.3, any school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

~~Audeo Charter School III~~Altus Schools North County has established a Staff Naloxone Hydrochloride Emergency Training Plan and Program pursuant to CDE 49414.3 which includes safe and effective management of opioid-related overdoses. This plan is also incorporated into the school emergency preparedness and response plans.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

~~Audeo Charter School III~~Altus Schools North County's primary goal in the fight against opioids and fentanyl use is prevention.

~~Audeo Charter School III~~Altus Schools North County will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
  - How opioids and fentanyl affect the body's systems.
  - Refusal strategies
  - The signs and symptoms of use/abuse
  - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Centered

Formatted: Font color: Custom Color(RGB(47,84,150))

Formatted: Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Centered

SIX ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

Formatted: Font color: Custom Color(RGB(47,84,150))

Formatted: Centered

The following was developed from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Signs of OVERDOSE, which often results in death if not treated, include:

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font color: Custom Color(RGB(47,84,150))

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name, tap the person's shoulders, clap your hands loudly in order to assess for level of consciousness.
- If this doesn't work, per Department of Health and Human Services (DHHS) recommendation, vigorously grind knuckles into the sternum (the breastbone in middle of chest).
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- If the person does not respond, call 911.
- Grab the Opioid Overdose Emergency Kit and Automatic External Defibrillator (AED).
- Provide rescue breathing if the person is not breathing on their own and administer one dose of naloxone.
- For students, instruct staff member to contact the parent/guardian or emergency contact on file.

STEP 2: CALL 911 FOR HELP

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Centered

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

STEP 3: ADMINISTER NALOXONE

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and

resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

~~Audeo Charter School III~~Altus Schools North County **uses intranasal spray.**

Formatted: Font color: Custom Color(RGB(47,84,150))

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the

user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.
Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)
Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

STEP 6: ADDITIONAL SUPPORT

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

- Have the individual transported to the nearest medical facility, even if symptoms seem to get better.
- Debrief with students and staff present and assess further needs for support.
- Complete an Accident Report Form.

Follow up with assigned school nurse for additional support.

~~Suspension and Expulsion Policy~~SUSPENSION AND EXPULSION POLICY AND PROCEDURES

3110

Suspension and Expulsion Policy and Procedures

Amended: May 5, 2009, February 16, 2022, December 7, 2022, June 22, 2023, February 28, 2024, June 26, 2024, February 27, 2025

This Student Suspension and Expulsion Policy and Procedures has been established by the Board of Directors of Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: Altus Schools Coachella Valley, Altus Schools East County, Altus School Mirus, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, and Audeo Valley Charter School~~Audeo II, Audeo III, Audeo Valley Charter School, Altus Schools East County , Mirus Secondary School and Altus Schools South Bay~~, (hereinafter collectively referred to as "Charter School").

In adopting this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's P~~p~~olicy and P~~p~~rocedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This P~~p~~olicy and its ~~procedures~~ Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt, Italic, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt, Italic, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Bold, Italic, Font color: Custom Color(RGB(47,84,150))

Formatted: Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Bold, Italic, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Formatted: Font: 12 pt

student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that ~~the~~ this ~~p~~Policy and its ~~procedures~~ Procedures are available on request ~~at~~from the ~~School Coordinator~~School Administrator~~'s office~~. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian , and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's~~,~~ right to request a hearing to challenge the involuntary removal. If a student's parent/~~-~~guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when the School Administrator or designee determines the student: ~~for any of the following acts when it is determined the student:~~

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but it not limited to electronic files and databases.

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

g) Stole or attempted to steal school property or private property, which includes but is~~t~~ not limited to electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

~~k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.~~

~~l)~~k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

~~m)~~l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

~~n)~~m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

~~o)~~n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

~~p)~~o) Engaged in or attempted to engage in hazing. For the purposes of this ~~subdivision~~Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this ~~section~~Policy, "hazing" does not include athletic events or school-sanctioned events.

~~q)~~p) Made terroristic threats against school officials and/or school property, which includes but ~~it~~ is not limited to electronic files and databases. For purposes of this ~~section~~Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for ~~his or her~~their own safety or for ~~his or her~~their immediate family's safety, or for the protection of school property, which includes but ~~it~~ is not limited to electronic files and databases, or the personal property of the person threatened or ~~his or her~~their immediate family.

~~r)~~q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this ~~section~~Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This ~~section~~ Provision shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

~~s)~~r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in ~~subdivision~~ Education Code~~(e) of~~ Section 233(e) ~~of the Education Code~~. This section shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

~~t)~~s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This ~~section~~ provision shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

~~u)~~t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which

Formatted: Font: 12 pt

Formatted: Font: 12 pt

would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of ~~his or her~~their age, or for a person of ~~his or her~~their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on ~~his or her~~their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with ~~his or her~~their academic performance.

~~i.~~ iv. Causing a reasonable student to experience substantial interference with ~~his or her~~their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the ~~School~~school ~~site~~site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

j. A message, text, sound, video, or image.

~~i.~~ ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

Formatted: Font: 12 pt

Formatted: No bullets or numbering

Formatted: Font: 12 pt

Formatted: Indent: Left: 0.5", No bullets or numbering

Formatted: Font: 12 pt

Formatted: Indent: Left: 0.26", No bullets or numbering

iii. An act of cyber sexual bullying.

(a) For purposes of this ~~clause~~Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this ~~clause~~Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

~~v)~~ u) A student who aids or abets, as defined in Penal Code Section 31 ~~of the Penal Code~~, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

Formatted: Indent: Left: 0.01", No bullets or numbering

~~w)~~ v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the ~~School Coordinator~~School Administrator or designee's concurrence.

Formatted: Indent: Left: 0.01", No bullets or numbering

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion ~~for any of the following acts~~ when it is determined the student:

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained

written permission to possess the item from a certificated school employee, with the ~~School Coordinator~~School Administrator or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault ~~or committed a sexual battery~~ as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion ~~for any of the following acts~~ when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco,

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

Formatted: Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

snuff, chew packets and betel. This section does not prohibit the use of ~~his or her~~their own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in or attempted to engage in hazing. For the purposes of this ~~subdivision~~Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this ~~section~~Policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases For purposes of this ~~section~~Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for

~~his or her~~their own safety or for their ~~his or her~~ immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases or the personal property of the person threatened or ~~his or her~~their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this ~~section~~Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This ~~section~~ provision shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in ~~subdivision (e) of~~Education Code Section 233(e) ~~of the Education Code~~. This ~~section~~ provision shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

~~s)~~ Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially

s) disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

~~i.~~ i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of ~~his or her~~their age, or for a person of ~~his or her~~their age with exceptional needs) or students in fear of harm to that student's or those students' person or property

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Indent: Left: -0.25"

Formatted: Indent: Left: -0.25", Hanging: 0.25", Space After: 0.25 pt, Line spacing: Multiple 1.04 li, Numbered + Level: 1 + Numbering Style: a, b, c, … + Start at: 1 + Alignment: Left + Aligned at: 0.18" + Indent at: 0.18"

Formatted: Indent: Left: 0.01", No bullets or numbering

~~.~~ii. Causing a reasonable student to experience a substantially detrimental effect on ~~his or her~~their physical or mental health.
~~iii.~~ Causing a reasonable student to experience substantial interference with ~~his or her~~their academic performance.
iv. Causing a reasonable student to experience substantial interference with ~~his or her~~their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the ~~School~~ school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
i. A message, text, sound, video, or image.
~~i.~~ ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
iii. An act of cyber sexual bullying.
(a) For purposes of this ~~clause~~Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual

Formatted: Indent: Left: 0.51"

Formatted: No bullets or numbering

recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this ~~clause~~Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31 ~~of the Penal Code~~, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the ~~School Coordinator~~School Administrator or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion ~~for expulsion for any of the following acts~~ when it is determined pursuant to the procedures below that the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the ~~School Coordinator~~School Administrator or designee's concurrence.
b. Brandished a knife at another person.
c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d. Committed or attempted to commit a sexual assault ~~or committed a sexual battery~~ as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 ~~of~~ or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

States Code, on to campus or to have possessed a firearm or ~~dangerous~~ destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Coordinator or designee with the student and ~~his or her~~their parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the ~~School Coordinator~~School Administrator or designee.

The conference may be omitted if the ~~School Coordinator~~School Administrator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: 12 pt
Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"
Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"
Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"
Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: 12 pt
Formatted: Font: Bold
Formatted: No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: 12 pt

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against ~~him or her~~the student and shall be given the opportunity to present ~~his or her~~their version and evidence in ~~his or her~~their defense, in accordance with Education Code Section
47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. ~~No penalties may~~Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

Formatted: No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student as well as~~. In addition, the notice may also state~~ the date and time when the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Formatted: No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the ~~School Coordinator~~School Administrator or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student ~~or~~ and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the ~~School Coordinator~~School Administrator or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial ~~Audeo~~ ASSC Board of Directors following a hearing before it, or by the neutral and impartial ~~Audeo~~ ASSC Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of the ~~Audeo~~ ASSC Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The

Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the ~~School Coordinator~~School Administrator or designee determines that the student has committed an expellable offense and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the ~~Audeo~~ ASSC Board of Directors for a final decision whether to expel. The hearing shall be held in ~~closed session~~confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act (FERPA) unless the

Formatted: No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School 's disciplinary rules which relate to the alleged violation; 4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Charter School to any other school district or school to which the student seeks enrollment;
5. An explanation of ~~T~~the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. An explanation of ~~T~~the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of ~~T~~the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of ~~T~~the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Formatted: Indent: Left: 0"

Formatted: Justified

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

Formatted: Font: 12 pt

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five ~~calendar~~ days' notice of their scheduled testimony, (b) have up to two (2) adult support

persons of their choosing present in the hearing at the time the ~~complaint~~ complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which ~~he or she~~the complaining witness may leave the hearing room.

Formatted: Font: 12 pt

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, The Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School . The ~~person~~ entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the
complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising ~~his or her~~their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

I. Expulsion Decision

The ~~decision~~ determination of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board of Directors shall make the final ~~decision~~ determination ~~by the Board shall be~~ regarding the expulsion ~~made~~ within ten (10) school days following the conclusion of the hearing or as soon as practical. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The School School Administrator or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student ~~or~~ and parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School~~-~~.

The ~~School Coordinator~~School Administrator or designee shall send a copy of the written notice of the decision to expel to the ~~authorizer~~student's district of residence. This notice

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

K. Disciplinary Records

Charter School shall maintain records of all student suspensions and expulsions at the Charter School .
Such records shall be made available to the authorizer upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from Charter School as the ~~Audeo~~ ASSC Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to Charter School for readmission.

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the ~~School Coordinator~~School Administrator or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School ~~Coordinator~~ Administrator or designee shall make a recommendation to the

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Board of Directors following the meeting regarding ~~his or her~~their determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School 's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. ~~Involuntary Removal for Truancy~~ Removal Due to Noncompliance with Independent Study Requirements

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for ~~truancy~~ noncompliance with independent study requirements shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a

Formatted: Right: 0.06"

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

Formatted: No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Formatted: No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim ~~alterative~~ alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School , the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

c. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
d. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
e. Return the child to the placement from which the child was removed, unless the parent/guardian and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School~~,~~, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Formatted: No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) daytime period provided for in an interim alternative educational setting, unless the Parent/guardian and Charter School agree otherwise.
In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5.Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The ~~School Coordinator~~School Administrator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Formatted: No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: 12 pt
Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: Indent: Left: 0.01"
Formatted: Font: 12 pt

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School 's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Formatted: No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: 12 pt
Formatted: Font: Myriad Pro
Formatted: No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: 12 pt
Formatted: Font: 12 pt

Notification to Staff of Dangerous Students

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

a. The administration will inform the ~~School Coordinator~~School Administrator of information received from the court and the Probation Department. The ~~Audeo Charter School III~~Altus Schools North County ~~School Coordinator~~School Administrator shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate

fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.

b. Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.

c. Any information received from the court shall be kept in a separate confidential file at the school of attendance and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.

d. After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.

Anti-Discrimination and Harassment Policy

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: No underline, Font color: Custom Color(RGB(47,84,150))

~~Audeo Charter School III~~Altus Schools North County is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. ~~Audeo Charter School III~~Altus Schools North County shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English language proficiency will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from ~~Audeo Charter School III~~Altus Schools North County may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the ~~School Coordinator~~School Administrator at (858) 678-2056 for resolution. If not resolved, contact: The Board President, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2050.

School-Wide Dress Code

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to school. Students who are not wearing appropriate clothing, parents/guardians will be notified, and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- Pants sagging below the waist
- Beachwear or sleepwear, including bedroom slippers
- Shorts/skirts that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses vulgar/profane language and/or images
- Head coverings such as, hats, bandanas, beanies, or do-rags

Loitering Law Compliance

Altus Schools North County

SY ~~2024-2025~~2025-2026

Daytime Loitering of Students in Public Places on School Days

Students who are subject to compulsory education must comply with the daytime loitering laws of their community. General guidelines are below, however, may differ slightly among communities.

- On days and times when schools are open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.
- On scheduled school days, students may travel to and from school without parental or guardian accompaniment.
- Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences if multiple violations occur.

Responsibility of parents, guardians, etc. It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.

Law Enforcement Procedures *may include*:

- Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the school from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile's parents/guardians.
- If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.
- When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace office may issue a citation for a misdemeanor to the parent to appear in court.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: 14 pt
Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))
Formatted: Centered
Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: Italic, No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: 12 pt, Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: 12 pt

Exceptions *may include*:

- A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.
- Students who have permission to leave school campus for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.
- A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.
- A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.
- A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.

Definitions

- "Adult" means any person twenty-one (21) years of age and older.
- "Emergency" includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.
- "Establishment" means any privately- owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.
- "Juvenile" means any person under eighteen (18) years of age.
- "Parent" means a person who is the natural or adoptive parent of a person. "Parent" includes a court- appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.
- "Public place" means any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and the common areas of schools, hospitals, ~~office~~ buildings, transport facilities, shopping centers, stores, and malls.
- "Scheduled school days" are Monday through Friday excluding school holidays. "School hours" are generally 8:30 a.m. to 2:30 p.m. (in some communities 1:30 p.m.) NOT the student's appointment times at the Resource Center.

I have read and understand this notice. My student and I will obey the laws.

Student: _____ Date: _____

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Parent: _____ Date: _____

Going to and From School Safely

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Everyday, millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for ~~Audeo Charter School III~~Altus Schools North County students to understand safety guidelines and tips to follow to ensure their safety to and from the resource center. The following safety tips are reviewed annually with ~~Audeo Charter School III~~Altus Schools North County students and parents to help prepare all ~~Audeo Charter School III~~Altus Schools North County students for a safer journey.

1. Every ~~Audeo Charter School III~~Altus Schools North County student will have a set schedule for arrival and departure from the resource center. When a student fails to arrive for his appointment, and has not notified the school or the absence, his or her teacher will call home to ensure the student is safe.

2. Every student, parent, and guest are required to sign-in and out each time he/she arrives and departs the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.

3. All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.

4. Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.

5. Parents will be encouraged to walk the route to and from school with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.

6. If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.

7. In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and **TELL** a school staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.

8. Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.

9. Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to **TELL** a school staff member, parent, or another trusted adult what happened.

10. Students will be taught that if anyone tries to take them somewhere, they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.

11. Students will be taught to never leave the resource center with anyone they don't know. They should always **CHECK FIRST** with a school staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always **CHECK FIRST** before doing anything. Students will be taught to make sure they understand to **TELL** a trusted adult if they notice anyone they don't know hanging around the resource center.

12. Parents are encouraged to practice these safety tips with their student to make certain they really know and understand them. Make the walk to and from school a "teachable moment" and chance to put their skills to the test.

Formatted: Left

Safe Ingress and Egress Procedures

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

All ~~Audeo Charter School III~~Altus Schools North County staff and students shall review RC evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted at the RC. If there is a need for evacuation from the RC, the following procedures are as follows:

- Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted RC evacuation plan
- Designated staff take along emergency release binder, class sign-in sheets, emergency materials specified in disaster preparedness plan
- Using class sign-sheets, staff verifies presence of all students and staff
- Staff contacts appropriate emergency units
- Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given
- Once the ALL CLEAR is given, the ~~School Coordinator~~School Administrator or designee reenters building to ensure that it is safe and secure
- Staff and students reenter building and resume instructional/administrative activities

If the building is not safe to reenter, the reunification procedures are required:

- Staff will notify parent/guardians regarding emergency situation and procedures for verification and release of students
- When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms
- Parent/Guardian will sign form verifying that student is being released to them
- Staff will maintain documentation to ensure accountability of all students

Ensuring a Safe and Orderly Environment

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font color: Custom Color(RGB(47,84,150))

~~Audeo Charter School III~~Altus Schools North County is and will remain a safe place for students and adults.

Formatted: Font color: Custom Color(RGB(47,84,150))

~~Audeo Charter School III~~Altus Schools North County staff believes that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high-quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

Discipline Procedures

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

SCHOOL RULES/DISCIPLINE

- Attend school according to the schedule on the master agreement, arrive on time and return directly home after each weekly appointment.
- Complete ALL assignments as scheduled.
- Respect the authority of ALL ADULTS at ~~Audeo Charter School III~~Altus Schools North County.

SEVERE CLAUSE BYPASSES

A majority of students at ~~Audeo Charter School III~~Altus Schools North County will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

Fighting/open rebellion	Possession or use of drugs or alcohol
Defiance/unprovoked attack	Smoking
Stealing	Vandalism
Profanity, Vulgarity, or Obscene Acts	Severely inappropriate behavior

PARENT RESPONSIBILITIES

Attendance

- Ensure that students get to their scheduled weekly appointment on time. Contact teacher if this is not possible to arrange an alternate time.
- Follow up to make sure your student is doing high quality work according to scheduled dates.
- Arrange for your student to attend appropriate tutoring sessions, seminars and field trips.
- Meet with staff when requested.

PARENTS' ROLE IN DISCIPLINE AND BEHAVIOR

Parents are expected to cooperate with school staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help him/her to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font color: Custom Color(RGB(47,84,150))

Child Abuse Reporting Procedures

All ~~Audeo Charter School III~~Altus Schools North County certificated teachers, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to ~~Audeo Charter School III~~Altus Schools North County employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a **reasonable** suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff member is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss **ALL** situations at the time of occurrence with the ~~School Coordinator~~School Administrator or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the staff and/or student(s) are threatened or in danger, call 911 immediately.

Instructions to Submitting a Suspected Child Abuse Report via Mandated Reporter Application, Child & Family Well-Being (CFWB), San Diego

1. Create a New Account: Log into the Mandated Reporter Application (MRA) on website: Cosdapps.sandiegocounty.gov/CWS/LandingPage

2. Complete Online Report: Complete the online Safety Questionnnaire (required by State mandate) to determine if your report is non-urgent without needing to call the Child Abuse Hotline or submit a follow-up written report. Please complete every space on the online report. If you do not know certain requested information, type unknown or N/A.

3. If your report does not qualify as non-urgent, the system will not allow you to continue to report online.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: Not Bold
Formatted: Font color: Custom Color(RGB(47,84,150))
Formatted: Font color: Auto
Formatted: Font color: Custom Color(RGB(47,84,150))
Formatted: Font color: Auto
Formatted: Font color: Auto
Formatted: Font color: Custom Color(RGB(47,84,150))
Formatted: Font color: Auto
Formatted: Font color: Custom Color(RGB(47,84,150))
Formatted: Font color: Auto
Formatted: Font color: Auto
Formatted: Font color: Custom Color(RGB(47,84,150))
Formatted: Font color: Auto
Formatted: Font color: Custom Color(RGB(47,84,150))

a. Mandated Reporter (MR) will need to call the San Diego Child Abuse Hotline at (858)560-2191. For immediate, life-threatening situation, call 9-1-1.

4. Once the Mandated Reporter has finished report submission, the Mandated Reporter will receive a pop-up verification that the report has been completed.

5. Online option not available? Call immediately to make a report to (858)560-2191 and follow up with a written SS-8572 report within 36 hours.

https://www.sandiegocounty.gov/hhsa/programs/phs/documents/EMS-FormSS8572_SuspectedChildAbuse.pdf

6. Need assistance with MRA Account? Contact the Child Abuse Hotline

Formatted: Font color: Auto
Formatted: Font color: Custom Color(RGB(47,84,150))
Formatted: Font color: Auto
Formatted: Font color: Custom Color(RGB(47,84,150))
Formatted: Font color: Auto
Formatted: Font color: Auto
Formatted: Font color: Custom Color(RGB(47,84,150))
Formatted: Font color: Auto
Formatted: Font color: Custom Color(RGB(47,84,150))
Formatted: Font color: Auto
Formatted: Font color: Custom Color(RGB(47,84,150))
Formatted: Font color: Auto
Formatted: Font color: Custom Color(RGB(47,84,150))
Formatted: Font color: Auto

~~Instructions for filing a Suspected Child Abuse Report~~

~~1. Call the Child Abuse Hotline first (1-800-344-6000) to make a verbal report to the agency immediately or as soon as is practicably possible by telephone. Please be sure to get the name of the hotline worker. Within 36 hours after providing verbal report, follow up with a written or faxed report.~~

~~2. The correct form for either the written or fax report is DOJ SS8572. This form may be downloaded from the California Attorney General's Web site at www.ag.ca.gov/childabuse/pdf/ss_8572.pdf or obtain a copy from the School Nurse or School Coordinator.~~
~~3Please complete every space on the SS8572 form. If you do not know certain requested information, write unknown.~~

~~4Please type or print legibly in black ink to avoid a time-consuming callback.~~

~~5"Narrative" - Please give detailed information. If you have additional information beyond what you have given by phone, please indicate this on the written report. If necessary, please continue your narrative on an additional sheet of paper, identifying the minor and indicating it is page 2 of the referral.~~

~~**DISTRIBUTION OF FAX SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:**~~

~~***Note: the fax machines are only available from 8:00 a.m. until 5:00 p.m., Monday through Friday.***~~

~~1. Fax form to Child Abuse Hotline (858) 467-0412~~

~~2. Send the original to School Coordinator to place in a confidential locked file.~~

~~OR~~

~~DISTRIBUTION OF WRITTEN SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:~~
~~1. Original to Child Abuse Hotline, 6950 Levant St., San Diego, CA 92111~~
~~2. Send a copy to the School Coordinator to place in a confidential locked file.~~

NOTE: ~~Suspected~~: Suspected Child Abuse Reports are never placed in the student's cumulative record or documented in the student's health record.

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

I. REPORTING RESPONSIBILITIES

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

• No ~~child care~~childcare custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made, and the person knew or should have known that the report was false.

• Any child-care custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report thereof within 36 hours of receiving the information concerning the incident.

• Any ~~child care~~childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected instances of child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

• “Child care custodian” means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.

• “Health practitioner” means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

• “Child protective agency” (CPA) means a police or sheriff’s department, a county probation department, or a county welfare department.

~~For more information on the Child Abuse Reporting laws, the link is www.leginfo.ca.gov~~

Emergency Notification Information

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The primary or alternate Incident Commander should notify the Police. Once notified, the Police will begin dispatching public safety services to assist the Incident Commander, pursuant to their procedures.

The very next action to occur is the need to alert or warn school staff. Methods for notifying staff include: Telephone – Landline and/or cellular, Radio, Runners – staff and/or students, or Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this RC.

The police will conduct an initial assessment based on available information. The police will advise the Incident Commander of the recommended actions to be taken.

As services are being dispatched to assist, the Incident Commander will begin to gather and direct resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

ALWAYS USE A HARD-WIRED PHONE IN AN EMERGENCY

EXTERNAL CONTACTS:

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Centered

CONTACT	EMERGENCY	NON-EMERGENCY
Escondido Police	911	760-839-9111
Escondido Fire	911	760-839-5400
Escondido Utilities	911	760-839-4668
SD County Office of Emergency Services	858-565-3490	
San Diego Gas & Electric	1-800-611-7343	1-800-411-7343

INTERNAL CONTACTS FOR ~~AUDEO CHARTER SCHOOL III~~ALTUS SCHOOLS NORTH COUNTY:

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Centered

CONTACT	EMERGENCY	NON-EMERGENCY
~~Audeo Charter School III~~Altus Schools North County Safety Coordinator	619-757-0028	858-678-2045 ~~Business Office~~Sorrento Mesa RC
~~Audeo III~~ASNC ~~School Coordinator~~School Administrator	~~619-957-8779~~630-290-3034	858-~~678~~203-4640~~2056 Business Office~~Bonita RC
Facilities Emergency Maintenance	619-757-0028	858-678-2045 ~~Business Office~~Sorrento Mesa RC
Communications ~~Office~~Team	858-678-4811	

Emergency Resource Information

Emergency Disaster Kit

This resource center maintains one kit. The kit(s) are located: Janitorial Closet

The Emergency Disaster Kit stores necessary resources for an RC incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the RC to a Public Safety Incident Command Post. School personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- ☑ Handheld Air Horns – recommend a minimum of five (Incident Commander & Chiefs)
- ☑ Bull Horn – recommend a minimum of one
- ☑ Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie- talkies)
- ☑ Flashlights – recommend one per Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately.
- ☑ Walkie-Talkies – recommend a minimum of five (Incident Commander & Chiefs)
- ☑ Duct Tape – recommend a minimum of two rolls used for marking blank vests.
- ☑ Rosters - recommend a minimum of one set per room sorted by alphabet
- ☑ Steno Pads (5x7) – recommend one per Incident Command Team member (17)
- ☑ Pencils & Pens - recommend one each per Incident Command Team member (34)
- ☑ Copies of Forms
- ☑ Chalk - recommend twenty-five sticks, red in color
- ☑ 3x5 Cards – recommend one hundred
- ☑ Department or Placards
- ☑ First Aid & Medical Team Supplies
- ☑ Search and Rescue Team Supplies
- ☑ Vests for Key Personnel – recommend a total of 17 for Incident Command Team members

All Emergency Disaster Kits and their contents are the responsibility of the Incident Commander. The Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the RC. The responsibility to delegate the transport the Emergency Disaster Kit to an activated RC Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font color: Custom Color(RGB(47,84,150))

Formatted: Font color: Custom Color(RGB(47,84,150))

Crisis Response Boxes

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

This resource center maintains 1 Crisis Response Box.

Formatted: Font color: Custom Color(RGB(47,84,150)), Check spelling and grammar

The Crisis Response Boxes are located: Janitorial Closet and each Safety Team Member

Formatted: Font color: Custom Color(RGB(47,84,150))

The Crisis Response Boxes are file folder-type boxes. The boxes are clearly labeled and contain vital information needed by the Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established). The following information is stored inside each box:

- ☑ Current copy of the Emergency Plan which should include RC evacuation procedures, including staging locations. Also included should be an aerial photo including all **new** structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, resource center numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.
- ☑ Current map of resource center layout. Map must show **all** buildings, RC numbers, and evacuation routes.
- ☑ Most current blueprint (architectural drawings).
- ☑ Current roster of students and staff assigned to the RC, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- ☑ A list of the RC's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- ☑ If available, current student photos on CD-ROM or most recent year book.
- ☑ Telephone numbers listed in numerical order for each RC/building.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Incident Commander. The responsibility to inspect and replace information belongs to the RC.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Emergency Quick Reference Guide

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

This document, often referred to as the "Emergency Quick Reference Guide" is a red, white and blue quick flip-type reference chart that provides basic guidelines for emergencies. Each resource center ~~and office~~ has been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All staff should familiarize themselves with the content annually.

Emergency Operations Overview

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The emergency procedures within this Plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

Disaster Service Workers

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

California Government Code, Chapter 8, Section 3100 states: "…all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain at the school to carry out assigned responsibilities. School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the "Evacuation Area"), where the students will be reassigned to another teacher. The teacher will then carry out their assigned Incident Command Team responsibilities.

Plan Maintenance

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

The Incident Commander is responsible for the maintenance of this plan. The Emergency Plan is Criterion 2 of California's mandated Comprehensive Safe Schools Plan. The School Safety team is responsible for annual plan review. The Emergency Plan will be maintained on a secured intranet with "read only" access to the Incident Command Team and revision access to the School Safety Team.

Training & Exercises

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. Exercises allow "people" to practice what they have been trained to do and improve their skills for an actual emergency.

The Incident Commander will coordinate annual training for all staff on the basic emergency procedures of this plan. All new staff assigned to the RC will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent reunification locations, and the location of related resources. Members of the Incident Command Team will receive additional training specific to their duties every year by the School Safety Team.

The Incident Commander will coordinate annual exercises for all staff as outlined in the Emergency Procedures section.

Incident Command Team Overview

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

According to ICS, the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one "position". (Example: in a small incident the School Principal oftentimes serves as the Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Incident Commanders have been encouraged to "cluster" certain same-section positions, if the workload allows. The Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning & Intelligence Chief could assume the Documentation and Situation Analysis duties.

Incident Command Team Assignments

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Arial

Key staff will be pre-assigned to the Incident Command Team and have specific duties during emergencies. These duties include:

- Incident Commander – responsible for overseeing emergency operations. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

-
    - **Safety Officer** - ensures that all activities are conducted in as safe a manner as possible
    - **Public Information Officer** – acts as official spokesperson for the RC in an emergency situation, until the Communications Officer is available
    - **Liaison Officer** – serves as the point-of-contact for agencies outside of the school.

- Operations Chief – manages direct response to the RC emergency

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt

-
    - **Resource Center Check & Security** – controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Incident Commander
    - **Search & Rescue Leader and Team** – checks RC for damage, rescues victims, and reports RC conditions

  - **First Aid & Medical Leader and Team** – provides medical response including CISM (Critical Incident Stress Management)
  - **Student/Parent Reunification**
    - **Assembly Area** – ensures the care and safety of all students at the RC (except those in the Medical Treatment Area)
    - **Request Gate** – processes requests by parents or authorized adults for release of students
    - **Release Gate** – releases student to parent or authorized adult

- Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident

  - **Documentation** – collects, evaluates, and documents event
  - **Situation Analysis** – assesses the overall incident

- Logistics Chief – provides facilities, services, personnel, equipment and materials to support response – includes food and transportation services

  - **Supplies, Facilities, & Staffing** – provides supplies, equipment and staffing to support response

- Finance & Administration Chief – tracks purchases, staff hours, costs, and student accountability

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

In the event of an emergency, a Command Post will be established by the Incident Commander. Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Incident Command Team will report to the Incident Commander at the Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

It's important that the Incident Command Team refer to both the School Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

SECTION THREE

EMERGENCY PROCEDURES

RESOURCE CENTER EVACUATION PROCEDURE

Notification

The Incident Commander is responsible to notify the Incident Command Team when an evacuation is necessary.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by announcement, telephone or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings

The Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each resource center has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation location. All staff will be trained to conduct rapid visual and verbal "sweeps" of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

Evacuation Locations

In the event that the situation requires a further distance be placed between individuals and the facility, the Incident Commander will direct individuals to proceed to the designated meeting area.

Escondido Resource Center~~: 200~~: 200 (272) E Via Rancho Parkway, Space 143 Escondido, CA 92025
Cross Street: Bear Valley Parkway South and Beethoven Dr. (beside JC Penney)
Meeting Area~~: Parking~~: Parking Lot Outside Rear Door then to JC Penney Parking Lot



Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

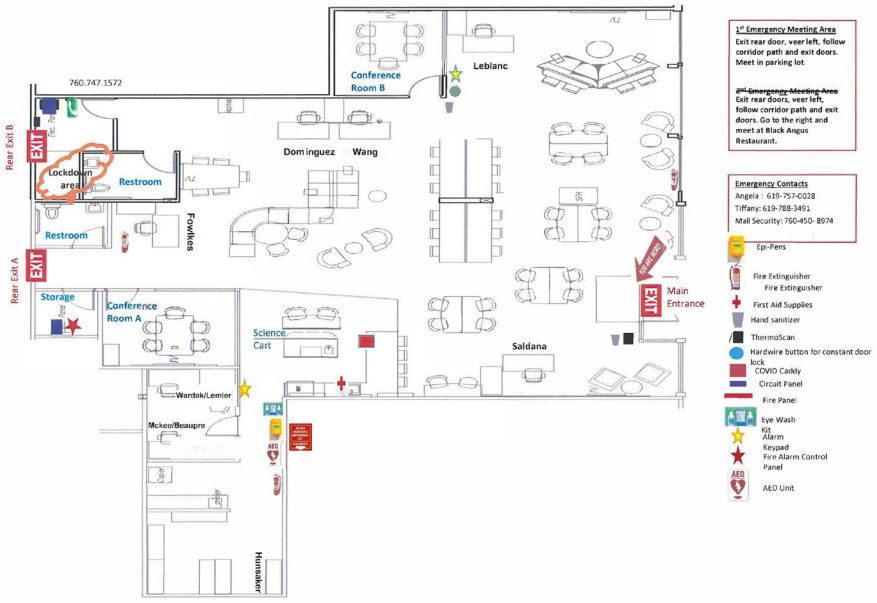
Formatted: Font: Not Bold

Escondido Plan

Formatted: Font: 16 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

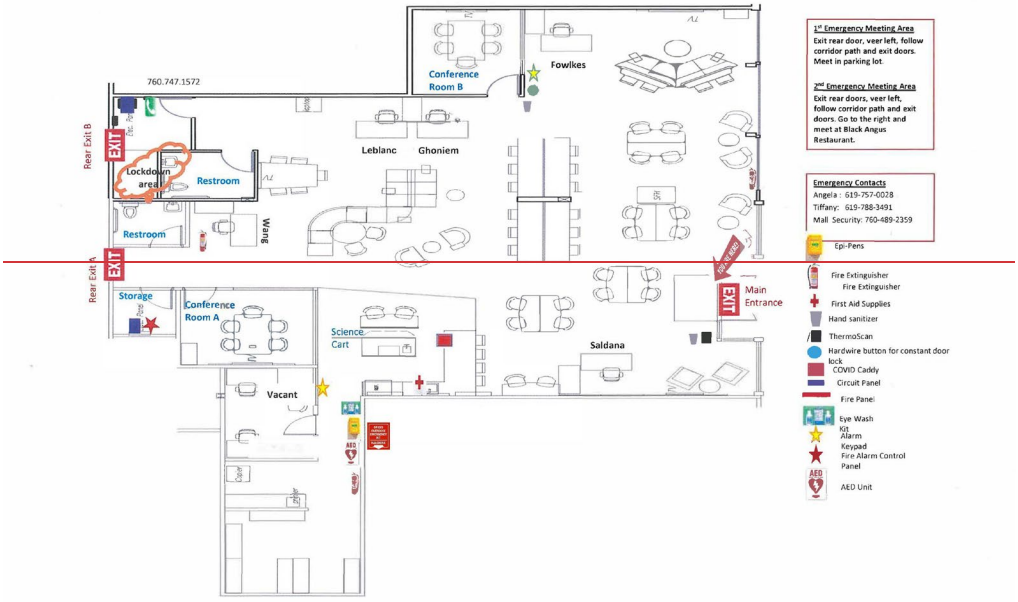
Formatted: Centered

Altus Schools North County (Escondido Resource Center)
200 East Via Rancho Parkway, Suite 143, Escondido, CA 92025
858-678-2050



Date: 3/20/25

Escondido Resource Center ▪ 200 East Via Rancho Parkway, Suite 143, Escondido, CA 92025
858-678-2050





Persons with Disabilities

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. The Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Return to Resource Center

The Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the resource center.

Emergency Lockdown Procedures

If an emergency situation near an ~~Audeo Charter School III~~Altus Schools North County RC endangers student or staff safety,

Lockdown the Resource Center.

FIRST: Follow the lockdown procedures below and notify a Safety Committee Member immediately.

During a lockdown, several security measures will take place:

1. A teacher or designee will declare **"this is a lockdown"** alerting staff and students in a calm manner.
2. All students and staff remain in their RC ~~or offices~~.
3. All RC doors and windows are to be closed and locked.
4. All window blinds should be drawn or closed.
5. A staff member will activate "STAY" function on ADT/~~Protection One~~Everon Security Alarm Panel.
6. Safety Ambassador or designee will call/email Executive Safety Committee.
7. A staff member will take a head count of ALL persons in RC/building
8. A staff member will use the attached Sign In sheet for ALL persons on location.
9. All lights should be turned off (as needed)
10. A member of the ~~Audeo Charter School III~~Altus Schools North County Safety Committee will communicate and work directly with the Resource Center Safety Ambassador and/or designee.

ONE TO ONE COMMUNICATION. NOT EVERYONE NEEDS TO CALL.

11. *No one is permitted to leave and no one, including a parent, is allowed in the RC.*
12. Students and staff will remain quiet and calm.
13. All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors as needed.
14. First aid will be rendered by staff as necessary.
15. Resource Center staff should defer media statements to the Communications Department.

Only a member of the ~~Audeo Charter School III~~Altus Schools North County Safety Committee may lift a lock down.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Persons who may activate an RC lockdown:

- Any member of a school staff or community safety support (Police, Fire, Mall Management, etc.) may declare a lockdown.

Conditions in which to activate a school-wide or RC specific lockdown may include, but not limited to:

- Authorities inform the school or RC of a dangerous situation in close proximity to the facility.
- The immediate pursuit of a dangerous suspect.
- The execution of a high-risk search or arrest warrant.
- A large-scale enforcement operation involving potentially dangerous suspects.
- Someone with a weapon is en route to a RC.
- Gunshots are heard nearby.
- An act of terrorism.

BEST PRACTICE: enroll your work email on local media news alerts for your area.

Should a lockdown occur, parents should be aware of the following:

- Remain calm as school and local authorities manage the situation.
- If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. School staff will attempt to notify parents by phone.
- Parents may be required to pick up children from the RC or another designated staging area, once it is determined to be safe to do so.
- Parents will be required to present identification.
- The reunification location will be given to parents over the phone, if possible.
- Students and parents are reminded that during an emergency situation, cellular locations may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff at the RC.

Following Lockdown:

- The Safety Ambassador for the RC will fill out and submit to Angela Neri within 24 hours:
    - Lockdown Incident Report Form
    - Emergency Sign-In Report
    - Emergency Student Sign Out Report

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

- The Safety Committee will convene within 72 hours to debrief
- The Safety Ambassador Coordinator will keep a record of all occurrences.

Lockdown Incident Report

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Resource Center/Building:	**Duration of Lockdown:** **Beginning time:** **End Time:**
Date of Incident:	**Report Prepared by:**
Name of Executive Safety Lead Notified:	

1. Type of Incident/Brief Explanation:

2. Who declared the lockdown?

3. How did you hear about the need for a lockdown?

4. W~~h~~ere there any First Aid or Health matters during the lockdown? If so, please explain.

5. Is there a need for follow up to any students/parents?

6. Did you have enough communication, information, and resources during your lockdown?

7. Are there any recommendations:

***Attach this report to the Sign in Sheets and the Sign Out report.**
Return entire Lockdown packet to Angela Neri within 24 hours.

Signature: _____ **Date:** _____

Date Report Received: _____

~~AUDEO CHARTER SCHOOL III~~AS NORTH COUNTY ~~EMERGENCY LOCKDOWN~~EMERGENCY ~~SIGN~~LOCKDOWN SIGN ~~IN SHEET~~IN SHEET

(ALL persons in RC/building sign in) *When the Safety Team lifts the lockdown, please use the attached Emergency Release Record to sign students out.*

Date/Time of lockdown:	**RC/Building:**	**Name of Safety Ambassador Notified:**

Use the sign in sheet below for **ALL** persons in the lock down area.

NO ONE is to leave OR enter the RC/building.

	Last Name	**First Name**	**Position/Role**	**Signature**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

Formatted: Font: 16 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Centered

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font color: Custom Color(RGB(47,84,150))

Page of

EMERGENCY RELEASE SIGN OUT RECORD PAGE 1 of __

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Date:	Time of lockdown:	Safety Ambassador lifted lockdown:
RC/Building:	Time lockdown lifted:	Location of students at Lift:

PLEASE PRINT

1.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

2.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

3.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

4.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 2 of __

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

5.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

6.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

7.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

8.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

9.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 3 of __

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

10.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

11.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

12.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

13.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

14.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 4 of __

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

15.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

16.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

17.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

18.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

19.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 5 of __

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

20.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

21.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

22.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

23.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

24.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 6 of __

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

25.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

26.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

27.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

Parent Notification & Reunification Procedure

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Following a lockdown or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification

In the event the ~~School Coordinator~~School Administrator determines students are to be released from school, or that notification of parents/guardians is warranted, he/she will first notify the Director of Operations and Technology. A collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the school's student database.

Reunification

Reunification will generally occur from the location pre-identified as the meeting evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Incident Command Team members will use school attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Earthquake Procedure

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this RC.

Notification

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

Give the command to "Drop, Cover, and Hold" at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your evacuation procedures after confirming the path and destination are safe.

Do not return to the inside of any building until emergency personnel has checked the buildings for safety.

Structural Failure

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.

Advise ~~School Coordinator~~School Administrator of the situation. Contact the Director of Operations and Technology at (619) 778-3491.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

Fire Procedure

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this RC.

Notification

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

Notify your ~~School Coordinator~~School Administrator. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department ("9-1-1") or notify Director of Operations and Technology by calling 619-778-3491. The Director of Operations and Technology will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify the Director of Operations and Technology of injuries.

Activate specific components of your emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the assembly area until the situation is under control.

Have some staff standing by the entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the RC or arrange for an early dismissal.

Fire/Earthquake
Evacuation Drill Report

_____
School/Resource Center

Date of Training/Drill	Time of Training/Drill	Duration (in minutes)	Number of Students Participating

**Please conduct the drill at least three times on different days and/or times so as many students as possible can participate.*

1. Names of staff members participating in drill:

2. If there were others present during the drill, please list their names and reasons for being at the site (volunteer, guest speakers, parent, etc.):

3. Location of Evacuation/Assembly Area:

4. What worked particularly well during the training and drill?

5. How could the training/drill be improved to make it more effective?

6. Any other suggestions?

7. Safety Supplies have been reviewed?
   - ❑ *See attached for needed items*
   - ❑ *Reviewed and NO items are needed at this time*

Report prepared by: _____

Signature: _____ *Date:* _____

Safety Supplies

The following checklist will help you identify the items that you will review each time you perform a drill. If your kit needs replenishment, please identify the item(s) below.

First Aid Kit

- ❑ Twenty Gauze pads, non-sterile (3 x 3 or 4 x 4)
- ❑ Four Roller Gauze, 4" wide, to secure gauze pads over wounds
- ❑ Two Adhesive tape, 1" wide, to secure gauze pads or bandages over wound
- ❑ Fifty Band-Aids, Regular size, 1" x 3", to cover minor wounds
- ❑ Twenty Band-Aids, small, to cover minor wounds (finger)
- ❑ Ten Band-Aids, large, to cover large wounds
- ❑ Five Pairs Latex-free gloves, Medium
- ❑ Two Cold compress
- ❑ Twenty Cotton Tip Applicators
- ❑ Two Triangular Bandage
- ❑ Four Thermometers-disposable
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Field Trip First Aid Kit

- ❑ Ten Sterile gauze pads, 2"x2"
- ❑ Two Gauze roller, 4"
- ❑ Four Gauze roller, 2"
- ❑ Fifteen Band-Aids, Regular size, 1"x3"
- ❑ Five Band-Aids, large
- ❑ Two Triangular bandage
- ❑ One Adhesive tape, 1"
- ❑ One Hand sanitizer, 2oz bottle
- ❑ One First Aid Antiseptic, 2oz bottle
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Blood Bourne Pathogen Kit (BBP Kit)

- ❑ Wastebasket for supplies storage
- ❑ Marked spray bottle to create disinfectant solution
- ❑ Dishwashing Soap
- ❑ Sponge
- ❑ Gloves
- ❑ Zip lock baggies
- ❑ Roll of paper towels
- ❑ Brush and dust pan
- ❑ Wastebasket size plastic liners
- ❑ Kitty litter
- ❑ Disposable plastic aprons
- ❑ Written instructions for the use of the BBP kit and materials
- ❑ 1 pair Goggles
- ❑ 2 pairs Shoe Covers

Science Cart First Aid Kit

- ❑ One Absorbent Compress
- ❑ Ten Antibiotic Cream
- ❑ Ten Antiseptic Towelettes
- ❑ Ten Burn Cream
- ❑ Five Fabric fingertip bandages
- ❑ Four Fabric Knuckle Bandages
- ❑ One First Aid Tape
- ❑ One Forceps 4"
- ❑ Four Gauze pads 3x3
- ❑ One Gauze roll, 2" x 6 yd
- ❑ One Instant Ice Pack 5x7"
- ❑ 2 large Nitrile Gloves
- ❑ Sixteen Plastic Bandages 1x3"
- ❑ One Scissors 4"
- ❑ One Sting Wipes 1 x2"
- ❑ One Triangular Bandage 40x40x56"
- ❑ First Aid Facts Guide

Backpack Survival Kit

- ❑ Emergency Preparedness Binder (contains
- ❑ Safety Plan and other documents) Transistor AM/FM radio
- ❑ Wired Phone
- ❑ Safety glow sticks - 2
- ❑ Candles - 2
- ❑ Emergency Blanket
- ❑ Waterproof Matches
- ❑ Whistle (located on the end of the "Life Gear" glow stick)
- ❑ Flashlights
- ❑ Duct Tape
- ❑ Pad of Paper Marker

COVID Caddy

- ❑ One Disinfectant wipes
- ❑ Two Disinfectant spray
- ❑ Paper towels
- ❑ One box of Masks
- ❑ One box of Gloves
- ❑ One Thermometer with Batteries
- ❑ Hand sanitizer

Formatted: Font color: Custom Color(RGB(47,84,150))

Formatted: Font color: Custom Color(RGB(47,84,150))

Formatted: Font color: Custom Color(RGB(47,84,150))

Formatted: Font color: Custom Color(RGB(47,84,150))

Formatted: Font color: Custom Color(RGB(47,84,150))

Formatted: Font color: Custom Color(RGB(47,84,150))

Formatted: Font color: Custom Color(RGB(47,84,150))

Notes:

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

OVERVIEW

A. Response to armed assailants has focused on implementing a school lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the "Run, Hide, Fight" model.

B. Armed assailant drills have both benefits and concerns associated with their implementation.
   - Armed assailants in schools account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.
   - Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.
   - Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.

DRILL APPROACHES AND PLANNING

A. Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.

B. Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.

C. Schools should keep simulation techniques appropriate to the participants' developmental maturity.
   - Inform participants of the use and purpose of props and simulation aids prior to the drill.
   - Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.

D. Regular practice helps participants develop readiness and quickly access and apply knowledge.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

Formatted: Centered

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.

B. It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.

C. School-employed mental health professionals should be involved in every stage of preparation.
   - Prior to the drill, staff should be trained to recognize common trauma reactions.
   - Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.
   - After completion, staff and students should have access to mental health support, if needed.

D. Participation should never be mandatory, and parental consent should be required for all students.

E. If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.

STEPS FOR CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.
2. Conduct a needs assessment of the school community.
3. Implement a cost–benefit analysis that considers all emergency preparedness needs and options.
4. Tailor drills to the context of the school environment.
5. Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.
6. Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.
7. Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.
8. Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.

Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))
Formatted: Font color: Custom Color(RGB(47,84,150))
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt

INTRODUCTION

ACTIVE SHOOTER AND OTHER ARMED ASSAILANT DRILLS

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

PART I: OVERVIEW

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of

Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term *active shooter* refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. Background

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a RC). These approaches include adapting the "Run, Hide, Fight" model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. Benefits and Concerns Associated with Armed Assailant Drills

Costs versus benefits. School-associated homicides are extremely rare, accounting for less than

1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on school grounds is possible—and devastating if it happens, it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.

Empowerment versus potential harm. The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological makeup are among the many factors that influence the potential for harm.

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age-appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

Available research. Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.

Potential lawsuits. The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and

protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.

PART II: DRILL APPROACHES AND PLANNING

A. Traditional Lockdown Versus Options-Based Drills

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options- based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade RC doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the school campus (e.g., ease of access to outside doors and proximity of places to hide other than a resource center).

B. Hierarchy of Education and Training Activities

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of Education, 2006a). ***Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.***

C. Simulations and Simulation Techniques

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA

announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

*Drills utilizing props and simulation aids***.** Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.

Airsoft as a simulation aid. Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.

B. Considerations

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly "escape" into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

C. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Impact of Adult Behavior on Children's Behavior

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. Developmental Levels of Safety Awareness

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. Mental Health Support and Considerations

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

Before an armed assailant drill or simulation. Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.

During an armed assailant drill or simulation. Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.

After an armed assailant drill or simulation. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school- employed mental health professionals after the event to provide additional assistance if needed.

D. Parent Consent

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- Parent permission – parents return a permission slip allowing their child to participate.
- Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.
- Parent notification – parents are notified, but no consent form is used; thus, schools assume participation is granted unless parents assertively state otherwise.

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:
   - Identifies a lead person to coordinate school safety efforts, including drills;
   - Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;
   - Takes a lead in identifying the most appropriate preparedness activities for the school;
   - Provides ongoing professional development and training as needed; and
   - Ensures that the school's policies are in compliance with state laws and school board policies.

2. Conduct an assessment of the school community to:
   - Identify the types of crisis events most likely to occur,
   - Determine the current school culture and climate,
   - Map existing resources and capacities of school personnel or school safety teams, and
   - Identify any related policies that should be considered in the planning of drills.

3. Implement a cost–benefit analysis that:
   - Considers financial costs in relation to the likelihood of a particular crisis;
   - Identifies what resources, activities, or preparedness training must be replaced or postponed to engage in active shooter or other armed assailant drills;
   - Balances the need to empower school staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);
   - Considers the current knowledge and identified needs of the staff; and
   - Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.

4. Tailor drills to the context of the school environment, taking into consideration:
   - The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);
   - Age, cognitive, and developmental levels of awareness of students;
   - Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;
   - The capacity, comfort level, and trust among staff;
   - Administrative support;
   - Optimal timing, including time of year, day of the week, and time of the day;
   - Relationships with external partners, law enforcement, and other first responders; and
   - The layout of the school building and campus.

5. Create a plan of progression that:
   - Considers whether any previous activities have been conducted in the school;
   - Starts with simple, low-cost, discussion-based exercises;
   - Considers all available types of drills;
   - Identifies specific objectives and goals for the drills; and
   - Identifies a timeline and metrics to help determine whether more complex exercises are needed.

6. Prepare for logistics of the drill to ensure that:
   - Previous traumatic experiences of those involved are considered;
   - School staff learn to recognize stressful reactions to drills;
   - Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;
   - School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;
   - Adequate follow up is available for students or staff with questions; and
   - Appropriate methods to evaluate outcomes are implemented.

7. Develop a communications plan that:
   - Informs members of the school community of planned drills and what will be entailed;
   - Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;
   - Provides opt-out options for staff and students; and
   - Encourages feedback and evaluation by participants after the fact.

8. Establish a long-term follow up plan to support sustainability that considers:
   - What additional training is required;
   - How the drill integrates with other school safety and crisis prevention efforts;
   - How current and previous training and knowledge can be maintained and built upon; and
   - When follow-up should be conducted and how often.

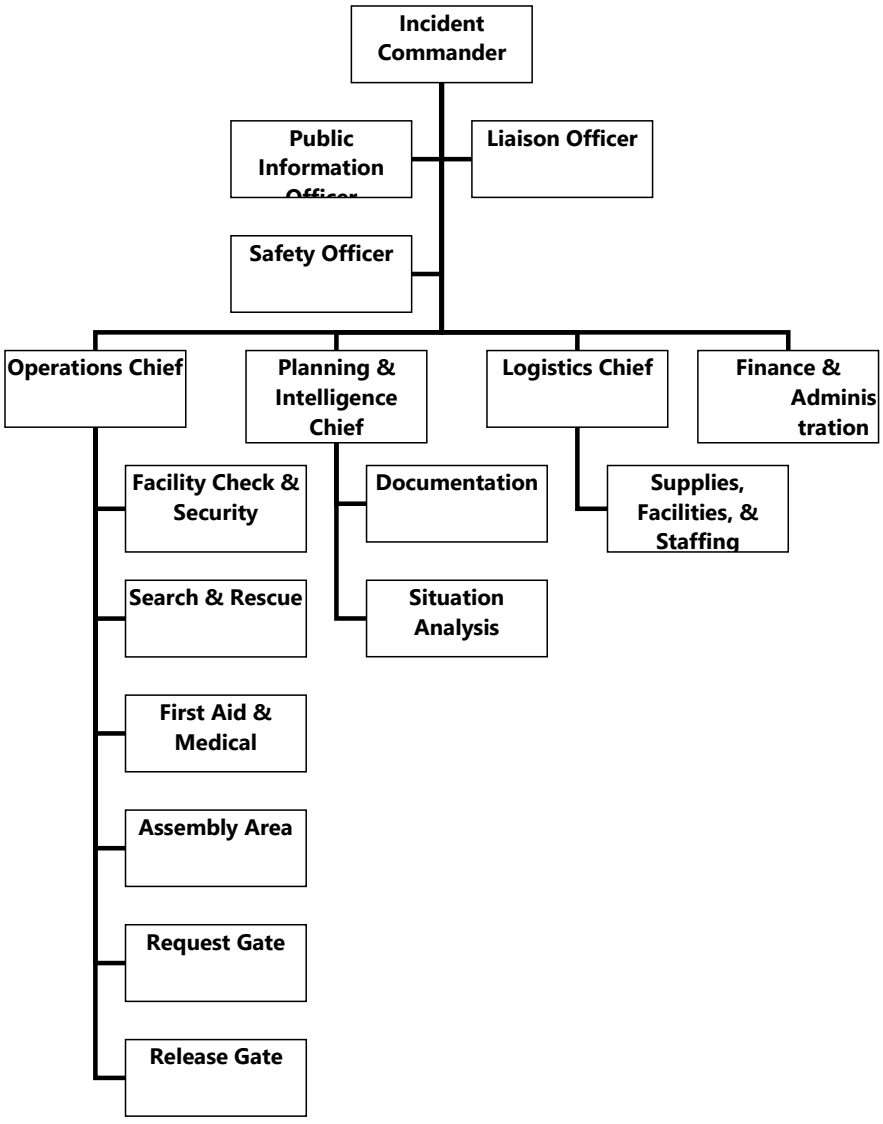
CONCLUSION

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

SECTION FOUR

Emergency Plan Roles & Responsibilities

Incident Command Team
Organizational Chart



Incident Command Team Assignments

(This assignment list identifies the names of individuals assigned to positions)

Primary	Position	Alternate
Mary Bixby	Incident Commander	Tim Tuter
Tim Tuter	Safety Officer	Angela Neri
~~Amanda Akle~~Elizabeth Orona	Public Information Officer (PIO)	Tiffany Yandell
Eleanor Pe	Liaison Officer	~~Amanda Akle~~Elizabeth Orona
Tim Tuter	Operations Chief	~~Sharnita Moore~~Allison Fleck
Angela Neri	Facility Check/Security	~~Sharnita Moore~~Allison Fleck
Safety Ambassador by Location	Search & Rescue Team Leader	~~Sharnita Moore~~Allison Fleck
Eleanor Pe	First Aid & Medical Team Leader	Designated per location
~~School Coordinator~~School Administrator	Assembly Area	~~Sharnita Moore~~Allison Fleck
Safety Ambassadors (per location)	Request Point	~~Sharnita Moore~~Allison Fleck
Safety Ambassadors (per location)	Release Point	~~Sharnita Moore~~Allison Fleck
~~Sharnita Moore~~Allison Fleck	Planning Chief / Logistics Chief	Angela Neri
Angela Neri	Documentation	Aida Garcia
Tiffany Yandell	Situation Analysis	Angela Neri, Eleanor Pe
Tiffany Yandell	Supplies/Facilities/Staffing	Angela Neri, Aida Garcia
Lynne Alipio	Finance & Administration Chief	Tim Tuter

Formatted: Centered

Formatted: Font: 12 pt, Not Bold, Not Italic, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Position Activation Information

Equipment

Every position on the Incident Command Team will require the following equipment:

1. Identification vest
2. Two-way campus radio
3. Paper and pens/pencils
4. Job description clipboard

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

1. Once notified of your assignment, put on your vest.
2. Check in with the Incident Commander at the Incident Command Post for a situation briefing.
3. Check in with your Chief for details and updates associated with your position.
4. Obtain necessary equipment and supplies.
5. Open and maintain a Position Log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:
    a. Messages received
    b. Actions taken
    c. Decision justifications and documentation
    d. Requests filled
    e. Document missing staff

Position Deactivation

1. At the direction of the Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.
2. Return equipment and reusable supplies to Logistics.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Section: ~~Command~~: Command

Position: Incident Commander

Responsibility~~:~~ ~~The~~**:** The Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Command Post to observe and direct all operations. Ensures the safety of students, staff and others.

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- ☐ Crisis Response Boxes
- ☐ Emergency Disaster Kit
- ☐ Master keys
- ☐ Position-Specific forms
- ☐ AM/FM radio (battery)
- ☐ Command Post Tray (pens, etc.)
- ☐ Emergency Plan
- ☐ Tables & chairs (if Command Post is outdoors)
- ☐ Job Description Clipboards
- ☐ Bull horn
- ☐ Staff rosters (2 sets)
- ☐ Copies of Forms

Start-Up:

- ☐ Assess type and scope of emergency.
- ☐ Determine threat to human life and structures.
- ☐ Implement Emergency Plan and Emergency Procedures.
- ☐ Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives.
- ☐ Activate functions (assign positions) as needed.
- ☐ Fill in Incident Command Team Assignment Form as positions are staffed.
- ☐ Appoint a backup or alternate Incident Commander in preparation for long-term operations.

During Event:

- ☐ Continue to monitor and assess total school situation:
- ☐ View location map periodically for Search & Rescue progress and damage assessment information.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

- ☐ Check with chiefs for periodic updates.
- ☐ Reassign personnel as needed.
- ☐ Develop and communicate revised incident action plans as needed.
- ☐ Authorize release of information.
- ☐ Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.
- ☐ Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**
- ☐ Release staff as appropriate. By law, during a disaster, the staff will become "Disaster Service Workers."
- ☐ Remain on and in charge of your RC until the incident has been resolved.

After:

- ☐ Authorize deactivation of sections or units when they are no longer required.
- ☐ Deactivate the entire emergency response.
- ☐ Ensure that any open actions not yet completed will be taken care of after deactivation.
- ☐ Ensure the return of all equipment and reusable supplies to Logistics.
- ☐ Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.
- ☐ Proclaim termination of the emergency and proceed with recovery operations if necessary.

Section: Command

Position~~:~~ ~~Safety~~: Safety Officer

Reports To~~:~~ **~~Incident:~~ Incident Commander**

Staffing Characteristics~~:~~ **~~It:~~ It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility~~:~~ ~~The:~~ The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Special Equipment:

- ☐ Hard hat (if available)

During Event:

- ☐ Monitor drills, exercises, and emergency response activities for safety.
- ☐ Identify and mitigate safety hazards and situations.
- ☐ Stop or modify all unsafe operations.
- ☐ Ensure that responders use appropriate safety equipment.
- ☐ Think ahead and anticipate situations and problems before they occur.
- ☐ Anticipate situation changes, such as severe aftershocks, in all planning.
- ☐ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Formatted: Font: 12 pt, Underline

Formatted: Font: 12 pt

Section~~: Command~~: Command

Position~~: Public~~: Public Information Officer

Reports To~~:~~ ~~**Incident:**~~ **Incident Commander**

Staffing Characteristics~~:~~ ~~**It:**~~ **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility~~:~~ ~~Staff:~~ Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the school ***as soon as it is available.***

The Public Information Officer acts as the official spokesperson for the school in an emergency situation.

Special Equipment:

- ☐ Battery operated AM/FM radio
- ☐ Marking pens
- ☐ Scotch tape/masking tape
- ☐ Forms:
  - Public Information Release Worksheet
  - School Accountability Report Card
- ☐ Scissors
- ☐ School map(s) and area map(s):
  - 8-1/2 x 11 handouts
  - Laminated display
- ☐ Tape recorder and tapes

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Formatted: Font: 12 pt, Underline

Formatted: Font: 12 pt

Start-Up Activities:

- ☐ Determine a possible "news center" location as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- ☐ Identify yourself as the "Public Information Officer" (vest, visor, sign, etc.)
- ☐ Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.
- ☐ Advise arriving media that the school is preparing a press release and approximate time of its issue.
- ☐ Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- ☐ Keep up-to-date on the situation.
- ☐ Statements must be approved by the Incident Commander and should reflect:
  - Reassurance — EGBOK — "Everything's Going to Be OK."
  - Incident or disaster cause and time of origin.
  - Size and scope of the incident.
  - Current situation — condition of school, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
  - Resources in use.
  - Best routes to school if known and appropriate.
  - Any information school wishes to be released to the public.
  - **Read** statements if possible.
- ☐ When answering questions, be complete and truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase "no comment."
- ☐ **Remind school/staff volunteers to refer *all* questions from media or waiting parents to the PIO.**
- ☐ Update information periodically with Incident Commander.
- ☐ Ensure announcements and other information is translated into other languages as needed.

- ☐ Monitor news broadcasts about incident. Correct any misinformation heard.

Section: ~~Command~~: Command

Position: ~~Liaison~~: Liaison Officer

Reports to: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the school and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

During Event:

- ☐ Brief Agency Representatives on current situation, priorities and incident action plan.
- ☐ Ensure coordination of efforts by keeping Incident Commander informed of agencies' action plans.
- ☐ Provide periodic update briefings to Agency Representatives, as necessary.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Section: ~~Operations~~: Operations

Position: ~~Operations~~: Operations Chief

Reports to: **Incident Commander**

Staffing Characteristics: The Operations Chief should be a staff member familiar with the school and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which can include Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.

Special Equipment:

- ☐ Search & Rescue equipment
- ☐ Maps: See Crisis Response Box

During Event:

- ☐ Assume the duties of all operations positions until staff is available and assigned.
- ☐ As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- ☐ Coordinate Search & Rescue operations. Appoint Search & Rescue Team Leader to direct their operations, if necessary.
- ☐ As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- ☐ Inform the Incident Commander regarding tasks and priorities.
- ☐ Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- ☐ Schedule breaks and reassign Operations staff within the section as needed.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Section: ~~Operations~~ Operations

Position: Facility Check & Security

Reports to: **Operations Chief**

Staffing Characteristics: Building Safety Supervisor or others familiar with the school's facilities.

Responsibility: Controls utilities, restricts access to unsafe areas and communicates damage to the Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.

Special Equipment:

- ☐ Hard hat
- ☐ Work gloves
- ☐ Whistle
- ☐ Master keys
- ☐ Bucket or duffel bag with goggles
- ☐ Flashlight
- ☐ Dust masks
- ☐ Yellow caution tape
- ☐ Shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- ☐ Check condition and take along appropriate tools.

During Event:

- ☐ As you do the following, observe the campus and report any damage to the Command Post.*
- ☐ Lock or open gates and major external doors appropriate for the situation.
- ☐ Locate/control/extinguish small fires as necessary.
- ☐ Check gas meter and, ***if gas is leaking,*** shut down gas supply.
- ☐ Shut down electricity only if building has clear structural damage or advised to do so by Command Post.
- ☐ Post yellow caution tape around damaged or hazardous areas.
- ☐ Verify that campus is "locked down" and report same to Incident Command Post.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

- ☐ Advise Incident Command Post of all actions taken for information and proper logging.
- ☐ Be sure that the entire campus has been checked for safety hazards and damage.
- ☐ No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- ☐ Direct traffic of vehicles of parents, public safety, and media as appropriate.

Section: Operations

Position: ~~Search~~: Search & Rescue Team Leader

Reports to: **Operations Chief**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports situation to the Operations Chief.

Special Equipment:

☐ Search & Rescue Team Member Backpack

Start-Up Activities:

☐ **You must be wearing sturdy shoes and long sleeves.**
☐ Put batteries in flashlight.
☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
☐ **Teams should be assigned based on available manpower.**

During Event: **Buddy system: Minimum of 2 persons per team.**

- Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
- **Follow all operational and safety procedures.**

☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.
☐ When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: 12 pt
Formatted: Font: 12 pt

Section: Operations

Position~~: Search~~: Search & Rescue Team

Reports to: **Search & Rescue Team Leader**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the RC for damage, rescues victims, reports situation to the Search & Rescue Team Leader.

Special Equipment:

☐ Search & Rescue Team Member Backpack

Start-Up Activities:

☐ **You must be wearing sturdy shoes and long sleeves.**
☐ Put batteries in flashlight.
☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
☐ **Teams should be assigned based on available manpower.**

During Event:

☐ **Buddy system~~: Minimum~~: Minimum of 2 persons per team.**
- Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
- **Follow all operational and safety procedures.**

☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

- ☐ When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations
First Aid & Medical Team Leader

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Reports to: **Operations Chief**

Formatted: Font: 12 pt

Staffing Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).

Responsibility: Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.

Special Equipment:

- ☐ Marking pens
- ☐ First Aid Supplies~~: Stretchers~~: Stretchers, Blankets, Vests (if available), Quick reference medical guides
- ☐ Tables & chairs
- ☐ Ground cover/tarps
- ☐ Forms: Notice of First Aid Care Given Form
- ☐ Medical Treatment Victim Log
- ☐ Morgue supplies:
    - Tags
    - Vicks Vapor Rub
    - Pens/Pencils
    - Plastic tarps
    - Plastic trash bags
    - Stapler
    - Duct tape
    - 2" cloth tape

Start-Up Activities:

- ☐ Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- ☐ Request assistance from the Crisis Response Team for psychological staff and student needs

- ☐ Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- ☐ Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- ☐ Assess available inventory of supplies & equipment.
- ☐ Review safety procedures and assignments with personnel.
- ☐ Establish point of entry ("triage") into treatment area.
- ☐ Establish "immediate" and "delayed" treatment areas.
- ☐ Set up a separate Psychological First Aid area with staff trained in CISM from the Crisis Response Team.
- ☐ Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:
- ☐ If directed, set up morgue area. Verify:
  - Tile, concrete, or other cool floor surface
  - Accessible to Coroner's vehicle
  - Remote from assembly area
  - Security: keep unauthorized persons out of morgue.
  - Maintain respectful attitude.

During Event:

- ☐ Oversee care, treatment, and assessment of patients
- ☐ Ensure caregiver and rescuer safety
  - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- ☐ Make sure that accurate records are kept.
- ☐ Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.
- ☐ If needed, request additional personnel from Logistics.
- ☐ Brief newly assigned personnel.
- ☐ Report deaths immediately to Operations Chief.
  - **After pronouncement or determination of death:**
  - ***Do not*** move the body until directed by Command Post.
  - ***Do not*** remove any personal effects from the body. Personal effects must remain with the body ***at all times.***
  - As soon as possible, ***notify Operations Chief***, who will notify the Command Post, who will attempt to notify law

enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.

- Keep accurate records and make available to law enforcement and/or the Coroner when requested.
- Write the following information on two tags:
  - Date and time found.
  - Exact location where found.
  - Name of decedent, if known.
  - If identified—how, when, by whom.
  - Name of person filling out tag.
  - Attach one tag to body.
  - If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.

☐ Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.

☐ Keep Operations Chief informed of overall status.

☐ Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.

☐ Stay alert for communicable diseases and isolate appropriately.

After:

☐ Conduct a Critical Incident Stress Debriefing for staff.

Section: ~~Operations~~: Operations

Position: ~~First~~: First Aid & Medical Team

Reports to: **First Aid & Medical Team Leader**

Staffing Characteristics: Trained in first aid and CISM

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- ☐ First-aid supplies
- ☐ Marking pens
- ☐ Stretchers, blankets, vests (if available)
- ☐ Quick reference medical guides
- ☐ Tables, chairs, ground cover/tarps, medication from the health ~~office~~team
- ☐ Forms: ~~Notice~~: Notice of First Aid Care Given Form, First Aid & Medical Treatment Victim Log
- ☐ **Start-Up Activities:**
- ☐ Obtain & wear personal safety equipment including latex gloves.
- ☐ Use approved safety equipment and techniques.
- ☐ Check with First Aid & Medical Team Leader for assignment.

During Event:

- ☐ Administer appropriate first aid.
- ☐ **Keep accurate records of care given**.
- ☐ Continue to assess victims at regular intervals.
- ☐ Report deaths immediately to First Aid & Medical Team Leader.
- ☐ If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim.**
- ☐ Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available.

Triage Entry Area:

- ☐ Staffed with minimum of 2 trained team members, if possible.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

- ☐ One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- ☐ Second team member logs victims' names on form and sends forms to Incident Command Post as completed.

Treatment Areas ("Immediate" & "Delayed")

Formatted: Font: 12 pt

- ☐ Staff with minimum of 2 team members per area, if possible.
- ☐ One member completes secondary head-to-toe assessment.
- ☐ Second member records information on triage tag and treatment records.
- ☐ Follow categories: Immediate, Delayed, Dead

After:

- ☐ Clean up First Aid & Medical Treatment Area. Dispose of hazardous waste safely.
- ☐ Assist in the Critical Incident Stress Debriefing for the staff

Section: ~~Operations~~: Operations
Position: ~~Assembly~~: Assembly Area

Reports to: **Operations Chief**

Staffing Characteristic: Trained in managing large groups of students

Responsibility: Ensure the care and safety of all students (except those who are in the First Aid & Medical Treatment Area).

Special Equipment:

- ☐ Ground cover and tarps
- ☐ First aid kit, water, food, sanitation supplies
- ☐ Student activities~~: books~~: books, games, coloring books, etc.
- ☐ Forms:
  - Student Accounting Form
  - Notice of First Aid Care Given Form

Start-Up Activities:

- ☐ Request additional personnel, if needed.
- ☐ If school is evacuating:
  - Verify that the assembly area and routes to it are safe.
  - Count or observe the students as they exit, to make sure that all students evacuate.
  - Initiate the set-up of portable toilet facilities and hand-washing stations.

During Event:

- ☐ Monitor the safety and well-being of the students and staff in the Assembly Area.
- ☐ Administer minor first aid as needed.
- ☐ Support the Release Gate Unit process by releasing students with appropriate paperwork.
- ☐ When necessary, provide water and food to students and staff.
- ☐ Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- ☐ Make arrangements to provide shelter for students and staff.
- ☐ Arrange activities and keep students reassured.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: 12 pt

- ☐ Update records of the number of students and staff in the assembly area (or in the buildings).
- ☐ Direct all requests for information to the Public Information Officer.

Section~~: Operations~~: Operations
Position~~: Request~~: Request Gate

Reports to: **Operations Chief**

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- ☐ Stapler
- ☐ Box(es) of Emergency Cards
- ☐ Signs: Parent Request Gate
- ☐ Empty file boxes to use as out boxes
- ☐ Forms:
  - Student Release Form
  - Volunteer Assignment List

Start-Up Activities:

- ☐ Secure area against unauthorized access. Mark gate with sign.
- ☐ Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- ☐ Have Student Release Forms available for parents or guardians outside of fence at Request Gate. Assign volunteers to assist.
- ☐ Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ☐ **Refer all requests for information to the Public Information Officer. Do not spread rumors!**
- ☐ If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Gate.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Reunification Procedures:

- ☐ Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.
- ☐ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- ☐ Staff instructs the requester to proceed to the Release Gate.
- ☐ If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
- ☐ Runner takes form(s) to the designated resource center.

Note~~: If~~: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

If student is with class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "***Sent with Runner***."
- ☐ If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- ☐ Runner walks student(s) to Release Gate.
- ☐ Runner hands paperwork to staff at Release Gate.

If student is not with the class:

- ☐ Teacher makes appropriate notation on Student Release Form:
- ☐ "***Absent***" if student was never in school that day.
- ☐ "***First Aid***" if student is in First Aid & Medical Treatment Area.
- ☐ "***Missing***" if student was in school but now cannot be located.
- ☐ Runner takes Student Release Form to the Command Post.
- ☐ Command Post verifies student location if known and directs runner accordingly.
- ☐ **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Command Post for verification.**

Section: ~~Operations~~: Operations
Position: ~~Release~~: Release Gate

Reports to: **Operations Chief**

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper reunification of student with parent or guardian at the Release Gate.

Special Equipment:

- ☐ Stapler
- ☐ Signs: Parent Release Gate
- ☐ Empty file boxes to use for processed Student Release Forms

Start-Up Activities:

- ☐ Secure area against unauthorized access. Mark gate with sign.
- ☐ Set up Release Gate away from the Request Gate.
- ☐ Assign volunteers to assist, as needed.

During Event:

- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ☐ **Refer all requests for information to the Public Information Officer. Do not spread rumors!**

If student is with class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "***Sent with Runner***."
- ☐ If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- ☐ Runner walks student(s) to Release Gate.
- ☐ Runner hands paperwork to staff at Release Gate.
- ☐ Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: 12 pt

If student is not with the class:

- ☐ Teacher makes appropriate notation on Student Release Form:
- ☐ "***Absent***" if student was never in school that day.
- ☐ "***First Aid***" if student is in First Aid & Medical Treatment Area.
- ☐ "***Missing***" if student was in school but now cannot be located.
- ☐ Runner takes Student Release Form to Incident Command Post.
- ☐ Incident Command Post verifies student location if known and directs runner accordingly.
- ☐ If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Incident Command Post for verification.
- ☐ Parent should be notified of missing student status and escorted to crisis counselor.
- ☐ If student is in first aid, parent should be escorted to First Aid & Medical Treatment Area.
- ☐ If student was marked absent, parent will be notified by staff member.

Section: ~~Planning~~: Planning & Intelligence

Position: Planning & Intelligence Chief/Logistic Chief

Reports to: **Incident Commander**

Staffing Characteristics: Someone familiar with the school and its occupants

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- ☐ File box(es)
- ☐ Dry-erase pens and eraser
- ☐ Forms:
  - Position Log

During Event:

- ☐ **Assume the duties of all Planning Section positions until staff is available and assigned.**
- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ Assist the Incident Commander in writing Incident Action Plan

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Section~~: Planning~~: Planning & Intelligence

Position~~: Documentation~~: Documentation

Reports to: **Planning Chief**

Staffing Characteristics: **It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.**

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- ☐ File box(es)
- ☐ Forms:
  - Position Log

During:

Records:

- ☐ Maintain time log of the Incident, noting all actions and reports.
- ☐ Record verbal communication for basic content.
- ☐ Log in all written reports.
  - ***Important***: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents.**
- ☐ File all reports for reference.

Student and Staff Accounting:

- ☐ Receive, record, and analyze Student Accounting Forms.
- ☐ Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- ☐ Report missing persons and damage to the Incident Command Post.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

- ☐ Report first aid needs to First Aid & Medical Team Leader.
- ☐ File forms for reference.
- ☐ Track regular and overtime of all staff.

After:

- ☐ Collect and file all paperwork and documentation from deactivating sections.
- ☐ Securely package and store these documents for future use.

Section~~: Planning~~: Planning & Intelligence

Position~~: Situation~~: Situation Analysis

Reports to: **Planning Chief**

Staffing Characteristics: **It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.**

Responsibility: Analyzes the range of events impacting the school to provide the Incident Commander and the rest of the Incident Command Team with cumulative information about the incident.

Special Equipment:

- ☐ Dry-erase pens and eraser
- ☐ File box(es)
- ☐ Map of local area

During:

Situation Status Map:

- ☐ Collect, organize and analyze situation information.
- ☐ Mark school map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus.
- ☐ Preserve map as legal document until photographed.
- ☐ Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- ☐ Provide current situation assessments based on analysis of information received.
- ☐ Develop situation reports for the Incident Command Post to support the action planning process.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

- ☐ Think ahead and anticipate situations and problems before they occur.
- ☐ **Report only to Incident Command Post personnel. Refer all other requests to Public Information Officer**.

Section: ~~Logistics~~: Logistics

Position: ~~Logistics~~: Logistics Chief

Reports to: **Incident Commander**

Staffing Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Special Equipment:

- ☐ Cargo container or other storage facility with all emergency supplies stored.
- ☐ Forms:
  - Status Report
  - Volunteer Assignment List

Start-Up Activities:

- ☐ **Assume the duties of all Logistics positions until staff is available and assigned.**
- ☐ Ensure that the Incident Command Post and other facilities are setup as needed.

During Event:

- ☐ Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- ☐ Maintain security of cargo container, supplies and equipment.

After:

- ☐ Secure all equipment and supplies.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Section: ~~Logistics~~: Logistics

Position: ~~Supplies~~: Supplies, Facilities, & Staffing

Reports to: **Logistics Chief**

Staffing Characteristics: **It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.**

Responsibility: Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

Special Equipment:

- ☐ Cargo container or other storage facility and all emergency supplies stored.

Start-Up Activities:

- ☐ Open supplies container or other storage facility if necessary.
- ☐ Begin distribution of supplies and equipment as needed.
- ☐ Set up the Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- ☐ Review staff roster and begin call-back, as required.

During Event:

- ☐ Maintain security of cargo container, supplies and equipment.
- ☐ Distribute supplies and equipment as needed.
- ☐ Assist team members in locating appropriate supplies and equipment.
- ☐ Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- ☐ Coordinate with the Incident Commander on establishing the need for future work shifts and related staffing needs.

After:

- ☐ Secure all equipment and supplies.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

Section: Finance & Administration

Position~~: Finance~~: Finance & Administration Chief

Reports to: **Incident Commander**

Staffing Characteristics: Familiar with common financial record keeping standards.

Responsibility: Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

Special Equipment: None

During:

- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- ☐ Track financial records. Maintains accurate and complete records of purchases.
- ☐ Manage and analyze timekeeping records for emergency responders
- ☐ Determine process for tracking regular and overtime of staff.
- ☐ Ensure that accurate records are kept of all staff members, indicating hours worked.
- ☐ If school personnel not normally assigned to the RC are working, be sure that records of their hours are kept.
- ☐ Determine process for tracking purchases.
- ☐ Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.
- ☐ Support Logistics in making any purchases which have been approved by the Incident Commander.

After:

- ☐ Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 12 pt

~~Audeo Charter School III~~Altus Schools North County

RC/Facility Planning Teams

Safety Ambassador*

~~2024-2025~~SY 2025-2026

The designated Ambassador is responsible for planning and implementation at the Resource Center (RC). Resource Center Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓ Number of students in RC – adhere to student scheduled hours
- ✓ Schedule CTR works hours – ensure there are two staff members when opening and closing the RC
  Share information at RC meetings - Discuss safety at monthly resource center meetings
- ✓ Meet with new resource center staff within 30 days
- ✓ Reach out to the Juvenile Community Officer, Community Resources and Community Sub Police Stations
- ✓ Keep technology locked and secured

Instructional Support:

- ✓ Consistent RC rules among all staff – hats, phones, language use
- ✓ Ensure middle school students work together
- ✓ Instructional tables labeled by subject area
- ✓ Know your student needs – triggers
- ✓ Measuring threat levels
- ✓ CTR supporting the learning environment

Compliance:

- ✓ Safety Drills are mandated to be performed three (3) times per year
- ✓ Ensure safety supplies are located in designated area and replenished each time a drill is performed
- ✓ Confirm that the Emergency Radio works properly (Channel 1)
- ✓ Update Resource Center Emergency Exit Plan annually
- ✓ Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye wash Inspections

Resource Center	Safety Ambassador
Escondido	Ariel Dominguez Palma

Formatted: Font: 14 pt, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Not Bold

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

SY 2025-2026

Instructional Continuity Plan

ALTUS SCHOOLS NORTH COUNTY

ALTUS SCHOOLS SOUTHERN CALIFORNIA

Formatted: Font color: Custom Color(RGB(46,116,181))

Formatted: Centered

Formatted: Font: 16 pt, Font color: Custom Color(RGB(47,84,150))

ALTUS SCHOOLS NORTH COUNTY
Instructional Continuity Plan

General Information

At Altus Schools North County (ASNC), we prioritize uninterrupted learning. This Instructional Continuity Plan (ICP) embodies our proactive commitment to ensuring education continues seamlessly, regardless of circumstances. By establishing robust systems for remote instruction and communication *now*, we are prepared to transition swiftly and effectively to virtual learning environments should any emergency or unforeseen event occur. Our integrated online learning platforms, video conferencing capabilities, and digital communication tools form the bedrock of this preparedness. Furthermore, this ICP details clear decision-making pathways, empowering a designated leadership team to act decisively, activate appropriate remote learning phases, and keep our staff, students, and families informed, ensuring learning remains constant.

Engagement Protocol

In the event of an emergency, ASNC is committed to ensuring that students' educational experiences continue with minimal disruption. The school will engage students and families within 5 calendar days using a variety of communication methods to ensure everyone stays informed and connected. Examples of the two-way communication tools include phone calls, SMS text messaging, email, video conferencing, social media, and app notification through ParentSquare. The ParentSquare communication platform integrates with our Student Information System, providing all enrolled students and families with a centralized and accessible communication channel to receive updates and information from school administrators, teachers, and support staff. Given the instructional model of the school, it is common practice for teachers to be in touch with students and/or families daily. This routine communication ensures that in the event of an emergency, there will be no disruption in the connection between teachers, students, and their families. Teachers will continue to provide academic support, share resources, and address any concerns through the established communication channels.

Following an emergency, ASNC will utilize our Multi-Tiered System of Supports (MTSS) to ensure all students receive the appropriate level of support based on their individual needs. Healthy Youth Therapists on staff are available to assist in supporting students' social-emotional and mental health needs through individual or group therapy sessions.

Formatted: Font: 16 pt, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 16 pt, Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 16 pt, Not Bold, No underline

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Arial, Bold

Formatted: Normal

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Arial, Bold

Formatted: Normal

ASNC strives to maintain a strong and supportive learning environment, even in the face of emergencies. By leveraging multiple communication methods and providing comprehensive support through MTSS, we aim to ensure the continuity of education and the well-being of our students and their families.

Instructional Access Plan

ASNC is an independent study program that offers both in-person and hybrid learning options for students. Resource Centers are strategically located within the neighborhoods and communities where students reside. Thanks to our multiple physical locations, state-of-the-art video conferencing technology, and independent study format, ASNC can quickly adapt if a Resource Center becomes inaccessible due to an emergency or natural disaster. Students can continue in-person learning at an alternative neighborhood Resource Center or temporarily switch to virtual learning.

Every student at ASNC has a Pathways Personalized Education Plan (PPEP). This plan is used by staff to analyze each student's current academic levels, grades/credits, educational goals, learning styles/preferences, interests, and post-high school pathways. The PPEP is developed and continually revised in collaboration with the student, parent, teacher, counselor, and school instructional leader.

As part of the PPEP and Instructional Plan, the school staff administer a fall benchmark assessment, NWEA Measures of Academic Progress (MAP), to all students to measure academic levels and proficiency in Reading, Language, and Mathematics. Teachers and instructional leaders use these assessment results to make data-informed decisions, such as increasing individual tutoring support in specific academic domains or utilizing specialized instructional strategies, curriculum, and programs to improve student skills.

Monitoring student academic progress and growth is a key element of the PPEP. When students do not demonstrate improved academic growth over time, instructional staff initiate and increase academic intervention efforts and support. ASNC utilizes a Student Intervention Program aligned with the Multi-Tiered System of Support (MTSS). This intervention model provides instructional staff with a system to quickly identify and match the needs of all students. Each intervention completed by a teacher, counselor, or school support staff is documented in the school information system. The school's Data and Assessment department provides staff with a Monthly Storybook summarizing specific interventions completed. School leaders use this intervention data to monitor effectiveness and ongoing student needs. This plan ensures academic progress is not

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Arial, Bold

Formatted: Normal

disrupted if a student must switch locations or modalities due to an emergency or natural disaster.

As an independent study school, students will naturally continue their learning through their existing textbook-based curriculum, aligned with state standards and developed by subject matter experts, in the event of an emergency or natural disaster. This curriculum will remain accessible within 10 instructional days of an emergency scenario. The Curriculum Department has already implemented digital lesson guides and online textbooks to support independent learning. For families needing hard copies, textbooks, lesson guides, and supplemental materials can be distributed via non-contact methods.

Edgenuity is the platform used to deliver online curriculum. Through Edgenuity, students have access to multiple scaffolds essential for English Learners and Students with Disabilities, including digital notetaking, transcripts in multiple languages, graphic organizers, glossaries, academic language tools, digital sticky notes, extended time, video closed captioning, text translation, and read-aloud features.

Students who lack access to a computer or home internet can be issued data-enabled laptops through the Altus Connect Program, ensuring they can access the Edgenuity platform, virtual meetings & tutoring sessions, and other online resources from home.

School staff are dedicated to maintaining high levels of student engagement and supporting academic achievement. Setting high expectations helps students achieve their daily, weekly, and monthly goals. Key instructional strategies include virtual and/or in-person one-on-one meetings and small group tutoring sessions, where teachers guide instruction and assess mastery of content standards, providing additional instruction as needed. Teachers also offer instructional support during scheduled work hours, both virtually and in-person. Additionally, teachers monitor academic progress and engagement through online forms, surveys, screencast videos, virtual events, and other communication tools, ensuring students remain on track with their educational goals.

Communication Strategy

In a school emergency or natural disaster, clear and timely communication is critical. Our multi-faceted approach prioritizes the safety and well-being of students and families by ensuring a consistent flow of vital information through multiple accessible channels, strengthening the school-to-home partnership.

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Arial, Bold

Formatted: Normal

Initially, ParentSquare can serve as our central hub for rapid dissemination of alerts and critical updates regarding the situation, safety protocols, evacuation procedures (if necessary), and school status. Simultaneously, the school website and the Altus Schools Health and Wellness Hub will be updated with the same crucial information, offering additional reliable sources.

Following immediate alerts, instructional staff will use secure text messaging, emails, and phone calls for more direct updates on student well-being and specific instructions. Virtual conferences via Microsoft Teams and Zoom may also be used for broader informational meetings or individual check-ins, as circumstances permit.

Recognizing potential challenges with digital communication, school staff will be prepared to conduct home visits to provide direct updates, ensure student safety, and deliver essential resources or instructions.

To ensure equitable access, our dedicated bilingual staff will communicate critical emergency information in both English and Spanish.

Access to Devices, Materials, and Connectivity

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Arial, Bold

Formatted: Normal

To ensure students have access to online schoolwork, ASNC conducts multiple needs assessments and satisfaction surveys with students and parents to identify families requiring home technology. Teachers maintain regular communication with students and parents through secure text messages, phone calls, virtual conferences, and emails to identify ongoing needs or unique circumstances. As a result, the school has successfully deployed Chromebooks and data plans to all students in need. When new students enroll, school clerks and counselors conduct a technology needs assessment with each family and promptly provide devices to ensure all barriers to learning are eliminated.

Occasionally, school-issued devices require repair or service. In such cases, devices are collected and submitted to the school's Operations Department for maintenance. Students are issued replacement devices to ensure continuous access. Inventory is reviewed regularly by the Operations Department to ensure necessary stock levels are maintained to accommodate student need.

The school has also enhanced its websites and technology tools. To minimize confusion and redundancy for students and parents, the school has created an online landing page, www.altusgo.com, which provides students and families with access to curriculum

and instructional supports. From this landing page, students can access essential school technology programs such as Edgenuity, Naviance, Renaissance (Illuminate), Achieve 3000, and BrainPOP.

For students who prefer or require hard copy materials, staff will work with the family to distribute as needed.

Special Populations and Support Services

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Arial, Bold

Formatted: Normal

Even in a shift to remote learning, our school remains dedicated to providing equitable and personalized education for all students through our key process: Pathways Personalized Educational Plan (PPEP). This collaborative plan, developed with teachers, students, parents, counselors, and instructional leaders, inherently addresses diverse needs, including those of English Learners, Students with Disabilities, and Foster/Homeless Youth. Our dedicated Homeless and Foster Youth Liaison will continue to provide comprehensive case management services remotely, ensuring uninterrupted support through virtual check-ins and resource coordination. Existing PPEPs, outlining individual goals and learning preferences, will guide personalized remote learning experiences, and our Multi-Tiered Systems of Supports (MTSS) framework will deliver tailored online interventions.

For English Learners, we ensure continued language development through both integrated and designated ELD support via online educational platforms and digital resources like Summit K12, BrainPOP EL, and Ellevation. Integrated ELD is embedded within virtual content lessons, while designated ELD focuses on explicit language and literacy skill-building through virtual small groups and individualized online activities, all aligned with the school's English Learner Plan. Students with Disabilities will continue to receive Free Appropriate Public Education (FAPE) through the virtual implementation of their IEPs. Specialized Academic Instruction (SAI) will be provided via distance learning by Education Specialists through secure video conferencing and online learning platforms. Curriculum will be adapted for digital accessibility, and instruction will be differentiated using online platform features and Universal Design for Learning (UDL) principles. Special education case managers will actively monitor student progress remotely through regular virtual check-ins and ongoing collaboration with general education teachers.

Furthermore, we are committed to supporting the holistic well-being of our students in a remote setting. To address mental health and social-emotional needs, we will provide virtual counseling sessions with our school counselors and offer readily accessible

resource directories for additional support services. Recognizing the importance of basic needs, we will also ensure families have access to critical nutrition services and other wraparound supports by providing comprehensive information on accessing local food banks and other essential resources.

Instructional Continuity and Independent Study Readiness

As a WASC-accredited, non-classroom-based independent study program, our school has established and implemented written policies to govern our independent study program. All students and parents/care givers sign a board-approved, year-long independent study Master Agreement contract, which includes required elements such as Contact Information, Methods of Study, Evaluation Procedures, Attendance and Participation Requirements, Outreach Methods, Maximum Time for Assignments, and Number of Missed Assignments.

ASNC is dedicated to delivering high-quality, rigorous, and standards-aligned curriculum and instruction entirely through accessible online platforms. Our model inherently ensures that *all* students can be effectively supported remotely. Leveraging a robust digital curriculum, versatile communication tools, and interactive videoconferencing systems, we guarantee seamless continuity of learning, regardless of external circumstances such as emergencies or natural disasters. This instructional approach will ensure that students can receive virtual daily one-on-one meetings, weekly small group tutoring sessions, readily available virtual work hours, and additional personalized check-in meetings. This will ensure every learner receives the individual support they need to thrive in the event of a natural disaster or emergency.

Assessment and Student Progress Monitoring

In the event of an emergency or natural disaster, the school will maintain continuous learning through the following established procedures: Teachers will consistently monitor student learning daily using varied formative assessments and robust tracking methods implemented remotely. Data on participation in online activities, coursework completion, assessments, and communication will be analyzed to inform responsive instruction. Teachers will utilize a Course of Study Record (CSR) and Participation/Credit Tracker to closely follow daily progress virtually, while students will maintain a Student Learning Log, reviewed and archived by teachers in the SPSIS. Attendance will be certified remotely via School Pathways Student Information System (SPSIS) at the end of each Independent Study Learning Period.

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: Arial, Bold
Formatted: Normal
Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))
Formatted: Font: Arial, Bold
Formatted: Normal

In the virtual environment, remote instruction will be shaped by continuous formative and summative assessments, incorporating a variety of online activities to gauge student learning and personalize instruction. Assignments will receive virtual feedback, and scores below 70% will automatically activate tailored virtual remediation plans, ensuring targeted support. Furthermore, teachers and instructional staff will leverage the school's MTSS framework to address the holistic academic, behavioral, and social-emotional needs of each student; these strategies may include additional virtual tutoring, participation in specialized programs like IXL Math, or meetings with guidance counselors or healthy youth therapists.

Leveraging secure video conferencing, educators can deliver dynamic live instruction, foster real-time communication, and implement immediate learning evaluations through engaging virtual activities such as quick writes and collaborative group projects. These interactive sessions bridge the physical distance, enabling active participation and timely feedback.

The SPSIS Gradebook will serve as the central platform for recording all virtual assignments, and teachers will provide summary comments on student progress at the end of each Learning Period. This information will be accessible to students and parents via the School Pathways Portal, with ongoing virtual training and support provided to ensure seamless access and engagement.

Professional Development for Staff

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Arial, Bold

Formatted: Normal

Altus University (“AU”) serves as the professional learning platform for the school, offering both in-person and virtual sessions to accommodate the diverse needs of our staff. Altus University includes a fully online component, called AU in the Cloud, which is available to all segments of the workforce and aligned with the California Quality Professional Learning Standards (QPLS).

AU sessions incorporate school-wide initiatives to improve student learning in math and English language development. Each session includes an evaluation for participants to provide feedback on participation, satisfaction, usefulness, learning, and areas for follow-up. This feedback is used by the school’s curriculum departments as part of their ongoing Professional Learning Communities (PLCs) and to plan additional AU sessions.

Both in-person and virtual AU sessions provide instructional staff with the time and space to explore curriculum content necessary for quality instruction. Instructors build participants' capacity to use frameworks, standards alignment documents, and

instructional pacing guides to support teaching content standards. Assessment and instructional strategies are incorporated into the sessions so that teachers can use formative assessment strategies to inform instruction for a diverse student population.

Teachers have undergone Leading Edge Certification (LEC), a national certification for educational technology, to become effective online and blended learning teachers. For new teachers, the school continues the certification process through the LEC FLEX program. School instructional leaders provide feedback on new skills acquired through AU sessions during virtual tutoring session observations. Instructors model how to differentiate curriculum and scaffold instruction to support all students. These sessions uphold the school's values by increasing participants' capacity to enhance students' participation, engagement, connection, sense of belonging, and emotional well-being.

Instructional strategies are presented through an equity lens, ensuring access and equity for all students. Data informing AU sessions is disaggregated by gender, race, special needs, foster youth, and socio-economic indicators, allowing for the identification of student instructional needs focused on specific groups. All participants can access AU sessions through registration on the Altus University Portal. Sessions are generally held on the same day of the week and time, allowing teachers to plan instruction around the professional learning sessions they wish to attend. Recorded sessions are available on demand for staff members who are unable to attend live sessions.

Instructors for AU sessions include Administrators, Teachers on Special Assignment, Special Education, General Education teachers. They maintain a positive learning environment for all participants, who can use the chat feature within Microsoft Teams to ask questions without interrupting the flow of instruction and can unmute their microphones to participate verbally. Instructors engage participants through Web 2.0 tools learned from the Leading Edge Certification (LEC). AU instructors understand that student Social Emotional Learning is paramount, focusing on connecting with students first, followed by content.

By combining virtual and in-person professional learning, Altus University ensures that all staff have the resources and support they need to succeed in any learning environment.

Criteria for Returning to In-Person Learning

Following a school emergency or natural disaster, the decision to resume in-person learning will be made in close coordination with state and county emergency

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Arial, 14 pt, Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Normal

management and education agencies, prioritizing the safety and well-being of students and staff. Return to school sites will occur only when deemed safe by these authorities and when the following critical conditions are met:

- Lifted Evacuation Orders**:** All evacuation orders affecting the school site and the surrounding areas necessary for safe travel of students and staff must be officially lifted.
- Safe Air Quality and Clean Water**:** Air quality must be at levels deemed safe by relevant environmental agencies, and access to potable, clean water must be fully restored at the school site.
- Restored Utilities**:** Essential utilities, including power, gas, and functioning sanitation systems, must be reliably restored to ensure a safe and healthy learning environment.
- Debris Removal: School grounds and access routes must be cleared of any hazardous debris that could pose a risk to students and staff.
- Staffing and Food Service Readiness**:** Sufficient staffing levels across all essential functions, including instructional, administrative, and support roles, must be ensured. Additionally, food service operations must be ready to provide necessary meals for students.

Upon confirmation that these conditions are met and clearance is received, the school will implement clearly defined return-to-school plans and protocols aligned with the most current guidance from the California Department of Education (CDE) and county education offices. These protocols will be proactively communicated to all students and staff.

Collaboration and Site-Based Planning

The collaborative spirit at our school ensures that our Instructional Continuity Plan (ICP) and School Comprehensive Safety Plan are living documents, shaped by the diverse perspectives of our entire educational community.

Administrators actively champion the development and review processes for both plans. They initiate discussions, provide resources, and ensure that feedback is thoughtfully integrated. Staff members, including teachers, counselors, and support personnel,

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Tab after: 0.5" + Indent at: 0.5"

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Tab after: 0.5" + Indent at: 0.5"

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Tab after: 0.5" + Indent at: 0.5"

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Tab after: 0.5" + Indent at: 0.5"

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Tab after: 0.5" + Indent at: 0.5"

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Arial, Bold

Formatted: Normal

contribute their invaluable frontline experiences through surveys, focused meetings, and professional development sessions, directly influencing the practical elements of the plans.

Parents and family members play a vital role as essential partners. Their insights into students' needs and home environments are gathered through surveys, school events, parent-teacher conferences, and dedicated meetings, ensuring a holistic approach to both instructional continuity and safety.

Our students' voices are also crucial in this collaborative endeavor. Meaningful feedback is solicited through age-appropriate surveys, student forums, and representative participation in school events, providing a unique and important perspective on safety and learning continuity.

The School Site Council serves as a cornerstone of the annual review process for both the ICP and the School Comprehensive Safety Plan. This body, comprised of administrators, teachers, staff, parents, and students, reviews the plans, analyzes feedback gathered throughout the year, and provides critical input for revisions and improvements, ensuring that our safety and instructional strategies remain responsive and effective. This ongoing cycle of collaborative development and review ensures that our plans reflect the collective wisdom and shared commitment of our entire school community.

Plan Review and Updates

Our Instructional Continuity Plan (ICP) is a living document designed to adapt to the evolving needs of our school community. To maintain its effectiveness, we conduct an annual review and update process.

The Altus Schools Executive Safety Team is central to this process. Each year, they examine the ICP, ensuring its alignment with current best practices and any changes in our school environment or local context. This comprehensive review includes:

- Data Analysis: The Executive Safety Team (EST) analyzes year-long data, including feedback from surveys, meetings, and training involving administrators, staff, parents, and students. The EST contributes critical insights related to safety protocols and potential risks, allowing us to pinpoint the plan's strengths and areas needing improvement.

Formatted: Font: 14 pt, No underline, Font color: Custom Color(RGB(47,84,150))

Formatted: Font: Arial, Bold

Formatted: Normal

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Tab after: 0.5" + Indent at: 0.5"

- Stakeholder Input: We actively seek and value input from all stakeholders through surveys, focus groups, and school events. The EST thoroughly addresses all safety-related concerns raised during this engagement process and integrates guidance from the School Site Council's review of the Comprehensive School Safety Plan and Instructional Continuity Plan.
- Plan Evaluation**:** The EST assesses the ICP's effectiveness in addressing potential disruptions to instruction, such as natural disasters, emergencies, and other unforeseen events. The EST lends its expertise to evaluate the clarity of safety procedures, the adequacy of resources, and the practicality of implementation.

Based on this thorough analysis, the Executive Safety Team recommends necessary revisions to the ICP.

The updated ICP then undergoes the following steps:

- Documentation and Communication: All revisions are clearly recorded within the ICP and shared with key educational partners.
- Implementation: The updated ICP is put into practice school-wide, with any required training or professional development provided to staff. The Executive Safety Team actively supports the implementation of all safety-related components.

This annual cycle of review and updates, driven by the active involvement of the Executive Safety Team, guarantees that our ICP remains a relevant and effective instrument for ensuring instructional continuity, demonstrating our unwavering commitment to the safety and academic success of every student.

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Tab after: 0.5" + Indent at: 0.5"

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Tab after: 0.5" + Indent at: 0.5"

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Tab after: 0.5" + Indent at: 0.5"

Formatted: Font: Not Bold, Font color: Custom Color(RGB(47,84,150))

Formatted: Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Tab after: 0.5" + Indent at: 0.5"

~~Comprehensive~~COMPREHENSIVE

~~Safety Plan~~SAFETY PLAN

Formatted: Font: Myriad Pro, 24 pt, Bold

Altus SCHOOLS SOUTHERN CALIFORNIA

Formatted: Font color: Accent 1

~~SY 202~~

ALTUS SCHOOLS

SOUTH BAY

SY 2025 - 2026

Formatted: Font: Myriad Pro, 20 pt, Font color: Accent 1

Formatted: Font: Myriad Pro, 20 pt

Formatted: Centered

Formatted: Font color: Accent 1

TABLE OF CONTENTS

Formatted: Font: Not Bold
Formatted: Left, Indent: Left: 2.5"
Formatted: Font color: Accent 1

SECTION ONE
Executive Summary....3

SECTION TWO
Facility Information and Street/Aerial Maps....4
Assessment of School Crime....12
Responses to Dangerous, Violent and Unlawful Activity....13
Hazard Assessment Summary....14
Disaster Response Plan....15
Emergency Responses....22
Suspension/Expulsion Policy....61
Notification to Staff of Dangerous Students....845
Anti-Discrimination and Harassment....856
School-wide Dress Code....867
Loitering Law....878
Going to and From School Safely....8990
Safe Ingress and Egress Procedures....912
Ensuring a Safe and Orderly Environment....923
Discipline Procedures....934
Child Abuse Reporting Procedures....945
Emergency Notification Information....978
Emergency Resource Information....10099
Emergency Disaster Kit....10099
Crisis Response Boxes....1001
Emergency Quick Reference Guide....1012
Emergency Operations Overview....1012
Incident Command Team Overview....1034

SECTION THREE
Evacuation Procedure....1056
Lockdown Procedure....1167
Parent Notification & Reunification Procedure....1267
Earthquake Procedure....11278
Fire Procedure....1289
Active Shooter and Other Armed Assailant Drills....11323

SECTION FOUR
Emergency Plan Roles and Responsibilities....1434
ASSB Instructional Continuity Plan....1812

SECTION ONE

Executive Summary

Formatted: Font: 14 pt, Font color: Accent 1

Formatted: Font: 14 pt

Formatted: Font: 16 pt, Not Bold, No underline, Font color: Accent 1

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any facility operated by Altus Schools South Bay.

An "Incident Commander" (and alternate) is assigned to be the point of contact for this plan. During emergencies, the Incident Commander is the point of coordination for all operations. An Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Incident Commander and their Incident Command Team are assigned to maintain and implement their Emergency Plan. The Safety Coordinator will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, the Safety Coordinator will review this emergency plan on an annual basis to determine the Emergency Plan Template is compliant with Federal, State, and local laws.

The Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this RC. The Incident Commander, coordinating with the Safety Coordinator, will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

This format allows staff to understand basic roles and responsibilities regardless of where in the school they may be working.

It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another's life.

SECTION TWO

Formatted: Font: 14 pt, Font color: Accent 1

Altus Schools South Bay ~~Office/~~Resource Centers

Formatted: Font: 16 pt, Not Bold, No underline, Font color: Accent 1

Facility Information and Street/Aerial Maps

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Location

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Resource Center (RC)~~/Office~~ Name:~~Bonita Training Center/~~ Bonita ~~Resource Center~~

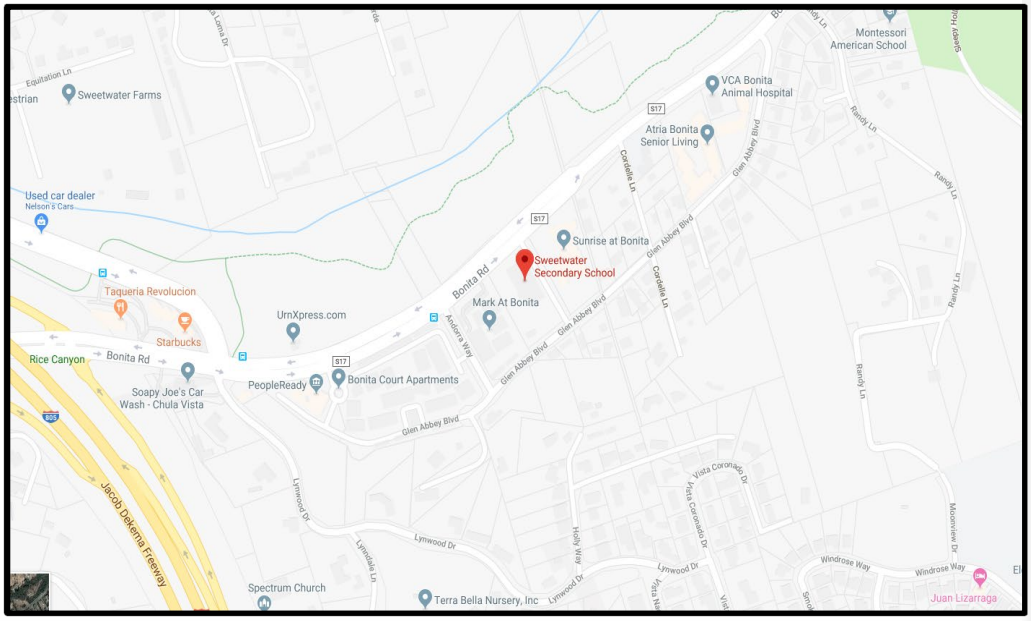
Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font color: Accent 1

Formatted: Left

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

RC~~/Office~~ Address: ———3252 Bonita Road, CA 91910
RC~~/Office~~RC Public Phone Number: ——858-249-7019
~~Office~~RC Fax Number: ——————619-476-0276



Bonita Aerial Map

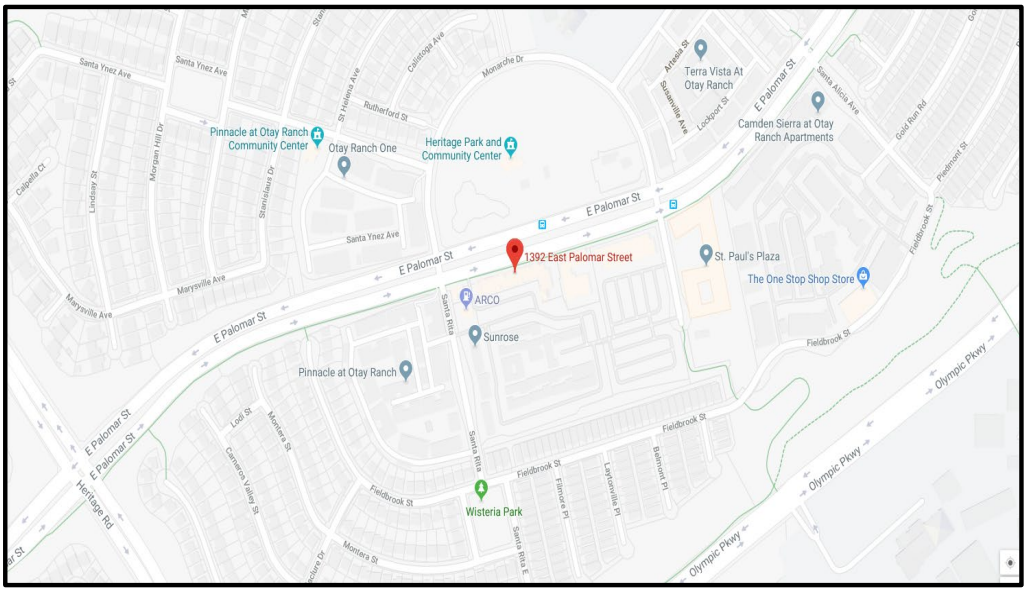
Formatted: No underline, Font color: Accent 1

Formatted: No underline



Location

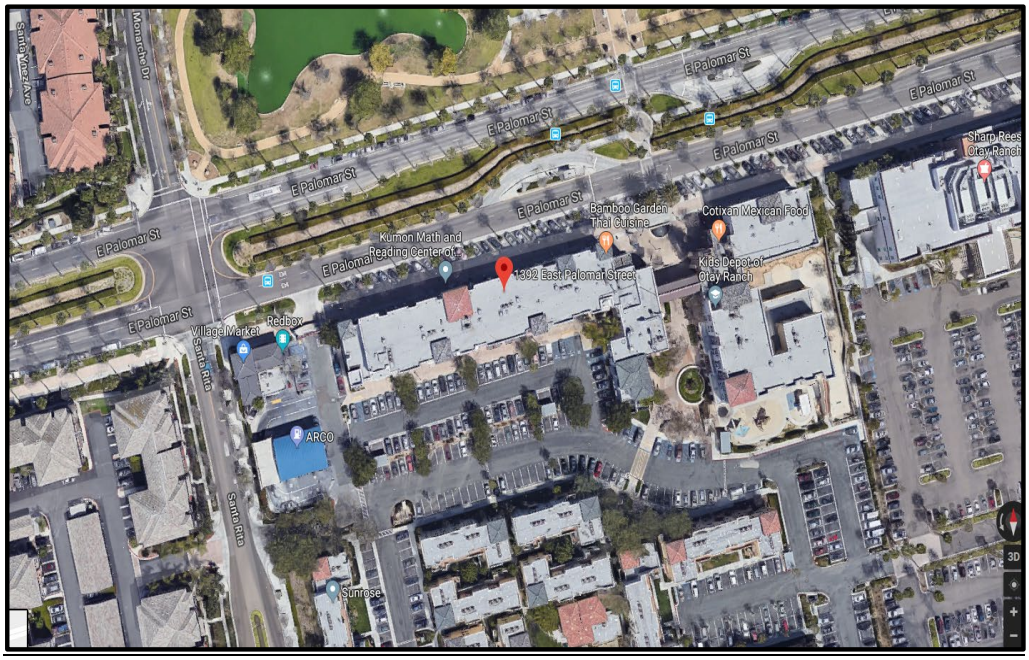
Resource Center (RC) Name: ~~Heritage~~ Heritage Plaza (Otay Ranch)
RC Address: 1392 E. Palomar St., # 202, Chula Vista, CA 91913
RC Public Phone Number: ~~858~~ 858-249-7019
RC Fax Number: ~~619~~ 619-476-0276



Formatted: No underline, Font color: Accent 1
Formatted: Left
Formatted: Font: 14 pt, Font color: Accent 1

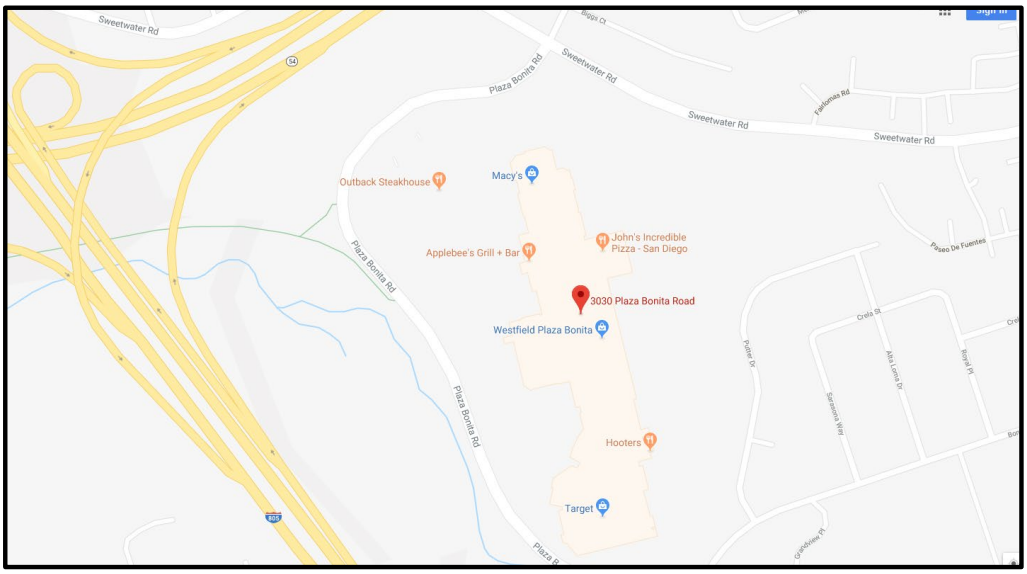
Heritage Plaza (Otay Ranch) Aerial Map

Formatted: No underline, Font color: Accent 1



Location

Resource Center (RC) Name: Plaza Bonita
RC Address: Westfield Shopping Mall-3030 Plaza Bonita Road, Ste.1000
National City, CA 91950
Enter ~~the Macy's~~Macy's wing on first floor, destination is on the left side
RC Public Phone Number: ~~858~~ 858-249-7019
RC Fax Number: ~~619~~ 619-476-0276



Formatted: Font color: Accent 1
Formatted: Left
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Plaza Bonita Aerial Map

Formatted: No underline, Font color: Accent 1

Formatted: No underline



Location

Formatted: No underline, Font color: Accent 1

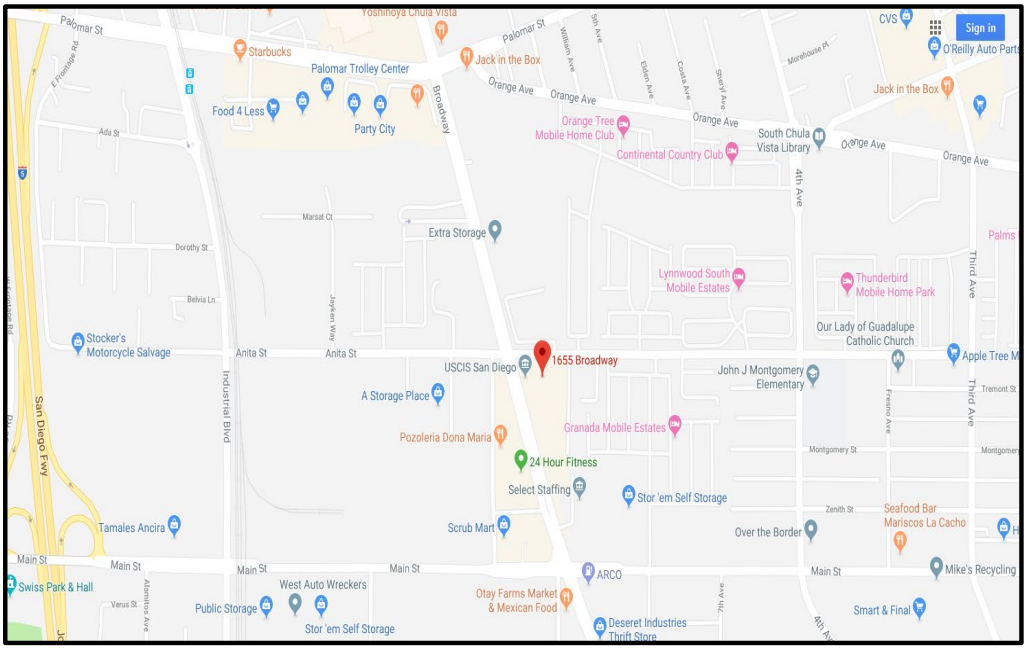
Resource Center (RC) Name: Sommerset (Chula Vista)

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

RC Address: 1655 Broadway, Suites 13 & 14, Chula Vista, CA 91911
Broadway cor. Anita St., same complex as USCIS-Chula Vista

RC Public Phone Number: ~~858~~ 858-249-7019

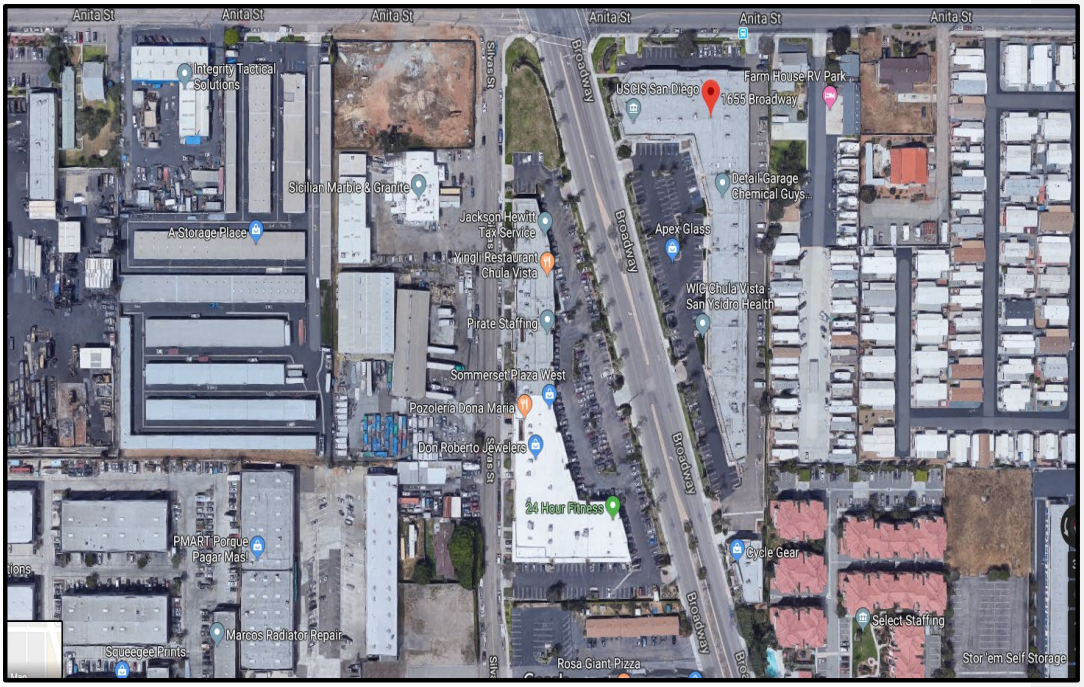
RC Fax Number: ~~619~~ 619-476-0276



Sommerset Aerial Map

Formatted: No underline, Font color: Accent 1

Formatted: No underline



Assessment of School Crime

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

In assessing the crime rate for the last two school years at Altus Schools South Bay the crime data indicates that there have been no incidents of the last two years. ASSB staff will continue to monitor student behavior to ensure a safe and supportive environment. Both students and parents continue to rate the school high for providing a safe environment in their annual surveys.

	~~22-23yr~~23-24yr	Rate	~~23-24yr~~24-25yr	Rate	% Change
PROPERTY CRIME					
Arson	0	0.00	0	0.00	0.00
Burglary	0	0.00	0	0.00	0.00
Graffiti	0	0.00	0	0.00	0.00
Theft	0	0.00	0	0.00	0.00
Vandalism	0	0.00	0	0.00	0.00
Total	**0**				
DRUGS & ALCOHOL					
Use of Alcohol/Drugs	0	0.00	0	0.00	0.00
Possession of Alcohol	0	0.00	0	0.00	0.00
Possession of Drugs	0	0.00	0	0.00	0.00
Sale of Furnishing of Alcohol/Drugs	0	0.00	0	0.00	0.00
Total	**0**		**0**		
CRIMES AGAINST PERSONS					
Assault with Deadly Weapon	0	0.00	0	0.00	0.00
Battery	0	0.00	0	0.00	0.00
Homicide	0	0.00	0	0.00	0.00
Robbery/Extortion	0	0.00	0	0.00	0.00
Sex Offense	0	0.00	0	0.00	0.00
Total			**0**		
OTHER OFFENSES					
Bomb Threat	0	0.00	0	0.00	0.00
Destructive/Explosives	0	0.00	0	0.00	0.00
Loitering/Trespassing	0	0.00	0	0.00	0.00
Possession of Weapon(s)	0	0.00	0	0.00	0.00
Total	**0**		**0**		
ENROLLMENT ~~22-23yr~~23-24yr	~~369~~374		~~23-24yr~~24-25yr ~~374~~372		

The data represented is the total number of reported incidents within each crime category and as rates per 100 students enrolled. It is important to note that comparisons (% Change) are calculated from incident rates and not total numbers, because the rates reflect changes in student enrollment from year to year. Crimes involving Arson, Graffiti, and Vandalism must exceed $100 per incident, theft $50, and Burglary has no dollar limit. Any rate change to or from

zero is represented as a 100% change. Caution should be used when drawing conclusions from individual rate changes. Improved reporting practices may have resulted in increases in crime rates which may not represent actual increases in crime.

RESPONSE GUIDELINES FOR DANGEROUS, VIOLENT OR UNLAWFUL ACTIVITIES

Formatted: Font: 16 pt, No underline, Font color: Accent 1

Altus Schools South Bay adheres to the following Law Enforcement Notification Matrix in assessing and responding to dangerous and unlawful activity.

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
• Bomb threat/Suspicious package • Firearm on complex • Explosive on complex • Fire • Immediate risk of harm to student(s) and/or staff' • Intruder on complex • Medical emergency • Possible abduction	• Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) ○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) ○ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) ○ Any action that creates a **reasonable suspicion** that the student is preparing to commit a homicidal act related to school or a school activity	• Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapons (EC48902) ○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun,any instrument that expels a metallic projectile, such as a BB or a pellet.

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

LOCATION HAZARD ASSESSMENT SUMMARY

Formatted: Font: 16 pt, Not Bold, No underline, Font color: Accent 1

Disaster Response Plan

Emergency Operations Team

The Emergency Operations Team is comprised of several leaders from Altus Schools South Bay. This team is responsible for planning, training and implementation in the event of a disaster. The team is composed of the following individuals:

Superintendent	*Responsible for external communications. She will call on community resources to assist the school RCs and coordinate mutual aid requests.*
Chief Business Officer	*Assists the Superintendent with external communications and community resource coordination to support school community needs. She is also responsible for acquisition of fiscal and business services. She will initiate acquisitions of services and materials associated with emergency operations.*
Director of Operations & Technology	*Responsible for internal communications with our RCs, staff, and the team in collaboration with the ~~School Coordinator~~School Administrator.*
~~School Coordinator~~School Administrator	*Responsible for parent and community communications. Provides trauma-counseling support to students/parents/staff, as well as, central contact for student data. Responsible for coordinating support to students brought to central location.*

Operational Overview

Due to the unique design and small setting, the staff will be trained to implement components of the disaster procedures. These components will include:

- Evacuation of Students/Emergency Assembly
- Communication
- Reunion Procedures
- Public Information
- Sweep and Rescue

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Centered

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold

- Security
- First Aid and CPR

Emergency Operation Center

The Emergency Operations Team (EOT) will be responsible to coordinate and manage all operations in the event of a crisis. Altus Schools South Bay defines crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff.

All public employees are declared by law to be disaster services workers (Government Code §3100). They are subject to such disaster services as may be assigned to them by their supervisors or by law upon the declaration of an appropriate state of emergency. The extent to which school employees function as disaster service workers depends in large measure upon the decisions of the various resource centers and their supervisory personnel.

In the event of a crisis, Altus Schools South Bay will respond as follows:

Level 1 Natural Disaster Community Wide/Neighborhood Crisis

(Example~~: earthquake~~: earthquake, flood, fire, plane crash, riot, police action, high levels of fatalities and injuries, nuclear or biological disaster.)

Response~~: EOT~~: EOT in coordination with Civil Defense and/or resources.

Level 2 Singular or Multiple Locations Immediate, life threatening or critical urgency

(Example~~: weapons~~: weapons, group confrontation, bomb threat, hostage, fire, explosion.)

Response~~: EOT~~: EOT in coordination with local law enforcement and/or government agencies

Level 3 RC Specific

(Example~~: discipline~~: discipline, health-physical/mental/CPS, utility failure, fight, angry parent.)

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt
Formatted: Font: 14 pt
Formatted: Font: Not Bold, No underline, Font color: Accent 1
Formatted: No underline, Font color: Accent 1
Formatted: No underline
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: No underline, Font color: Accent 1

Response~~: School: Coordinator~~School Administrator according to responsibility.

Responsibilities for Situation Levels 1 and 2

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

1. Assess situation (to evacuate or secure RC)

2. Call 911

3. Contact EOT: Communicate essential information
   Example: Describe the situation – clearly and calmly.
   Who is involved?
   Who's present/at the RC –staff/students/community?
   Have the police been called? Have they arrived?

   Who else has been notified?
   What have you done so far?
   Is anyone hurt? Describe injury.

4. Gather essential information – keep emergency supplies in one area

   - Student emergency binder
   - Student roster
   - Emergency procedure binder
   - Today's sign in sheet
   - Backpack, First Aid Kit, Blood borne Pathogen Kit
   - Keys

5. Reassess situation and roll call
   Triage – prioritize needs; define who is injured. Look for potential dangers (i.e., gas leaks, building structure damage.)

6. Give students appraisal of situation
   Tell them what to do and what is expected.

7. Re-contact EOT
8. Release students as appropriate to authorized individuals.
9. Contain remaining students in designated safe area.
10. Wait until crisis has passed
11. Notify ~~corporate office~~the Sorrento Mesa RC
12. Remaining students will be brought to safe area designated by EOT
13. Staff will then be released by EOT

Resource Center Preparedness Activities

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Training programs for staff:

- Disaster preparedness and scene management classes
- Mock disaster drill
- Evacuation/earthquake drills
- Blood borne Pathogens
- CPR and First Aid
- HIV Awareness

Educational activities:

- Basic earthquake education
- Parent meetings, home preparedness and orientation to RC plan

Equipment and supplies:

- Trauma/first aid kits
- Bodily fluid cleanup kit
- Backpacks for sweep and rescue team

Aftermath plan:

- Return school/community to normal
- Provide safe place to process event

- Plan for resumption of normal activities

*Drills are scheduled at least three times per year

Communications

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Altus Schools South Bay Communications Plan is designed to supplement urgent or emergency e-mail communications to faculty and staff.

Emergency RC Call to Central	
RC contact Central or Able	
Remember 6 Key points –	
♦ **RC**	**Identify your location**
♦ **Number**	**Approximate number of participants**
♦ **Code**	**Red (Life-threatening) 911**
	Orange (Serious)
	Yellow (Potential – advisement)
♦ **Description**	**Briefly describe incident**
♦ **Location**	**In class, outside front/back door, alley**
♦ **Listen**	**Answer central's questions succinctly**

Procedure

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

- Superintendent will declare need for emergency action.
- Superintendent, manager and any designated support staff prepare Blackboard Connect/Alert Now telephone message and E-mail message.
- Superintendent notifies Altus Schools South Bay Board of Directors.
- Designated managers activate telephone tree, using prepared message; each designated manager will be responsible for their group and informing the backup caller.
- When schools are not in session, it may be necessary to call employees at home.
- Callers must report to the Superintendent ~~office~~ by e-mail (mbixby@altusschools.net) the names of the employee's they were unable to reach.
- Share all information on the operation of the telephone tree with support staff at your RC.
- Make copies of the tree information and give to appropriate staff.

- It is possible that a test of the telephone tree will occur on a weekend, since the tree is designed to be used to relay information to managers and employee's regardless of the day of the week or the time of day or evening. It is important that employees who are to make calls and their backups have copies of the tree information and the telephone numbers both at school and home.

Sample Emergency Call

Resource Center	This is a code Orange. There are approximately 6 male students assembled on the South side of Westminster Blvd., across the resource center. They are shouting and threatening one of our students who ~~are~~is here in the resource center. Our student is belligerent and wants to go out and face them. I have five other students with the resource center associate and me. We have locked the doors and directed students to move to the back of the resource center away from the window.
Central	I am dispatching the police immediately. Have your CTR with the other students. Be sure none of them leave or open the door. Stay with your student~~s~~ and try to calm him. Do not go out to confront the group. Assistance should be there shortly. Keep us posted of any change.

Resource Center

- Remember, speak calmly and slowly.
- Tend to the business at hand and keep Central informed. STAY CALM.
- If the problem is resolved. Call Central back immediately. Remember someone is streaking across the city to get to you. Call in and say, **"Situation secured". This officially closes down the incident. Central logs the time.**

ParentSquare System

In the event of an emergency the Superintendent or designee may activate the school-wide ParentSquare system. ParentSquare allows Altus Schools South Bay administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff. ParentSquare allows Altus Schools South Bay to establish a reliable channel for communicating and sharing information effectively and efficiently. In time-sensitive situations, parents and guardians will receive information and details directly from the school. Not just for emergencies, ParentSquare is beneficial in sending out routine school messages, such as attendance reports, and event and meeting reminders.

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

Formatted: Font: 14 pt, Not Italic, No underline, Font color: Accent 1

Formatted: Font: (Default) Arial, Not Bold, Not Italic, No underline

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

Our first responsibility is to the health and safety of our students.

- Do not aggressively confront any individual or group.
- **We want no heroes – just mature, reasonable individuals who take control of a situation and manage it.**
- **Do not place yourself, or others, in an unnecessarily dangerous situation. Your backups are not far away.**

1. Receive Communication.

Be sure caller identifies RC. Confirm that you read the transmission and acknowledge the RC name. If necessary, calm the caller. Set the tone by using a confident and firm tone of voice.

If necessary, lead the caller through the 6 elements/key points of a Altus Schools South Bay emergency call. **Resource Center, Number, Code, Description, Location, Listen.** It is preferable that you speak directly to the teacher whenever possible.



2. Ascertain the level of emergency and degree of danger.

Prescribe action. If there is a close judgment call--- err on the side of caution.

Code Red~~: Optional~~: Optional Action

The teacher contacts 911 immediately.

Tell the teacher you will contact 911.
Tell RC staff to deal with emergency until help arrives. Give them some specific tasks.
Tell teacher you will call in report and will get right back to him/her. Talk staff through emergency if necessary. Ask if they have locked down the RC, drawn the blinds, etc.
After you place call for help, coordinate with other central managers to see who is closest to RC and can arrive in the shortest amount of time.
Contact the ~~Altus Schools South Bay Administrative Office~~Sorrento Mesa RC to alert them to the emergency.

3. Assist in the implementation of the action plan worked out with the RC.

Be conscious that the School must protect the anonymity and privacy of each student. No staff should discuss the incident with press. Refer them to a manager.

4. Log call

Note approximate start and end time of incident. A brief narrative describing the incident is due to ~~the~~ Central ~~Office~~ before the end of the day. This report could become part of a court case, so immediate transcription is advisable to assure more accurate recall. The report may become a part of the body of information needed for further investigation.

Formatted: Font: 14 pt, Not Italic, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

EMERGENCY RESPONSES

Formatted: Font: Not Bold, No underline, Font color: Accent 1

EMERGENCY RESPONSE~~: ALLERGIC~~: ALLERGIC REACTION

Formatted: Font: Not Bold, Font color: Accent 1

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- X If imminent risk, call 911.
- X Send for immediate help (Firs Aid, CPR, medical) and medication kit (for known allergies).
- X Notify the ~~School Coordinator~~School Administrator.
- X Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- X If an insect sting, remove stinger immediately.
- X Assess situation and help student/staff member to be comfortable.
- X Move student or adult only for safety reasons.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X If imminent risk, call 911 (always call 911 if using "Epi" pen).
- X Notify nurse/parent or guardian.
- X Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- X Observe for respiratory difficulty.
- X Attach a label to the person's clothing indicating: time & location of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

X Keep an "Epi" pen in the ~~school~~ RC~~office~~ and notify staff as to location.

X Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

Formatted: Font: Not Bold, Font color: Accent 1

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the Resource Center

STAFF ACTIONS:

X Notify the ~~School Coordinator~~School Administrator.

X Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).

X Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.

X Follow standard student assembly, accounting and reporting procedures.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

X Initiate **SHELTER IN PLACE**.

X Shut off HVAC units.

X Move to central location where windows and doors can be sealed with duct tape.

- X Call 911. Provide location and nature of the emergency and school actions taken.
- X Notify Director of Operations and Technology of the situation.
- X Turn on a battery-powered commercial radio and listen for instructions.
- X Remain inside the resource center until the Department of Health or Fire Department determines it is safe to leave.
- X Arrange for psychological counseling for students and staff.

Inside the Resource Center

STAFF ACTIONS:

- X Notify the ~~School Coordinator~~School Administrator or Safety Ambassador.
- X Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- X Implement **EVACUATION** or **EMERGENCY MEETING AREA EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- X Follow standard student assembly, accounting and reporting procedures.
- X Prepare a list of those who are in the affected area to provide to emergency response personnel.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate **EVACUATION** of the resource center or **EMERGENCY MEETING AREA EVACUATION** to move students away from immediate vicinity of danger.
- X Move up-wind from the potential danger.
- X Call 911. Provide exact location and nature of emergency.
- X Designate security team to isolate and restrict access to potentially contaminated areas.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Notify Director of Operations and Technology of the situation.
- X Arrange for immediate psychological counseling for students and staff.
- X Wait to return to the resource center until it has been declared safe by local HazMat or appropriate agency.

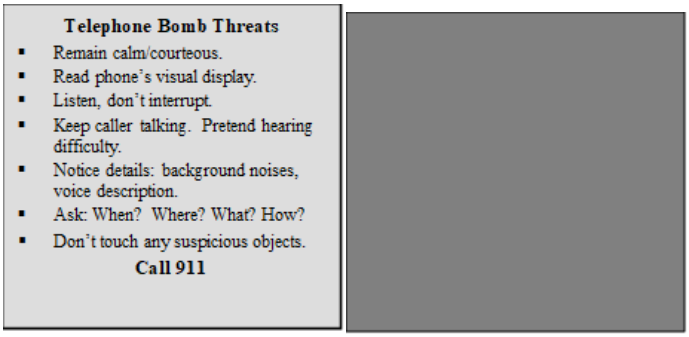
THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- X Wash affected areas with soap and water.
- X Immediately remove and contain contaminated clothing
- X Do not use bleach on potentially exposed skins.
- X Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

EMERGENCY RESPONSE: BOMB THREAT

Formatted: Font: Not Bold, Font color: Accent 1

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.



PERSON RECEIVING THREAT BY TELEPHONE:

- X Listen. Do not interrupt caller.
- X Keep the caller on the line with statements such as "*I am sorry, I did not understand you. What did you say?*"
- X Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- X Notify Safety Ambassador immediately after completing the call.
- X Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- X Note the manner in which the threat was delivered, where it was found and who found it.

- X Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- X Caution students against picking up or touching any strange objects or packages.
- X Notify the ~~School Coordinator~~School Administrator or Safety Ambassador.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911.
- X If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- X Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- X Determine whether to evacuate the threatened resource center and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- X Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- X If it is necessary to evacuate the entire school, use the fire alarm.
- X Notify the Director of Operations and Technology of the situation.
- X Direct a search team to look for suspicious packages, boxes or foreign objects.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.
- X Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- X Use a systematic, rapid and thorough approach to search the resource center and surrounding areas.
- X Check the resource center and work areas, public areas (foyers, ~~offices~~, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- X If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- X Evacuate students as quickly as possible, using primary or alternate routes.

X Upon arrival at the designated safe emergency meeting area, take attendance. Notify the ~~School Coordinator~~School Administrator/Safety Ambassador of any missing students.

X Do not return to the resource center until emergency response officials determine it is safe.

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

** Refer to your local bomb threat emergency response plan for evacuation criteria*

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov

BOMB THREAT CHECKLIST

DATE: TIME:

TIME CALLER HUNG UP: PHONE NUMBER WHERE CALL RECEIVED:

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice	Background Sounds	Threat Language
☐ Female	☐ Animal noises	☐ Incoherent
☐ Male	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking Voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long distance	
☐ Lisp		
☐ Loud	Other Information:	
☐ Nasal		
☐ Normal		
☐ Raggedy		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

EMERGENCY RESPONSE: FLOOD

Formatted: Font: Not Bold, Font color: Accent 1

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the resource center. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Issue **STAND BY** instruction. Determine if evacuation is required.
- X Notify local police department of intent to **EVACUATE**, the location of the emergency meeting area and the route to be taken to that location.
- X Delegate a search team to assure that all students have been evacuated.
- X Post a notice on the resource center door stating where the school has relocated and inform the ~~District Office~~Sorrento Mesa RC.
- X Monitor local AM radio weather station for flood information.
- X Notify the Director of Operations and Technology of school status and action taken.
- X Do not allow staff and students to return to the resource center until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- X If warranted, **EVACUATE** students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the resource center.
- X Remain with students throughout the evacuation process.
- X Upon arrival at the emergency meeting area, take attendance. Report any missing students to the ~~School Coordinator~~School Administrator/Safety Ambassador and emergency response personnel.
- X Do not return to the resource center until it has been inspected and determined safe by property authorities.

EMERGENCY RESPONSE: GAS ODOR / LEAK

Formatted: Font: Not Bold, Font color: Accent 1

All school personnel and custodians shall immediately report any gas odor or suspected gas leak to the Director of Operations and Technology. If an odor is detected outside the resource center, it may not be necessary to evacuate.

STAFF ACTIONS:

- X Notify the ~~School Coordinator~~School Administrator.
- X Move students from immediate vicinity of danger.
- X Do not turn on any electrical devices such as lights, computers, fans, etc.
- X If odor is severe, leave the area immediately.
- X If the resource center is evacuated, take student attendance and report any missing students to the ~~School Coordinator~~School Administrator/Safety Ambassador.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X If gas leak is internal, evacuate the resource center immediately.
- X Call 911.
- X Notify utility company.
- X Determine whether to move to alternate location.
- X If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE: HAZARDOUS MATERIALS

Formatted: Font: Not Bold, Font color: Accent 1

The nature of the material and the proximity of the incident to the resource center will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911, if necessary.
- X If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- X Initiate **EVACUATION.** Any toxic cloud that can affect students in their resource centers would very likely affect them outside the resource centers as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- X Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- X If time is available, initiate **Emergency Meeting Area Evacuation**. Move students and staff away from the path of the hazardous materials.
- X Notify Director of Operations and Technology.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Do not allow the return of students to the resource centers or buildings until public safety officials declare the area safe.
- X Upon return to school, ensure that all resource centers are adequately aired.

TEACHER ACTIONS:

- X Follow standard student assembly, accounting and reporting procedures.
- X Report names of missing students to ~~office~~the Sorrento Mesa RC.
- X Do not take unsafe actions such as returning to the resource center before it has been declared safe.

EMERGENCY RESPONSE: HOSTAGE SITUATION

Formatted: Font: Not Bold, Font color: Accent 1

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS

- X Call 911. Provide all known essential details of the situation:
  - Number of hostage takers and description
  - Type of weapons being used
  - Number and names of hostages
  - Any demands or instructions the hostage taker has given
  - Description of the area
- X Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- X Protect resource center occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both).
- X Secure exterior doors from outside access.
- X When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- X Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- X Identify media staging area, if appropriate. Implement a hotline for parents.
- X Account for students as they are evacuated.
- X Provide recovery counseling for students and staff.

STAFF ACTIONS:

- X If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- X Alert the ~~School Coordinator~~School Administrator/Safety Ambassador.
- X Account for all students.

EMERGENCY RESPONSE: INTRUDER

Formatted: Font: Not Bold, Font color: Accent 1

All public schools are required to post signs at points of entry to their resource centers. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the front desk. Failure to do so may constitute a misdemeanor.

-- *California Penal Code Title 15, Chapter 1.1 § 627.2*

To prevent intruders on resource centers, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate **LOCKDOWN**.
- X Request intruder to leave the resource center. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
  "What can we do to make this better?'
  "I understand the problem, and I am concerned."
  "We need to work together on this problem."
- X As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- X Keep subject in view until police or law enforcement arrives.
- X Take measures to keep subject away from students and the resource center.
- X Designate an administrator or staff member to coordinate with public safety at their command post; provide a resource center map/exit plan and keys to public safety personnel.
- X When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- X Be available to deal with the media and bystanders and keep the resource center clear of visitors.

STAFF ACTIONS:

- X Notify the ~~School Coordinator~~School Administrator/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- X Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

X Isolate intruder from students. Lock the resource center ~~and office~~ doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

EMERGENCY RESPONSE: UTILITY FAILURE

Formatted: Font: Not Bold, Font color: Accent 1

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR:

- X Notify utility company. Provide the following information:
- X Determine length of time service will be interrupted.
- X Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- X If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- X Use messengers with oral or written word as an alternate means of faculty notification.
- X Notify the Sorrento Mesa RC~~District Office~~ of loss of service.
- X Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets:
Drinking Water:
Food Service:
Fire Suppression:
Other:

B. Plan for Loss of Electricity

Ventilation:
Emergency Light:
Computers:
Other:

C. Plan for Loss of Natural Gas

Heat:
Food Service:
Other:

EMERGENCY RESPONSE: THREATS / ASSAULTS

Formatted: Font: Not Bold, Font color: Accent 1

Threats occur when a belligerent or armed person on the resource centers bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:

1) Is the individual moving towards violent action?
2) Is there evidence to suggest movement from thought to action?
    - High violence potential qualifies for arrest or hospitalization.
    - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.

X Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.

X Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.

X Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.

X If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.

X Facilitate a meeting with student(s) and family to review expectations.

X Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

X If any students are outside, move them inside the resource center or away from the location of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.

X Inside the resource center, institute **LOCKDOWN**. Close all curtains and blinds.

X Disconnect the school television system in resource centers so the individual cannot view news coverage and see locations of police/students/etc.

X Remain with students until **ALL CLEAR** is given.

EMERGENCY RESPONSE: IRRATIONAL BEHAVIOR

Formatted: Font: Not Bold, Font color: Accent 1

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Keep the individual under continuous adult supervision.
- X Keep the individual in the resource center until parent/guardian has been notified.
- X Arrange appropriate support services for necessary care of individual.
- X If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- X School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the ~~School Coordinator~~School Administrator. The next steps may include:
  - Provide parents/guardian with the names and phone numbers of mental health resources
  - Recommend that the parents make an immediate contact with a therapist.
  - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- X Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- X Provide follow-up collaborative support for the student and parents (as indicated) within the school
- X Develop a safety plan prior to the student's return to school.
- X Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- X Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- X Notify the ~~School Coordinator~~School Administrator/Safety Ambassador.
- X Notify school nurse, school psychologist, counselor or social worker.

X Protect individual from injury.

EMERGENCY RESPONSE: EXPLOSION

Formatted: Font: Not Bold, Font color: Accent 1

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR:

- Determine whether emergency meeting area evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the resource center. **EVACUATION** may be warranted in some resource centers but others may be used for **SHELTER IN PLACE**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the Director of Operations and Technology of school status.

X Notify emergency response personnel of any missing students.

- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check resource centers and work areas, public areas (foyers, ~~offices~~, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate location for resource center instruction. Do not return to the resource center until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

X Initiate **DROP, COVER AND HOLD ON**.

- X If explosion occurred inside the resource center, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the resource center and away from fire-fighting equipment.
- X Check to be sure all students have left the resource center. Remain with students throughout evacuation process.
- X Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.
- X Render first aid as necessary.
- X Do not return to the resource center until the emergency response personnel determine it is safe to do so.
- X If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

EMERGENCY RESPONSE~~: PANDEMIC~~: PANDEMIC INFLUENZA

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- x Activate heightened surveillance of illness within school location. Gather data on symptoms of students and staff who are sick ~~at home~~at home.
- x Insure that students and staff members who are ill stay home.
- x Send sick students and staff home from school immediately.
- x Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- x Monitor bulletins and alerts from the Department of Health and Human Services.
- x Keep staff informed of developing issues.
- x Assist the Department of Health and Human Services in monitoring outbreaks.
- x Respond to media inquiries regarding school attendance status.
- x Implement online education, if necessary, so that students can stay home.
- x Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

Respiratory Hygiene Etiquette

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

STAFF and STUDENT ACTIONS:

- x Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- x Practice "respiratory hygiene etiquette".

- x Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- x Implement online homework assignments so that students can stay home.

EMERGENCY RESPONSE~~: Active~~: Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"*Active shooter situations*" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knifes, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is ~~to~~too about to occur.

    a. **Act immediately** if you or your students:
    - hear a sound that might be gunfire.
    - see something that looks like a weapon being carried or used on or near the campus.
    - sense any other indication of active shooter / armed assailant threat.

    b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
    c. **Be decisive.** Communicate your plan to your students and act quickly.
    d. **Call 911 and the ~~School~~ Sorrento Mesa RC~~Office~~** as soon as it is safe to do so.

2. **Options~~: *Run*~~: Run, *Hide or Fight***

    a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
    - Do not evacuate unless you…

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Centered
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt

- know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
- **and** can visualize a route that will get your students and yourself safely off campus.

- Don't carry anything with you.
  - Police may mistake an item in your hands as a weapon.
  - Leave everything behind.
- If you encounter people along the way…
  - Adults: Warn them and take them with if you can but don't stop if they refuse to come.
  - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*.
- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you. Call (insert phone #) to report your location and obtain instructions.

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- Lock the doors
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of site from room entrance.
- Prepare to take action if the assailant attempts to get in the room;
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

c. **FIGHT~~: Never~~: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
    - Construct a strong barricade.
    - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
    - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
        a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

    a. Provide as much information as possible (slow down – be calm):
        - State the emergency: "I hear gunfire." "I saw…"
            - Give information on people who are wounded.
        - Location of the assailant (if known):
        - Description of the assailant (if known):
        - Your precise location: "room __"
        - The number of children with you:
    b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

    a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

        - *Run* – If you encounter injured persons while you are trying to get out of danger…
            - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

        - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.

- As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

- *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
  - If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
  - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

b. Law Enforcement: If you encounter law enforcement officers…
   - Immediately raise your hands in the air and display your open palms.
   - Don't run up to officers or attempt to hug or talk to them.
   - Don't talk unless they ask you a question.
   - Do exactly what they tell you to do.

c. Weapons~~: If~~: If the assailant loses control of a weapon, exercise extreme care when securing it:
   - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
   - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

d. Ongoing Communication~~: (~~: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

e. School Activities~~: (~~: (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATORS/SAFETY AMBASSADOR ACTIONS:

- Follow the ~~All-Staff~~All-Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
  - Include as much actionable information on the announcement as possible.
    - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

    - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people in the resource center with information they can use to better evaluate their options.
        - *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the ~~corporate office~~Sorrento Mesa RC after you call 911.
- If possible, assist emergency personnel.
    - Assist police in entering the school;
    - Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- **Emergency Operations Center (EOC)**
    - Activate the district's Emergency Operations Center
    - Dispatch a back-up ICS team to take over responsibility for ICS functions from RC staff who will be impacted by this emergency.

- **Emergency Area Reunification**
    - The Operations Section should prepare an emergency evacuation area for reunification.
        - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
        - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
        - School staff and students will remain in lockdown until evacuated on a room by room basis.
        - Vans should be placed on standby for evacuation.
        - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

- **Crisis Intervention**
    - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
    - This team will also provide ongoing support throughout the recovery phase of the emergency response.

    - Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.

- Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: FIRE (Outside Fire/Wildfire)

Formatted: Font: Not Bold, Font color: Accent 1

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Determine if **EVACUATION** of school location is necessary.
- X Contact local fire department (call 911) to determine the correct action for your school location.
- X If necessary, begin evacuation of school location to previously identified safe location using school evacuation plan. If needed, contact van dispatch for **EMERGENCY EVACUATION**.
- X Direct inspection of premises to assure that all students and personnel have left the building.
- X Notify the school district where the school has relocated and post a notice on the ~~office~~RC door stating the temporary new location.
- X Monitor radio station for information.
- X Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- X If students are to be evacuated, take attendance to be sure all students are present before leaving the building location.
- X Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- X Take attendance at the assembly area. Report any missing students to the ~~School Coordinator~~School Administrator/safety ambassador and emergency response personnel.
- X Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

FIRE (WILDFIRE)

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property.

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of our staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to our school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around our structures, and surrounding topography. It may be best for some resource centers~~/offices~~ to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near our locations, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a resource center closure. The Charter ~~Schools have~~Schools have procedures in place for each of these possibilities.

BEFORE

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Goals:

1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response
2. Develop the capacity of staff to lead students through appropriate response options
3. Prevent the risk of injury to individuals and damage of property from wildfire

Objective(s):

Goal 1 Objectives

a) Coordinate with local fire department to ensure an effective response to a Wildfire
b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
c) Develop a clear chain of command with staff

Goal 2 Objectives

a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure

Goal 3 Objectives

a) Store combustible materials in fireproof containers
b) Follow Fire Code and district rules regarding fire prevention
c) Provide fire prevention training to staff
d) Hold Fire Drills
e) Maintain an adequate supply of fire extinguishers
f) Ensure proper maintenance of fire prevention equipment

Courses of Action:

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure
b) Develop location specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop location specific plans

Goal 2 Actions

a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure

Goal 3 Actions

a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan
b) Ensure combustible materials are stored in fireproof containers
c) Hold fire extinguisher training for staff
d) Ensure adequate supply of fire extinguishers are appropriately maintained
e) Hold required number of fire drills and vary the situation to improve staff and student response

STAFF ACTIONS

Goal 2 Actions

a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher
b) Read any fire prevention and wildfire response materials provided by administration

Goal 3 Actions

a) Participate and lead students in fire drills
b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto school
c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations

DURING

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Goals:
1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions

Objective(s): Goal 1 Objectives

a) Conduct appropriate wildfire response actions in a timely manner
b) Conduct accountability procedures in a timely manner
c) Activate school location Incident Command Team, as necessary

Courses of Action: ~~**SCHOOL COORDINATOR**~~**SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:**

Goal 1 Actions

a) Work with the ~~district office~~Sorrento Mesa RC, local fire department and other responders to determine best course of action
b) Use the "Wildfire Evacuation Decision Tree" following this section.
c) Communicate plan of action to staff and students:
   - voluntary evacuation
   - early dismissal
   - mandatory evacuation
   - shelter-in-place
   - resource center closure

d) Consider the following while implementing response action

- Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)
- Food and water
- Transportation
- Security and Safety
- Communications

e) Contact families to notify of planned course of action

f) Activate school Incident Command Team, as necessary

- Reunification Team

g) Ensure all staff and students are accounted for

h) Ensure that access roads are kept open for emergency vehicles

i) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity

j) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

Goal 2 Actions

a) Remind staff to close doors when exiting resource centers~~/offices~~

b) Notify appropriate utility company of suspected breaks in utility lines or pipes.

c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)

- Provide SDS sheets of any chemicals on location/in the area of the fire to the fire department upon arrival

d) Notify ~~District Office~~the Sorrento Mesa RC of situation

STAFF ACTIONS:

Goal 1 Actions

a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center~~/office~~ closure
b) If evacuating or sheltering-in-place, take emergency backpack and student kits
c) Maintain control of the students a safe distance from the fire and firefighting equipment
d) Take attendance. Report missing students to the ~~School Coordinator~~School Administrator/designee and emergency response personnel
e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family
f) Serve in any designated position on the Incident Command Team

Shut resource center ~~or office~~ door after all individuals have exited

Provide information to the ~~School Coordinator~~School Administrator/Safety Ambassador regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:
1. Effectively communicate to all stakeholders
2. Determine response strengths, areas from improvement and steps to improvement

Objective(s): Goal 1 Objectives

a) Provide information to staff, parents, and students
b) Provide information to ~~district office~~the Sorrento Mesa RC

Goal 2 Objectives

a) Conduct After-Action Report process

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Courses of Action:

~~SCHOOL COORDINATOR~~SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS

Goal 1 Actions

a) Provide critical information to the ~~district office~~Sorrento Mesa RC in order to develop effective key messages
b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened
c) Work with appropriate district department to draft talking points for phone calls and media requests

Goal 2 Actions

a) Conduct an after-action report process and implement necessary actions for improving future responses
b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
c) Identify steps to improve future responses
d) Implement steps to improvement

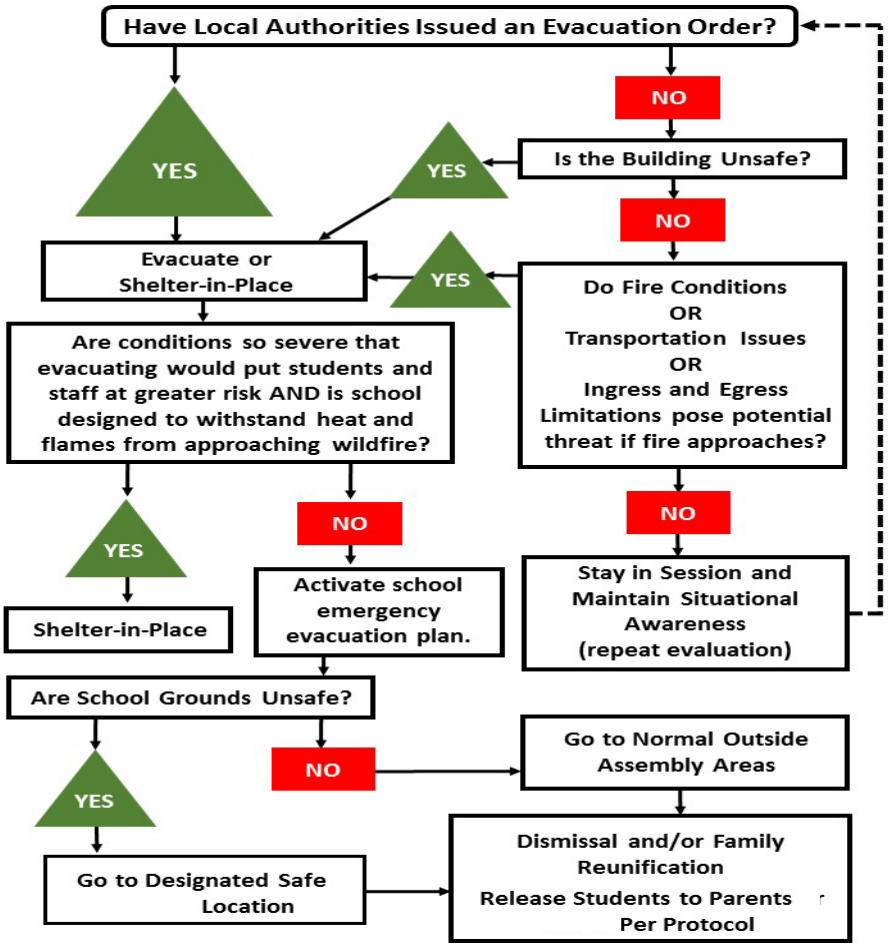
STAFF ACTIONS

Goal 2 Actions

a) Participate in the after-action report process
a) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE DECISION TREE

Formatted: Font color: Accent 1



EMERGENCY RESPONSE~~: OPIOID~~: OPIOID ANTAGONIST-Naloxone Hydrochloride

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Pursuant to California Education Code 49414.3, any school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Altus Schools South Bay has established a Staff Naloxone Hydrochloride Emergency Training Plan and Program pursuant to CDE 49414.3 which includes safe and effective management of opioid-related overdoses. This plan is also incorporated into the school emergency preparedness and response plans.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Altus Schools South Bay's primary goal in the fight against opioids and fentanyl use is prevention.

Altus Schools South Bay will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
  - How opioids and fentanyl affect the body's systems.
  - Refusal strategies
  - The signs and symptoms of use/abuse
  - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

SIX ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

Formatted: Font color: Accent 1

The following was developed from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol).

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Signs of OVERDOSE, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name, tap the person's shoulders, clap your hands loudly in order to assess for level of consciousness.
- If this doesn't work, per Department of Health and Human Services (DHHS) recommendation, vigorously grind knuckles into the sternum (the breastbone in middle of chest).
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- If the person does not respond, call 911.
- Grab the Opioid Overdose Emergency Kit and Automatic External Defibrillator (AED).
- Provide rescue breathing if the person is not breathing on their own and administer one dose of naloxone.
- For students, instruct staff member to contact the parent/guardian or emergency contact on file.
-

STEP 2: CALL 911 FOR HELP

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

Formatted: Font: Not Bold, Font color: Accent 1

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

STEP 3: ADMINISTER NALOXONE

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.
Altus Schools South Bay **uses intranasal spray.**

Formatted: Font color: Accent 1

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

Formatted: Font: Not Bold, Font color: Accent 1

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Formatted: Font: Not Bold, Font color: Accent 1

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.
Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

Formatted: Font: Not Bold, Font color: Accent 1

STEP 4: SUPPORT THE PERSON'S BREATHING

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)

Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

Formatted: Font: Not Bold, Font color: Accent 1

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

STEP 6: ADDITIONAL SUPPORT

- Have the individual transported to the nearest medical facility, even if symptoms seem to get better.
- Debrief with students and staff present and assess further needs for support.
- Complete an Accident Report Form.

  Follow up with assigned school nurse for additional support.

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Centered

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

SUSPENSION AND EXPULSION POLICY AND PROCEDURES

3110

Suspension and/ Expulsion Policy and Procedures

Amended: May 5, 2009,* February 16, 2022, *December 7, 2022, June 22, 2023, February 28, 2024, June 26, 2024, February 27, 2025

This Student Suspension and Expulsion Policy and Procedures has been established by the Board of Directors of Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, and Audeo Valley Charter School~~Audeo II, Audeo III, Audeo Valley Charter School, Altus Schools East County , Mirus Secondary School and Altus Schools South Bay~~, (hereinafter collectively referred to as "Charter School").

In adopting this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's P~~p~~olicy and P~~p~~rocedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This P~~p~~olicy and its P~~p~~rocedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the P~~p~~olicy, corporal punishment does not include an employee's use

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: 12 pt, Font color: Accent 1

Formatted: Font: Bold, Font color: Accent 1

Formatted: Font: 12 pt

of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that the policy and procedures are available upon request ~~at~~to the ~~School Coordinator~~School Administrator~~'s office~~. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian~~-~~, and shall inform the student~~,~~ and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's~~,~~ right to request a hearing to challenge the involuntary removal. If a student's parent/~~-~~guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

A. Grounds for Suspension and Expulsion of Students

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 12 pt

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

1. Discretionary Suspension Offenses.

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Students may be suspended when the School Administrator or designee determines the student~~for any of the following acts when it is determined the student:~~

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but it not limited to electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but it not limited to electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of ~~his or her~~a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

~~k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.~~

~~l)~~k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

~~m)~~l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

~~n)~~m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

~~o)~~n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

~~p)~~o) Engaged in or attempted to engage in hazing. For the purposes of this Policy~~subdivision~~, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this Policy~~section~~, "hazing" does not include athletic events or school-sanctioned events.

~~q)~~p) Made terroristic threats against school officials and/or school property, which includes but ~~it~~ is not limited to electronic files and databases. For purposes of this Policy~~section~~,

"terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for ~~his or her~~their own safety or for ~~his or her~~their immediate family's safety, or for the protection of school property, which includes but ~~it~~ is not limited to electronic files and databases, or the personal property of the person threatened or ~~his or her~~their immediate family.

~~r)~~q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this ~~section~~Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This ~~section~~ Provision shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

~~s)~~r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in ~~subdivision (e) of Section 233 of the~~ Education Code Section 233(e). This section shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

~~t)~~s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially

disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision~~section~~ shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

~~u)~~t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of ~~his or her~~their age, or for a person of ~~his or her~~their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. ii. Causing a reasonable student to experience a substantially detrimental effect on ~~his or her~~their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with ~~his or her~~their academic performance.

~~i.~~ iv. Causing a reasonable student to experience substantial interference with ~~his or her~~their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

Formatted: Indent: Left: 0.26", No bullets or numbering

2) "Electronic Act" means the creation or transmission originated on or off the ~~School~~school location, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

~~i.~~ ii. A post on a social network Internet Web site including, but not limited to:

Formatted: Font: 12 pt

Formatted: Indent: Left: 0.26", No bullets or numbering

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this Policy~~clause~~, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or

to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this Policy~~clause~~, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) u) A student who aids or abets, as defined in Penal Code Section 31~~ of the Penal Code~~, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the ~~School Coordinator~~School Administrator or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion ~~for any of the following acts~~ when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the ~~School Coordinator~~School Administrator or designee's concurrence.

b) Brandished a knife at another person.

Formatted: Font: 12 pt

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 12 pt

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault ~~or committed a sexual battery~~ as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion ~~for any of the following acts~~ when it is determined the student:

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

a) Caused, attempted to cause, or threatened to cause physical injury to another person. Willfully used force or violence upon the person of another, except self-defense.

b) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.

c) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

d) Committed or attempted to commit robbery or extortion.

e) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases

f) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases

g) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of ~~his or her~~a student's own prescription products by a student.

h) Committed an obscene act or engaged in habitual profanity or vulgarity.

i) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

j) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases

k) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

l) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

m) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

n) Engaged in or attempted to engage in hazing. For the purposes of this ~~subdivision~~Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

o) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases For purposes of this ~~section~~Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for ~~his or her~~their own safety or for ~~his or her~~their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases or the personal property of the person threatened or ~~his or her~~their immediate family.

p) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this ~~section~~Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an

intimidating, hostile, or offensive educational environment. This ~~section~~ provision shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

q) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined ~~in subdivision (e) of~~Education Code Section 233(e) ~~of the Education Code~~. This ~~section~~ provision shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

r) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

s) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of ~~his or her~~their age, or for a person of ~~his or her~~their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii~~i.~~ Causing a reasonable student to experience a substantially detrimental effect on ~~his or her~~their physical or mental health.

~~iii.~~ Causing a reasonable student to experience substantial interference with ~~his or her~~their academic performance.

iv. Causing a reasonable student to experience substantial interference with ~~his or her~~their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the ~~School~~school location, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device,

Formatted: List Paragraph, Indent: Left: 0.51"
Formatted: Font: 12 pt
Formatted: Font: Myriad Pro
Formatted: Font: 12 pt
Formatted: Font: Myriad Pro
Formatted: Font: 12 pt
Formatted: Font: Myriad Pro
Formatted: List Paragraph
Formatted: Font: 12 pt
Formatted: Font: Myriad Pro
Formatted: Font: 12 pt

computer, or pager, of a communication, including, but not limited to, any of the following:

i. i. A message, text, sound, video, or image.

~~i.~~ ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this Policy~~clause~~, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this Policy~~clause~~, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code ~~Section 31 of the Penal Code~~Section 31, the infliction or attempted infliction of physical injury to another person may be subject

Formatted: Indent: Left: 0.26", No bullets or numbering

to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the ~~School Coordinator~~School Administrator or designee's concurrence.

Formatted: Font: 12 pt

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion ~~for any of the following acts~~ when it is determined pursuant to the procedures below that the student:

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the ~~School Coordinator~~School Administrator or designee's concurrence.

Formatted: Font: 12 pt

b. Brandished a knife at another person.
c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d. Committed or attempted to commit a sexual assault ~~or committed a sexual battery~~ as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 ~~of~~ or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or ~~dangerous~~ destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

Formatted: Font: Myriad Pro

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

- The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Coordinator or designee with the student and ~~his or her~~the ~~student's~~ student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the ~~School Coordinator~~School Administrator or designee.

The conference may be omitted if the ~~School Coordinator~~School Administrator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against ~~him or her~~ the student and shall be given the opportunity to present ~~his or her~~their version and evidence in ~~his or her~~their defense, in accordance with Education Code Section
47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not ~~No penalties may~~ be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

Formatted: Font: Myriad Pro
Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"
Formatted: Font: 12 pt
Formatted: Font: Myriad Pro
Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt
Formatted: Font: 12 pt
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: Arial, Bold
Formatted: Normal, Indent: Left: 0", Right: 0"
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student as well as~~. In addition, the notice may also state~~ the date and time when the student may return to school following suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the ~~School Coordinator~~School Administrator, or designee, the student and the student's parent/guardian ~~will~~ shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and ~~or~~ the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the ~~School Coordinator~~School Administrator or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial ASSC~~Audeo~~ Board of Directors following a hearing before it, or by the neutral and impartial ASSC~~Audeo~~ Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of the ASSC~~Audeo~~ Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the ~~School Coordinator~~School Administrator or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the ASSC~~Audeo~~ Board of Directors for a final decision whether to expel. The hearing shall be held in confidential setting ~~closed session~~ (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act (FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing~~;~~
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based~~;~~
3. A copy of the Charter School 's disciplinary rules which relate to the alleged violation~~;~~ 4. Notification of the student's or parent/guardian's obligation to provide information about

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Formatted: Font: 12 pt

Formatted: Font: 12 pt

the student's status at Charter School to any other school district or school to which the student seeks enrollment~~;~~

5. An explanation of ~~T~~the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. An explanation of t~~T~~he right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of t~~T~~he opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of t~~T~~he opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Formatted: Font: 12 pt

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five ~~calendar~~ days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining ~~complaint~~ witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which ~~he or she~~the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School . The entity ~~person~~ presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the
complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising ~~his or her~~ their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the

introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

I. Expulsion Decision

The ~~decision~~ determination of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board which ~~who~~ will make a final determination regarding the expulsion. The ~~final decision by the~~ Board of Directors shall make the final determination regarding the expulsion ~~be made~~ within ten (10) school days following the conclusion of the hearing or as soon as practical. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

Formatted: Font: 14 pt, No underline, Font color: Accent 1

The ~~School Coordinator~~School Administrator or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and~~or~~ student's parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School .

Formatted: Font: 12 pt

Formatted: Font: 12 pt

The ~~School Coordinator~~School Administrator or designee shall send a copy of the written notice of the decision to expel to the student's district of residence~~authorizer~~. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

Formatted: Font: 12 pt

K. Disciplinary Records

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Charter School shall maintain records of all student suspensions and expulsions at the Charter School .
Such records shall be made available to the authorizer upon request.

Formatted: Font: 12 pt

L. No Right to Appeal

Formatted: Font: 14 pt, No underline, Font color: Accent 1

The student shall have no right of appeal from expulsion from Charter School as the ASSC~~Audeo~~ Board of Directors' decision to expel shall be final.

Formatted: Font: 12 pt

M. Expelled Students/Alternative Education

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to Charter School for readmission.

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the ~~School Coordinator~~School Administrator or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Administrator or designee shall make a recommendation to the Board of Directors following the meeting regarding ~~his or her~~their determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School 's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: Arial

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Q. ~~**Involuntary Removal** for Truancy~~ Removal Due to Noncompliance with Independent Study Requirement

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for ~~truancy~~ noncompliance shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.~~.~~

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim ~~alterative~~ alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School , the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents/guardian to determine:

Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: Bold, No underline
Formatted: Font: 12 pt
Formatted: Font: Myriad Pro
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: Myriad Pro
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Normal, Indent: Left: 0", Right: 0"
Formatted: Font: 12 pt
Formatted: Font: Myriad Pro
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt
Formatted: Font: Myriad Pro
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Font: 12 pt

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

c. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
d. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
e. Return the child to the placement from which the child was removed, unless the parent/guardian and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School , the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

Formatted: Font: 12 pt, Bold
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Normal, Indent: Left: 0", Right: 0"
Formatted: Font: 12 pt

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) daytime period provided for in an interim alternative educational setting, unless the Parent/guardian and Charter School agree otherwise.
In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The ~~School Coordinator~~School Administrator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Indent: Left: 0.17"
Formatted: Normal, Indent: Left: 0", Right: 0"
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: Myriad Pro
Formatted: Font: Bold
Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Normal, Indent: Left: 0", Right: 0"
Formatted: Font: 12 pt
Formatted: Font: Myriad Pro

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School 's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.
Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.
If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.
The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Formatted: Font: 14 pt, No underline, Font color: Accent 1
Formatted: Font: 14 pt, No underline
Formatted: Normal, Indent: Left: 0", Right: 0"
Formatted: Font: 12 pt

Notification to Staff of Dangerous Students

Formatted: Font: Not Bold, No underline, Font color: Accent 1

a. The administration will inform the ~~School Coordinator~~School Administrator of information received from the court and the Probation Department. The Altus Schools South Bay ~~School Coordinator~~School Administrator shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.

b. Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.

c. Any information received from the court shall be kept in a separate confidential file at the school of attendance and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.

d. After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.

Anti-Discrimination and Harassment Policy

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

Altus Schools South Bay is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Altus Schools South Bay shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English language proficiency will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from Altus Schools South Bay may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the ~~School Coordinator~~School Administrator at (858) 203-4640~~678-3908~~ for resolution. If not resolved, contact: The Board President, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2020.

School-Wide Dress Code

Formatted: Font: Not Bold, No underline, Font color: Accent 1

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to school. Students who are not wearing appropriate clothing, parents/guardians will be notified, and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- Pants sagging below the waist
- Beachwear or sleepwear, including bedroom slippers
- Shorts/skirts that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses vulgar/profane language and/or images
- Head coverings such as, hats, bandanas, beanies, or do-rags

LOITERING LAW COMPLIANCE

~~Loitering Law~~Altus Schools South Bay

~~LOITERING LAW COMPLIANCE~~:

SY 2024~~5~~-202~~5~~6

Daytime Loitering of Students in Public Places on School Days

Students who are subject to compulsory education must comply with the daytime loitering laws of their community. General guidelines are below, however, may differ slightly among communities.

- On days and times when schools are open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.
- On scheduled school days, students may travel to and from school without parental or guardian accompaniment.
- Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences if multiple violations occur.

Responsibility of parents, guardians, etc. It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.

Law Enforcement Procedures *may include*:

- Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the school from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile's parents/guardians.
- If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.
- When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace office may issue a citation for a misdemeanor to the parent to appear in court.

Formatted: Font: 16 pt

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Normal, Indent: Left: 0.38", Right: 0", Space Before: 0 pt, No widow/orphan control, Allow hanging punctuation

Formatted: Font: 16 pt, Font color: Accent 1

Formatted: Font: Italic, No underline, Font color: Accent 1

Formatted: Font: Arial

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Exceptions *may include*:

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

- A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.
- Students who have permission to leave school campus for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.
- A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.
- A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.
- A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.

Definitions

Formatted: Font: 14 pt, No underline, Font color: Accent 1

- "Adult" means any person twenty-one (21) years of age and older.
- "Emergency" includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.
- "Establishment" means any privately-owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.
- "Juvenile" means any person under eighteen (18) years of age.
- "Parent" means a person who is the natural or adoptive parent of a person. "Parent" includes a court- appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.
- "Public place" means any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and the common areas of schools, hospitals, ~~office~~ buildings, transport facilities, shopping centers, stores, and malls.
- "Scheduled school days" are Monday through Friday excluding school holidays. "School hours" are generally 8:30 a.m. to 2:30 p.m. (in some communities 1:30 p.m.) NOT the student's appointment times at the Resource Center.

I have read and understand this notice. My student and I will obey the laws.

Student:_____
Date:_____

Parent:_____ Date:_____

Going to and From School Safely

Everyday millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Altus Schools South Bay students to understand safety guidelines and tips to follow to ensure their safety to and from the resource center. The following safety tips are reviewed annually with Altus Schools South Bay students and parents to help prepare all Altus Schools South Bay students for a safer journey.

1. Every Altus Schools South Bay student will have a set schedule for arrival and departure from the resource center. When a student fails to arrive for his appointment, and has not notified the school or the absence, his or her teacher will call home to ensure the student is safe.

2. Every student, parent or guest is required to sign-in and out each time he/she arrives and departs the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.

3. All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.

4. Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas, and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.

5. Parents will be encouraged to walk the route to and from school with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.

Formatted: No underline
Formatted: Font: Not Bold
Formatted: Font: Not Bold, Underline
Formatted: Font: Not Bold
Formatted: Font: Not Bold, Underline
Formatted: Font: Not Bold, No underline, Font color: Accent 1

6. If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.

7. In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and **TELL** a school staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.

8. Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.

9. Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to **TELL** a school staff member, parent, or another trusted adult what happened.

10. Students will be taught that if anyone tries to take them somewhere, they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.

11. Students will be taught to never leave the resource center with anyone they don't know. They should always **CHECK FIRST** with a school staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always **CHECK FIRST** before doing anything. Students will be taught to make sure they understand to **TELL** a trusted adult if they notice anyone they don't know hanging around the resource center.

12. Parents are encouraged to practice these safety tips with their student to make certain they really know and understand them. Make the walk to and from school a "teachable moment" and chance to put their skills to the test.

Safe Ingress and Egress Procedures

Formatted: Font: Not Bold, No underline, Font color: Accent 1

All Altus Schools South Bay staff and students shall review RC evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted at the RC. If there is a need for evacuation from the RC, the following procedures are as follows:

- Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted RC evacuation plan
- Designated staff take along emergency release binder, class sign-in sheets, emergency materials specified in disaster preparedness plan
- Using class sign-sheets, staff verifies presence of all students and staff
- Staff contacts appropriate emergency units
- Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given
- Once the ALL CLEAR is given, the ~~School Coordinator~~School Administrator or designee reenters building to ensure that it is safe and secure
- Staff and students reenter building and resume instructional/administrative activities

If the building is not safe to reenter, the reunification procedures are required:

- Staff will notify parent/guardians regarding emergency situation and procedures for verification and release of students
- When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms
- Parent/Guardian will sign form verifying that student is being released to them
- Staff will maintain documentation to ensure accountability of all students

Ensuring a Safe and Orderly Environment

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Altus Schools South Bay is and will remain a safe place for students and adults.

Formatted: Font: Not Bold, Font color: Accent 1

Altus Schools South Bay staff believes that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high-quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

Discipline Procedures

Formatted: Font: Not Bold, No underline, Font color: Accent 1

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

SCHOOL RULES/DISCIPLINE

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

- Attend school according to the schedule on the master agreement, arrive on time and return directly home after each weekly appointment.
- Complete ALL assignments as scheduled.
- Respect the authority of ALL ADULTS at Altus Schools South Bay.

SEVERE CLAUSE BYPASSES

Formatted: Font: Not Bold, Font color: Accent 1

A majority of students at Altus Schools South Bay will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

Fighting/open rebellion	Possession or use of drugs or alcohol
Defiance/unprovoked attack	Smoking
Stealing	Vandalism
Profanity, Vulgarity, or Obscene Acts	Severely inappropriate behavior

PARENT RESPONSIBILITIES

Formatted: Font: Not Bold, Font color: Accent 1

Attendance

- Ensure that students get to their scheduled weekly appointment on time. Contact teacher if this is not possible to arrange an alternate time.
- Follow up to make sure your student is doing high quality work according to scheduled dates.
- Arrange for your student to attend appropriate tutoring sessions, seminars and field trips.
- Meet with staff when requested.

PARENTS' ROLE IN DISCIPLINE AND BEHAVIOR

Formatted: Font: Not Bold, Font color: Accent 1

Parents are expected to cooperate with school staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help him/her to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

Child Abuse Reporting Procedures

All Altus Schools South Bay certificated teachers, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Altus Schools South Bay employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a **reasonable** suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff member is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss **ALL** situations at the time of occurrence with the ~~School Coordinator~~School Administrator or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the staff and/or student(s) are threatened or in danger, call 911 immediately.

Instructions ~~for filing a Suspected Child Abuse Report~~ to Submitting a Suspected Child Abuse Report via Mandated Reporter Application, Child & Family Well-Being (CFWB), San Diego

1. Create a New Account: Log into the Mandated Reporter Application (MRA) on website: Cosdapps.sandiegocounty.gov/CWS/LandingPage

2. Complete Online Report: Complete the online Safety Questionnaire (required by State mandate) to determine if your report is non-urgent without needing to call the Child Abuse Hotline or submit a follow-up written report.Please complete every space on the online report. If you do not know certain requested information, type unknown or N/A.

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Centered

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

3. If your report does not qualify as non-urgent, the system will not allow you to continue to report online.

a. Mandated Reporter (MR) will need to call the San Diego Child Abuse Hotline at (858)560-2191. For immediate, life-threatening situation, call 9-1-1.

4. Once the Mandated Reporter has finished report submission, the Mandated Reported will receive a pop-up verification that the report has been completed.

5. Online option not available? Call immediately to make a report to (858)560-2191 and follow up with a written SS-8572 report within 36 hours.

https://www.sandiegocounty.gov/hhsa/programs/phs/documents/EMS-FormSS8572_SuspectedChildAbuse.pdf

6. Need assistance with MRA Account? Contact the child Abuse Hotline at (858)560-2191.

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

Formatted: Font: (Default) Myriad Pro, Font color: Black

Formatted: Font: (Default) Myriad Pro, Bold, Underline, Font color: Black

~~1. Call the Child Abuse Hotline first (1-800-344-6000) to make a verbal report to the agency immediately or as soon as is practicably possible by telephone. Please be sure to get the name of the hotline worker. Within 36 hours after providing verbal report, follow up with a written or faxed report.~~

~~2. The correct form for either the written or fax report is DOJ SS8572. This form may be downloaded from the California Attorney General's Web site at www.ag.ca.gov/childabuse/pdf/ss_8572.pdf or obtain a copy from the School Nurse or School Coordinator.~~

~~3. Please complete every space on the SS8572 form. If you do not know certain requested information, write unknown.~~

~~4. Please type or print legibly in black ink to avoid a time-consuming callback.~~

~~5. "Narrative" -Please give detailed information. If you have additional information beyond what you have given by phone, please indicate this on the written report. If necessary, please continue your narrative on an additional sheet of paper, identifying the minor and indicating it is page 2 of the referral.~~

~~DISTRIBUTION OF FAX SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:~~

~~*Note: the fax machines are only available from 8:00 a.m. until 5:00 p.m., Monday through Friday.*~~

~~1. Fax form to Child Abuse Hotline (858) 467-0412~~

~~2. Send the original to School Coordinator to place in a confidential locked file.~~

~~OR~~

~~DISTRIBUTION OF WRITTEN SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:~~

~~1. Original to Child Abuse Hotline, 6950 Levant St., San Diego, CA 92111~~

~~2. Send a copy to the School Coordinator to place in a confidential locked file.~~

*NOTE~~:~~ ~~*Suspected*~~: Suspected Child Abuse Reports are never placed in the student's cumulative record or documented in the student's health record.*

I. REPORTING RESPONSIBILITIES

Formatted: Font: Not Bold, No underline, Font color: Accent 1

• No ~~child care~~childcare custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made, and the person knew or should have known that the report was false.

• Any child care custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child

abuse shall report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report thereof within 36 hours of receiving the information concerning the incident.

• Any ~~child care~~childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected instances of child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

• "Child care custodian" means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.

• "Health practitioner" means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

• "Child protective agency" (CPA) means a police or sheriff's department, a county probation department, or a county welfare department.

~~For more information on the Child Abuse Reporting laws, the link is www.leginfo.ca.gov~~

Emergency Notification Information

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The primary or alternate Incident Commander should notify the Police. Once notified, the Police will begin dispatching public safety services to assist the Incident Commander, pursuant to their procedures.

The very next action to occur is the need to alert or warn school staff. Methods for notifying staff include: Telephone – Landline and/or cellular, Radio, Runners – staff and/or students, or Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this RC.

The police will conduct an initial assessment based on available information. The police will advise the Incident Commander of the recommended actions to be taken.

As services are being dispatched to assist, the Incident Commander will begin to gather and direct resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

ALWAYS USE A HARD-WIRED PHONE IN AN EMERGENCY

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Chula Vista Police	911	619-691-5151
National City Police	911	619-336-4411
San Diego County Sheriff (~~for Spring~~for Spring Valley)	911	619-463-9993
SD County Office of Emergency Services		858-565-3490
San Diego Gas & Electric		1-800-611-7343

INTERNAL CONTACTS FOR ALTUS SCHOOLS SOUTH BAY:

CONTACT	EMERGENCY	NON-EMERGENCY
Altus Schools South Bay Safety Coordinator	619-757-0028	858-678-2045 ~~Business Office~~Sorrento Mesa RC
Altus Schools South Bay ~~Coordinator~~Administrator	630-290-3034	858-203-4640 ~~678-3908~~Bonita RC
Facilities Emergency Maintenance	619-757-0028	858-678-2045 ~~Business Office~~Sorrento Mesa RC
Communications ~~Office~~Team	858-678-4811	

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Centered
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Centered
Formatted: Font: Myriad Pro, 12 pt, Not Bold

Emergency Resource Information

Emergency Disaster Kit

This resource center maintains one kit. The kit(s) are located; Janitorial Closet

The Emergency Disaster Kit stores necessary resources for an RC incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the RC to a Public Safety Incident Command Post. School personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- ☑ Handheld Air Horns – recommend a minimum of five (Incident Commander & Chiefs)
- ☑ Bull Horn – recommend a minimum of one
- ☑ Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie- talkies)
- ☑ Flashlights – recommend one per Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately.
- ☑ Walkie-Talkies – recommend a minimum of five (Incident Commander & Chiefs)
- ☑ Duct Tape – recommend a minimum of two rolls used for marking blank vests.
- ☑ Rosters - recommend a minimum of one set per room sorted by alphabet
- ☑ Steno Pads (5x7) – recommend one per Incident Command Team member (17)
- ☑ Pencils & Pens - recommend one each per Incident Command Team member (34)
- ☑ Copies of Forms
- ☑ Chalk - recommend twenty-five sticks, red in color
- ☑ 3x5 Cards – recommend one hundred
- ☑ Department or Placards
- ☑ First Aid & Medical Team Supplies
- ☑ Search and Rescue Team Supplies
- ☑ Vests for Key Personnel – recommend a total of 17 for Incident Command Team members

All Emergency Disaster Kits and their contents are the responsibility of the Incident Commander. The Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the RC. The responsibility to delegate the transport the Emergency Disaster Kit to an activated RC Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

Formatted: Font color: Accent 1

Formatted: Font color: Accent 1

Crisis Response Boxes

Formatted: Font: Not Bold, No underline, Font color: Accent 1

This resource center maintains 1 Crisis Response Box.

Formatted: Font color: Accent 1

The Crisis Response Boxes are located: Janitorial Closet and each Safety Team Member

Formatted: Font color: Accent 1

The Crisis Response Boxes are a file folder- type boxes. The boxes are clearly labeled and contain vital information needed by the Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established). The following information is stored inside each box:

- ☑ Current copy of the Emergency Plan which should include RC evacuation procedures, including staging locations. Also included should be an aerial photo including all **new** structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, resource center numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.
- ☑ Current map of resource center layout. Map must show **all** buildings, RC numbers, and evacuation routes.
- ☑ Most current blueprint (architectural drawings).
- ☑ Current roster of students and staff assigned to the RC, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- ☑ A list of the RC's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- ☑ If available, current student photos on CD-ROM or most recent yearbook.
- ☑ Telephone numbers listed in numerical order for each RC/building.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Incident Commander. The responsibility to inspect and replace information belongs to the RC.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Emergency Quick Reference Guide

This document, often referred to as the "Emergency Quick Reference Guide" is a red, white and blue quick flip-type reference chart that provides basic guidelines for emergencies. Each resource center ~~and office~~ has been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All staff should familiarize themselves with the content annually.

Emergency Operations Overview

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The emergency procedures within this Plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "…all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain at the school to carry out assigned responsibilities. School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the "Evacuation Area"), where the students will be reassigned to another teacher. The teacher will then carry out their assigned Incident Command Team responsibilities.

Plan Maintenance

The Incident Commander is responsible for the maintenance of this plan. The Emergency Plan is Criterion 2 of California's mandated Comprehensive Safe Schools Plan. The School Safety team is responsible for annual plan review. The Emergency Plan will be maintained on a secured intranet with "read only" access to the Incident Command Team and revision access to the School Safety Team.

Formatted: Font: Not Bold, No underline

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: Arial

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Formatted: Font: Arial

Training & Exercises

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. Exercises allow "people" to practice what they have been trained to do and improve their skills for an actual emergency.

The Incident Commander will coordinate annual training for all staff on the basic emergency procedures of this plan. All new staff assigned to the RC will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent reunification locations, and the location of related resources. Members of the Incident Command Team will receive additional training specific to their duties every year by the School Safety Team.

The Incident Commander will coordinate annual exercises for all staff as outlined in the Emergency Procedures section.

Incident Command Team Overview

Formatted: Font: Not Bold, No underline, Font color: Accent 1

According to ICS, the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one "position". (Example: in a small incident the School Principal oftentimes serves as the Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Incident Commanders have been encouraged to "cluster" certain same-section positions, if the workload allows. The Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning & Intelligence Chief could assume the Documentation and Situation Analysis duties.

Incident Command Team Assignments

Formatted: Font: 14 pt, No underline, Font color: Accent 1

Key staff will be pre-assigned to the Incident Command Team and have specific duties during emergencies. These duties include:

- Incident Commander – responsible for overseeing emergency operations. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties

  Formatted: Font: Not Bold, Font color: Accent 1

  - **Safety Officer** - ensures that all activities are conducted in as safe a manner as possible
  - **Public Information Officer** – acts as official spokesperson for the RC in an emergency situation, until the Communications Officer is available
  - **Liaison Officer** – serves as the point-of-contact for agencies outside of the school.
- Operations Chief – manages direct response to the RC emergency

  Formatted: Font: Not Bold, Font color: Accent 1

  - **Resource Center Check & Security** – controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Incident Commander
  - **Search & Rescue Leader and Team** – checks RC for damage, rescues victims, and reports RC conditions
  - **First Aid & Medical Leader and Team** – provides medical response including CISM (Critical Incident Stress Management)
  - **Student/Parent Reunification**
    - **Assembly Area** – ensures the care and safety of all students at the RC (except those in the Medical Treatment Area)

        - **Request Gate** – processes requests by parents or authorized adults for release of students
        - **Release Gate** – releases student to parent or authorized adult
- Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident
    - **Documentation** – collects, evaluates, and documents event
    - **Situation Analysis** – assesses the overall incident
- Logistics Chief – provides facilities, services, personnel, equipment and materials to support response – includes food and transportation services
    - **Supplies, Facilities, & Staffing** – provides supplies, equipment and staffing to support response
- Finance & Administration Chief – tracks purchases, staff hours, costs, and student accountability

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

In the event of an emergency, a Command Post will be established by the Incident Commander. Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Incident Command Team will report to the Incident Commander at the Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

It's important that the Incident Command Team refer to both the School Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

SECTION THREE

EMERGENCY PROCEDURES

Resource Center Evacuation Procedure

Notification

The Incident Commander is responsible for notifying the Incident Command Team when an evacuation is necessary.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by announcement, telephone or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings

The Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each resource center has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation location. All staff will be trained to conduct rapid visual and verbal "sweeps" of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Formatted: Font: 14 pt, Font color: Accent 1
Formatted: Font color: Accent 1
Formatted: Font: Not Bold, No underline, Font color: Accent 1
Formatted: Font: 14 pt, Font color: Accent 1
Formatted: Font: 14 pt, Font color: Accent 1
Formatted: Font: 14 pt

Evacuation Locations

In the event that the situation requires a further distance be placed between individuals and the facility, the Incident Commander will direct individuals to proceed to the designated meeting area.

Bonita Resource CenterRC~~/Bonita Training, Research and Development Center (Bonita)~~:

3252 Bonita Road, Chula Vista, CA 91910
Cross Street: Andorra Way
Emergency Meeting Area~~: Front:~~ Front of Building Next to ~~Flag Pole~~Flagpole to Vons in Bonita



Evacuation Meeting Area: Front of Building Next to ~~Flag Pole~~Flagpole then to Vons in Bonita

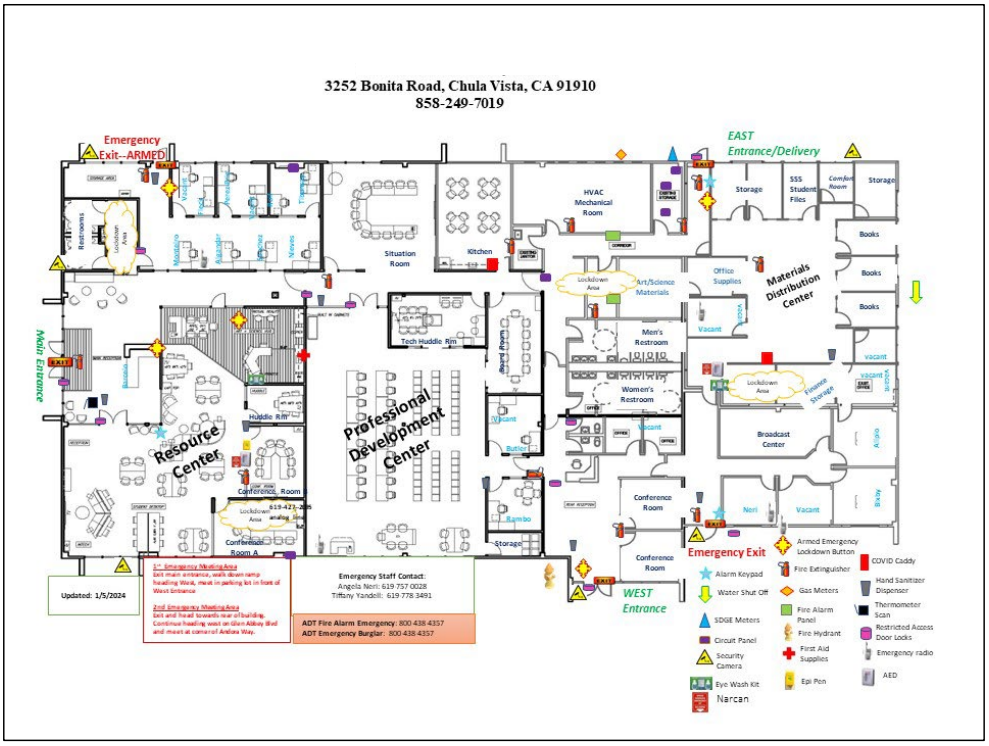
Formatted: No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold

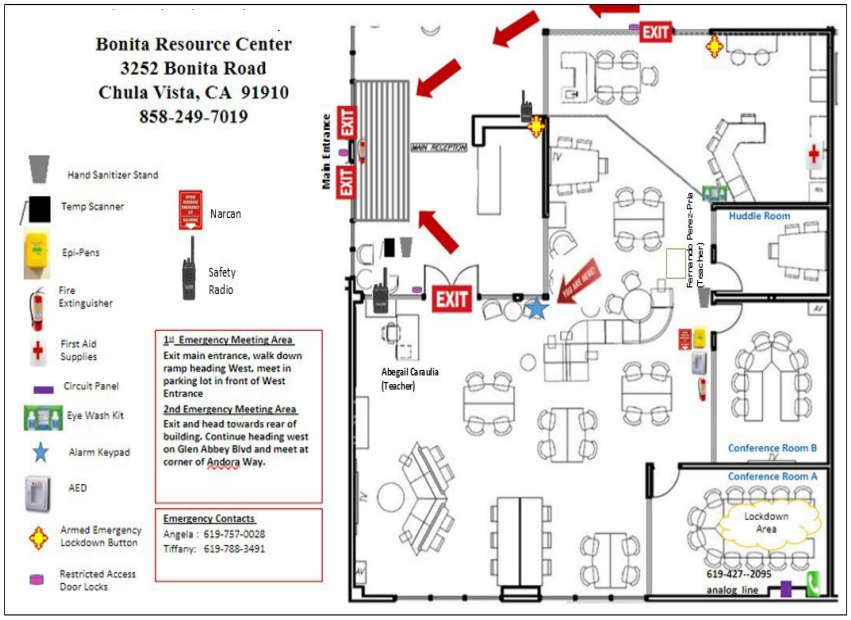
Bonita Plan

Formatted: Font: Not Bold, Font color: Accent 1



Bonita ~~RC~~ Plan

Formatted: Font: Not Bold, Font color: Accent 1



Reviewed: 03/21/2025

Heritage Plaza (Otay Ranch) Resource Center**:** 1392 E. Palomar St., #202, Chula Vista, CA 91913

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Cross Street: Santa Rita Street

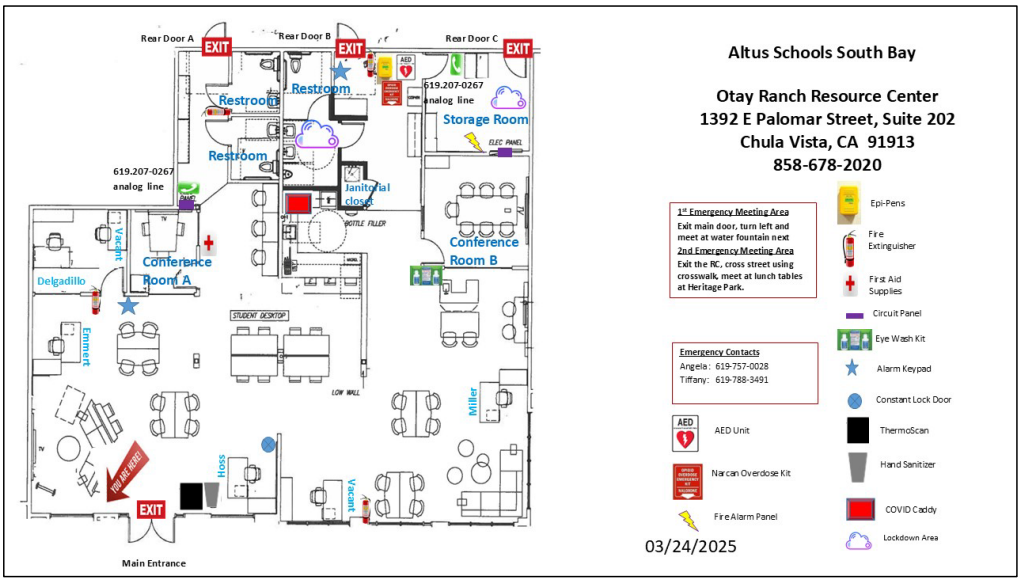
Emergency Meeting Area: ~~-~~#1 Tastea Grill in open area ~~patio, #~~patio, 2 Park across the street next to the pond



Heritage Plaza (Otay Ranch) Plan

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold



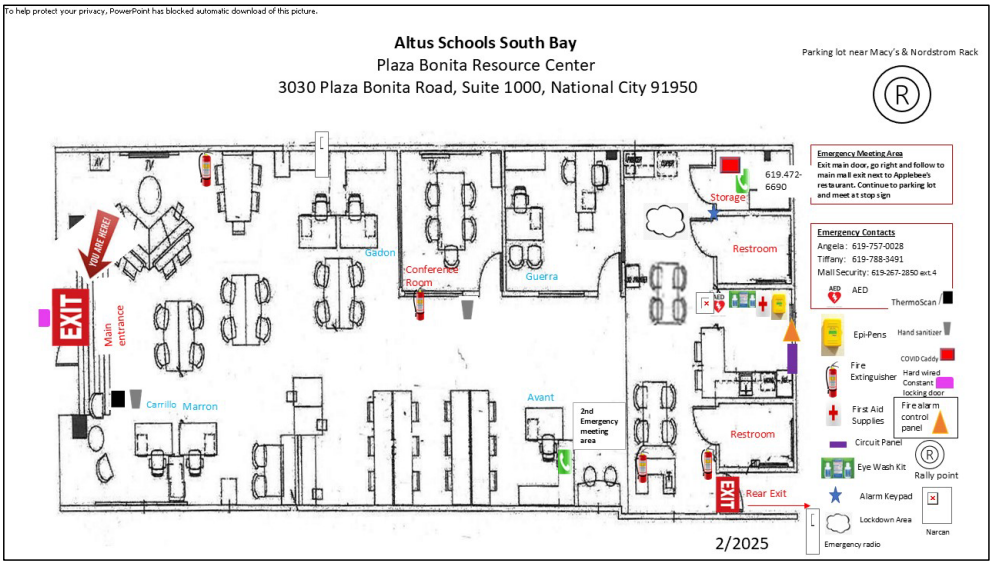
Plaza Bonita Resource Center:~~:~~ ~~3030~~ 3030 Plaza Bonita Road, National City, CA 91950
Cross Street: Sweetwater Road
Emergency Meeting Area~~:~~ ~~Exit~~: Exit Near Applebee's Side Parking Lot then to the Stop Sign

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: Not Bold



Plaza Bonita Plan

Formatted: Font: Not Bold, Font color: Accent 1



Sommerset (Chula Vista) Resource Center~~: 1655~~: 1655 Broadway, Suites 13&14, Chula Vista, CA 91911

Cross Street: Anita St.

Emergency Meeting Area~~: Parking~~: Parking lot by marquee then corner of Anita and Broadway Streets



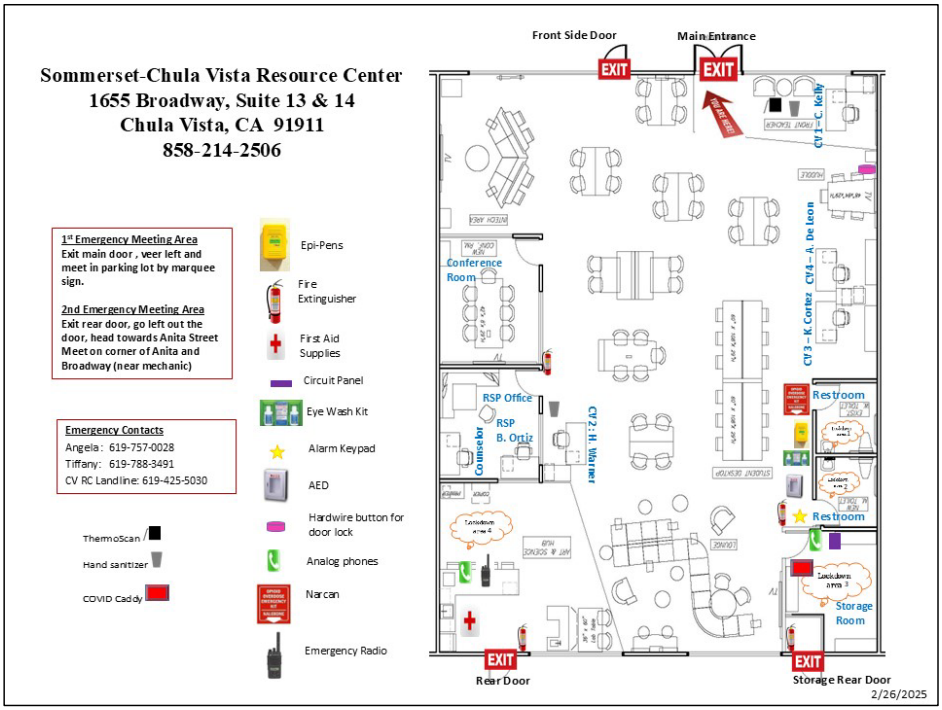
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Sommerset Plan

Formatted: Font: Not Bold, Font color: Accent 1



Persons with Disabilities

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. The Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Return to Resource Center

The Incident Commander, in consultation with the Public Safety Incident Commander, if necessary, will determine when individuals can return to the resource center.

Lockdown Procedure

Emergency Lockdown Procedures

If an emergency situation near an Altus Schools South Bay RC endangers student or staff safety,

***Lockdown the Resource Center*.**

FIRST: Follow the ~~below lockdown procedures~~lockdown procedures below and notify a Safety Committee Member immediately.

During a lockdown, several security measures will take place:

1. A teacher or designee will declare **"this is a lockdown"** alerting staff and students in a calm manner.
2. All students and staff remain in their RC ~~or offices~~.
3. All RC doors and windows are to be closed and locked.
4. All window blinds should be drawn or closed.
5. A staff member will activate "STAY" function on ADT/~~Protection One~~Everon Security Alarm Panel.
6. Safety Ambassador or designee will call/email Executive Safety Committee.
7. A staff member will take a head count of ALL persons in RC/building
8. A staff member will use the attached Sign In sheet for ALL persons on location.
9. All lights should be turned off (as needed)
10. A member of the Altus Schools South Bay Safety Committee will communicate and work directly with the Resource Center Safety Ambassador and/or designee.

~~10.~~

ONE TO ONE COMMUNICATION. NOT EVERYONE NEEDS TO CALL.

11. *No one is permitted to leave and no one, including a parent, is allowed in the RC.*
12. Students and staff will remain quiet and calm.
13. All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors as needed.
14. First aid will be rendered by staff as necessary.
15. Resource Center staff should defer media statements to the Communications Department.

Only a member of the Altus Schools South Bay Safety Committee may lift a lock down.

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Indent: Left: 0.25", No bullets or numbering

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

Persons who may activate ~~a RC~~an RC lockdown:

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold

- Any member of a school staff or community safety support (Police, Fire, Mall Management, etc.) may declare a lockdown.

Conditions in which to activate a school-wide or RC specific lockdown may include, but not limited to:

- Authorities inform the school or RC of a dangerous situation in close proximity to the facility.
- The immediate pursuit of a dangerous suspect.
- The execution of a high-risk search or arrest warrant.
- A large-scale enforcement operation involving potentially dangerous suspects.
- Someone with a weapon is en route to a RC.
- Gunshots are heard nearby.
- An act of terrorism.

BEST PRACTICE: enroll your work email on local media news alerts for your area.

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Should a lockdown occur, parents should be aware of the following:

- Remain calm as school and local authorities manage the situation.
- If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. School staff will attempt to notify parents by phone.
- Parents may be required to pick up children from the RC or another designated staging area, once it is determined to be safe to do so.
- Parents will be required to present identification.
- The reunification location will be given to parents over the phone, if possible.
- Students and parents are reminded that during an emergency situation, cellular locations may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff at the RC.

Following Lockdown:

- The Safety Ambassador for the RC will fill out and submit to Angela Neri within 24 hours:
    - Lockdown Incident Report Form
    - Emergency Sign-In Report
    - Emergency Student Sign Out Report

- The Safety Committee will convene within 72 hours to debrief
- The Safety Ambassador Coordinator will keep a record of all occurrences.

LOCKDOWN INCIDENT REPORT

Formatted: Font: Myriad Pro, 16 pt, Not Bold, Font color: Accent 1

Resource Center/Building:	**Duration of Lockdown:** **Beginning time:** **End Time:**
Date of Incident:	**Report Prepared by:**
Name of Executive Safety Lead Notified:	

1. Type of Incident/Brief Explanation:

2. Who declared the lockdown?

3. How did you hear about the need for a lockdown?

4. W~~h~~ere there any First Aid or Health matters during the lockdown? If so, please explain.

5. Is there a need for follow up to any students/parents?

6. Did you have enough communication, information, and resources during your lockdown?

7. Are there any recommendations:

***Attach this report to the Sign in Sheets and the Sign Out report.**
Return entire Lockdown packet to Angela Neri within 24 hours.

Signature: _____Date: _____

Date Report Received: _____

~~ALTUS SCHOOLS SOUTH BAY~~ASSB ~~EMERGENCY~~
~~LOCKDOWN~~EMERGENCY ~~SIGN~~LOCKDOWN SIGN ~~IN SHEET~~IN SHEET

(ALL persons in RC/building sign in)

When the Safety Team lifts the lockdown please use the attached Emergency Release Record to sign students out.

Date/Time of lockdown:	**RC/Building:**	**Name of Safety Ambassador Notified:**

Use the ~~below sign in sheet~~sign in sheet below for **ALL** persons in the lock down area.
NO ONE is to leave OR enter the RC/building.

	Last Name	**First Name**	**Position/Role**	**Signature**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				

Formatted: Font: 16 pt, Font color: Accent 1

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

23				
24				

EMERGENCY RELEASE SIGN OUT RECORD PAGE 1 of __

Formatted: Font: Not Bold, Font color: Accent 1

Date:	Time of lockdown:	Safety Ambassador lifted lockdown:
RC/Building:	Time lockdown lifted:	Location of students at Lift:

PLEASE PRINT

1.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

2.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

3.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

4.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 2 of __

Formatted: Font: Not Bold, Font color: Accent 1

5.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

6.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

7.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

8.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

9.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 3 of __

Formatted: Font: Not Bold, Font color: Accent 1

10.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

11.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

12.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

13.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

14.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 4 of __

Formatted: Font: Not Bold, Font color: Accent 1

15.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

16.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

17.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

18.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

19.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 5 of __

Formatted: Font: Not Bold, Font color: Accent 1

20.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

21.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

22.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

23.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

24.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 6 of __

Formatted: Font: Not Bold, Font color: Accent 1

25.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

26.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

27.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

Parent Notification & Reunification Procedure

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Following a lockdown or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification

Formatted: Font color: Accent 1

In the event the ~~School Coordinator~~School Administrator determines students are to be released from school, or that notification of parents/guardians is warranted, he/she will first notify the Director of Operations & Technology. A collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the school's student database.

Reunification

Formatted: Font color: Accent 1

Reunification will generally occur from the location pre-identified as the meeting evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Incident Command Team members will use school attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Earthquake Procedure

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this RC.

Notification

Give the command to "Drop, Cover, and Hold" at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your evacuation procedures after confirming the path and destination are safe.

Do not return to the inside of any building until emergency personnel has checked the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.

Advise the ~~School Coordinator~~School Administrator of the situation. Contact the Director of Operations & Technology at (619) 778-3491.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Italic, Font color: Accent 1

Formatted: Font color: Accent 1

Formatted: Font color: Accent 1

Fire Procedure

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this RC.

Notification

Notify your ~~School Coordinator~~School Administrator. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department ("9-1-1") or notify Director of Operations & Technology by calling 619-778-3491. The Director of Operations & Technology will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify the Director of Operations & Technology of injuries.

Activate specific components of your emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the assembly area until the situation is under control.

Have some staff standing by the entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the RC or arrange for an early dismissal.

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Italic, Font color: Accent 1

Formatted: Font color: Accent 1

Altus SCHOOLS

Fire/Earthquake
Evacuation Drill Report

_____
School/Resource Center

Date of Training/Drill	Time of Training/Drill	Duration (in minutes)	Number of Students Participating

**Please conduct the drill at least three times on different days and/or times so as many students as possible can participate.*

1. Names of staff members participating in drill:

2. If there were others present during the drill, please list their names and reasons for being at the location (volunteer, guest speakers, parent, etc.):

3. Location of Evacuation/Assembly Area:

4. What worked particularly well during the training and drill?

5. How could the training/drill be improved to make it more effective?

6. Any other suggestions?

7. Safety Supplies have been reviewed?
   - ❑ *See attached for needed items*
   - ❑ *Reviewed and NO items are needed at this time*

Report prepared by: _____

Signature: _____ *Date:* _____

Safety Supplies

Formatted: Font color: Accent 1

The following checklist will help you identify the items that you will review each time you perform a drill. If your kit needs replenishment, please identify the item(s) below.

First Aid Kit

- ❑ Twenty Gauze pads, non-sterile (3 x 3 or 4 x 4)
- ❑ Four Roller Gauze, 4" wide, to secure gauze pads over wounds
- ❑ Two Adhesive tape, 1" wide, to secure gauze pads or bandages over wound
- ❑ Fifty Band-Aids, Regular size, 1" x 3", to cover minor wounds
- ❑ Twenty Band-Aids, small, to cover minor wounds (finger)
- ❑ Ten Band-Aids, large, to cover large wounds
- ❑ Five Pairs Latex-free gloves, Medium
- ❑ Two Cold compress
- ❑ Twenty Cotton Tip Applicators
- ❑ Two Triangular Bandage
- ❑ Four Thermometers-disposable
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Blood Bourne Pathogen Kit (BBP Kit)

- ❑ Wastebasket for supplies storage
- ❑ Marked spray bottle to create disinfectant solution
- ❑ Dishwashing Soap
- ❑ Sponge
- ❑ Gloves
- ❑ Zip lock baggies
- ❑ Roll of paper towels
- ❑ Brush and dust pan
- ❑ Wastebasket size plastic liners
- ❑ Kitty litter
- ❑ Disposable plastic aprons
- ❑ Written instructions for the use of the BBP kit and materials
- ❑ 1 pair Goggles
- ❑ 2 pairs Shoe Covers

Backpack Survival Kit

- ❑ Emergency Preparedness Binder (contains
- ❑ Safety Plan and other documents) Transistor AM/FM radio
- ❑ Wired Phone
- ❑ Safety glow sticks - 2
- ❑ Candles - 2
- ❑ Emergency Blanket
- ❑ Waterproof Matches
- ❑ Whistle (located on the end of the "Life Gear" glow stick)
- ❑ Flashlights
- ❑ Duct Tape
- ❑ Pad of Paper Marker

Field Trip First Aid Kit

- ❑ Ten Sterile gauze pads, 2"x2"
- ❑ Two Gauze roller, 4"
- ❑ Four Gauze roller, 2"
- ❑ Fifteen Band-Aids, Regular size, 1"x3"
- ❑ Five Band-Aids, large
- ❑ Two Triangular bandage
- ❑ One Adhesive tape, 1"
- ❑ One Hand sanitizer, 2oz bottle
- ❑ One First Aid Antiseptic, 2oz bottle
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Science Cart First Aid Kit

- ❑ One Absorbent Compress
- ❑ Ten Antibiotic Cream
- ❑ Ten Antiseptic Towelettes
- ❑ Ten Burn Cream
- ❑ Five Fabric fingertip bandages
- ❑ Four Fabric Knuckle Bandages
- ❑ One First Aid Tape
- ❑ One Forceps 4"
- ❑ Four Gauze pads 3x3
- ❑ One Gauze roll, 2" x 6 yd
- ❑ One Instant Ice Pack 5x7"
- ❑ 2 large Nitrile Gloves
- ❑ Sixteen Plastic Bandages 1x3"
- ❑ One Scissors 4"
- ❑ One Sting Wipes 1 x2"
- ❑ One Triangular Bandage 40x40x56"
- ❑ First Aid Facts Guide

COVID Caddy

- ❑ One Disinfectant wipes
- ❑ Two Disinfectant spray
- ❑ Paper towels
- ❑ One box of Masks
- ❑ One box of Gloves
- ❑ One Thermometer with Batteries
- ❑ Hand sanitizer

Notes:

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

OVERVIEW

A. Response to armed assailants has focused on implementing a school lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the "Run, Hide, Fight" model.

~~A.~~

B. Armed assailant drills have both benefits and concerns associated with their implementation.
   - Armed assailants in schools account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.
   - Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.
   - Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.

DRILL APPROACHES AND PLANNING

A. Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.

~~A.~~

B. Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.

~~B.~~

C. Schools should keep simulation techniques appropriate to the participants' developmental maturity.
   - Inform participants of the use and purpose of props and simulation aids prior to the drill.
   - Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.

D. Regular practice helps participants develop readiness and quickly access and apply knowledge.

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Centered
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.33", No bullets or numbering
Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Centered
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.33", No bullets or numbering
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.33", No bullets or numbering
Formatted: Not Expanded by / Condensed by
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.58", No bullets or numbering
Formatted: Font: 12 pt

DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.

B. It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.

~~B.~~

C. School-employed mental health professionals should be involved in every stage of preparation.

- Prior to the drill, staff should be trained to recognize common trauma reactions.
- Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.
- After completion, staff and students should have access to mental health support, if needed.

•

D. Participation should never be mandatory, and parental consent should be required for all students.

~~D.~~

E. If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.

STEPS FOR CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.

~~1.~~

2. Conduct a needs assessment of the school community.

~~2.~~

3. Implement a cost–benefit analysis that considers all emergency preparedness needs and options.

~~3.~~

4. Tailor drills to the context of the school environment.

~~4.~~

5. Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.

~~5.~~

6. Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.

~~6.~~

7. Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.

~~7.~~

8. Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Centered
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.33", No bullets or numbering
Formatted: Not Expanded by / Condensed by
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.58", No bullets or numbering
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.33", No bullets or numbering
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Centered
Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.33", No bullets or numbering
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.33", No bullets or numbering
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.33", No bullets or numbering
Formatted: Not Expanded by / Condensed by
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.33", No bullets or numbering
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.33", No bullets or numbering
Formatted: Not Expanded by / Condensed by
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.33", No bullets or numbering
Formatted: Not Expanded by / Condensed by
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.33", No bullets or numbering

Active Shooter and Other Armed Assailant Drills

INTRODUCTION

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

PART I: OVERVIEW

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Centered

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Centered

Formatted: Font: 12 pt

Formatted: Font: 12 pt

active shooter refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

Formatted: Font: 12 pt

A. Background

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a RC). These approaches include adapting the "Run, Hide, Fight" model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

Formatted: Font: 12 pt

B. Benefits and Concerns Associated with Armed Assailant Drills

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Costs versus benefits. School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on school grounds is possible—and devastating if it happens—it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

resources available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.

Empowerment versus potential harm. The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological makeup are among the many factors that influence the potential for harm.

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

Available research. Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.

Potential lawsuits. The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt

PART II: DRILL APPROACHES AND PLANNING

A. Traditional Lockdown Versus Options-Based Drills

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options- based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade RC doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the school campus (e.g., ease of access to outside doors and proximity of places to hide other than a resource center).

B. Hierarchy of Education and Training Activities

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of Education, 2006a). ***Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.***

C. Simulations and Simulation Techniques

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1
Formatted: Centered
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt

(Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

Drills utilizing props and simulation aids. Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.

Airsoft as a simulation aid. Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.

B. Considerations

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly "escape" into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

C. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed.

Formatted: Font: 12 pt

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Centered

A. Impact of Adult Behavior on Children's Behavior

Formatted: Font: Not Bold, Font color: Accent 1

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

Formatted: Font: 12 pt

B. Developmental Levels of Safety Awareness

Formatted: Font: Not Bold, Font color: Accent 1

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

Formatted: Font: 12 pt

C. Mental Health Support and Considerations

Formatted: Font: Not Bold, Font color: Accent 1

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

Formatted: Font: 12 pt

Before an armed assailant drill or simulation, Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction

During an armed assailant drill or simulation, Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.

After an armed assailant drill or simulation. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school- employed mental health professionals after the event to provide additional assistance if needed.

D. Parent Consent

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- Parent permission – parents return a permission slip allowing their child to participate.
- Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.
- Parent notification – parents are notified, but no consent form is used; thus, schools assume participation is granted unless parents assertively state otherwise.

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

Formatted: Font: 12 pt
Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1
Formatted: Centered

1. Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:
   - Identifies a lead person to coordinate school safety efforts, including drills;
   - Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;
   - Takes a lead in identifying the most appropriate preparedness activities for the school;
   - Provides ongoing professional development and training as needed; and
   - Ensures that the school's policies are in compliance with state laws and school board policies.

2. Conduct an assessment of the school community to:
   - Identify the types of crisis events most likely to occur,
   - Determine the current school culture and climate,
   - Map existing resources and capacities of school personnel or school safety teams, and
   - Identify any related policies that should be considered in the planning of drills.

3. Implement a cost–benefit analysis that:
   - Considers financial costs in relation to the likelihood of a particular crisis;Identifies what resources, activities, or preparedness training must be replaced or postponed to engage in active shooter or other armed assailant drills;
   - Balances the need to empower school staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);
   - Considers the current knowledge and identified needs of the staff; and
   - Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.

4. Tailor drills to the context of the school environment, taking into consideration:
   - The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);
   - Age, cognitive, and developmental levels of awareness of students;
   - Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;
   - The capacity, comfort level, and trust among staff;
   - Administrative support;
   - Optimal timing, including time of year, day of the week, and time of the day;
   - Relationships with external partners, law enforcement, and other first responders; and
   - The layout of the school building and campus.

Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt

5. Create a plan of progression that:
   - Considers whether any previous activities have been conducted in the school;
   - Starts with simple, low-cost, discussion-based exercises;
   - Considers all available types of drills;
   - Identifies specific objectives and goals for the drills; and
   - Identifies a timeline and metrics to help determine whether more complex exercises are needed.

6. Prepare for logistics of the drill to ensure that:
   - Previous traumatic experiences of those involved are considered;
   - School staff learn to recognize stressful reactions to drills;
   - Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;
   - School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;
   - Adequate follow up is available for students or staff with questions; and
   - Appropriate methods to evaluate outcomes are implemented.

7. Develop a communications plan that:
   - Informs members of the school community of planned drills and what will be entailed;
   - Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;
   - Provides opt-out options for staff and students; and
   - Encourages feedback and evaluation by participants after the fact.

8. Establish a long-term follow up plan to support sustainability that considers:
   - What additional training is required;
   - How the drill integrates with other school safety and crisis prevention efforts;
   - How current and previous training and knowledge can be maintained and built upon; and
     - When follow-up should be conducted and how often.

CONCLUSION

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 16 pt, Font color: Accent 1
Formatted: Font: 16 pt
Formatted: Font: 12 pt

SECTION FOUR

Emergency Plan Roles & Responsibilities

Formatted: Font: 14 pt, Font color: Accent 1

Formatted: Font: 14 pt

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Incident Command Team

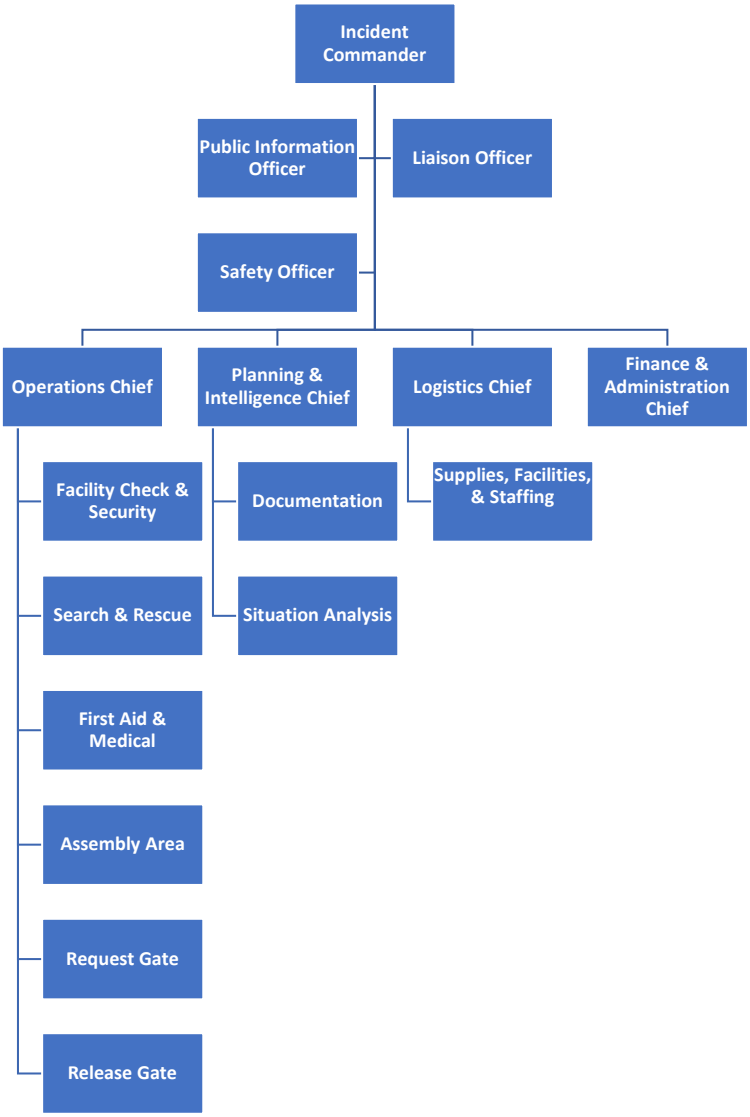
Organizational Chart

Formatted: Font: 16 pt, Font color: Accent 1

Formatted: Font: 16 pt

Formatted: Font: 14 pt, Font color: Accent 1

Formatted: Font: 14 pt



INCIDENT COMMAND TEAM ASSIGNMENTS

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

(This assignment list identifies the names of individuals assigned to positions)

Primary	Position	Alternate
Mary Bixby	Incident Commander	Tim Tuter
Tim Tuter	Safety Officer	Angela Neri
~~Amanda Akle~~Elizabeth Orona	Public Information Officer (PIO)	Tiffany Yandell
Eleanor Pe	Liaison Officer	~~Amanda Akle~~Elizabeth Orona
Tim Tuter	Operations Chief	Allison Fleck
Angela Neri	Facility Check/Security	Allison Fleck
Safety Ambassador by Location	Search & Rescue Team Leader	Allison Fleck
Eleanor Pe	First Aid & Medical Team Leader	Designated per location
~~School Coordinator~~School Administrator	Assembly Area	Allison Fleck
Safety Ambassadors (per location)	Request Point	Allison Fleck
Safety Ambassadors (per location)	Release Point	Allison Fleck
Allison Fleck	Planning Chief / Logistics Chief	Angela Neri
Angela Neri	Documentation	Aida Garcia
Tiffany Yandell	Situation Analysis	Angela Neri, Eleanor Pe
Tiffany Yandell	Supplies/Facilities/Staffing	Angela Neri, Aida Garcia
Lynne Alipio	Finance & Administration Chief	Tim Tuter

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Position Activation Information

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold

Equipment

Formatted: Font: Not Bold, Font color: Accent 1

Every position on the Incident Command Team will require the following equipment:

1. Identification vest
2. Two-way campus radio
3. Paper and pens/pencils
4. Job description clipboard

Position-Specific Equipment

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold

1. Once notified of your assignment, put on your vest.
2. Check in with the Incident Commander at the Incident Command Post for a situation briefing.
3. Check in with your Chief for details and updates associated with your position.
4. Obtain necessary equipment and supplies.
5. Open and maintain a Position Log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:
    a. Messages received
    b. Actions taken
    c. Decision justifications and documentation
    d. Requests filled
    e. Document missing staff

Position Deactivation

Formatted: Font: Not Bold, Font color: Accent 1

1. At the direction of the Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.
2. Return equipment and reusable supplies to Logistics.

Section: ~~Command~~: Command

Position: Incident Commander

Responsibility: The Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Command Post to observe and direct all operations. Ensures the safety of students, staff and others.

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- ☐ Crisis Response Boxes
- ☐ Emergency Disaster Kit
- ☐ Master keys
- ☐ Position-Specific forms
- ☐ AM/FM radio (battery)
- ☐ Command Post Tray (pens, etc.)
- ☐ Emergency Plan
- ☐ Tables & chairs (if Command Post is outdoors)
- ☐ Job Description Clipboards
- ☐ Bull horn
- ☐ Staff rosters (2 sets)
- ☐ Copies of Forms

Start-Up:

- ☐ Assess type and scope of emergency.
- ☐ Determine threat to human life and structures.
- ☐ Implement Emergency Plan and Emergency Procedures.
- ☐ Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives.
- ☐ Activate functions (assign positions) as needed.
- ☐ Fill in Incident Command Team Assignment Form as positions are staffed.
- ☐ Appoint a backup or alternate Incident Commander in preparation for long-term operations.

During Event:

- ☐ Continue to monitor and assess total school situation:
- ☐ View location map periodically for Search & Rescue progress and damage assessment information.

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: 12 pt

- ☐ Check with chiefs for periodic updates.
- ☐ Reassign personnel as needed.
- ☐ Develop and communicate revised incident action plans as needed.
- ☐ Authorize release of information.
- ☐ Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.
- ☐ Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**
- ☐ Release staff as appropriate. By law, during a disaster, the staff will become "Disaster Service Workers."
- ☐ Remain on and in charge of your RC until the incident has been resolved.

After:

- ☐ Authorize deactivation of sections or units when they are no longer required.
- ☐ Deactivate the entire emergency response.
- ☐ Ensure that any open actions not yet completed will be taken care of after deactivation.
- ☐ Ensure the return of all equipment and reusable supplies to Logistics.
- ☐ Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.
- ☐ Proclaim termination of the emergency and proceed with recovery operations if necessary.

Section~~: Command~~: Command

Position~~: Safety~~: Safety Officer

Reports To: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Special Equipment:

- ☐ Hard hat (if available)

During Event:

- ☐ Monitor drills, exercises, and emergency response activities for safety.
- ☐ Identify and mitigate safety hazards and situations.
- ☐ Stop or modify all unsafe operations.
- ☐ Ensure that responders use appropriate safety equipment.
- ☐ Think ahead and anticipate situations and problems before they occur.
- ☐ Anticipate situation changes, such as severe aftershocks, in all planning.
- ☐ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Left

Formatted: Font: 12 pt

Section: ~~Command~~: Command

Position: ~~Public~~: Public Information Officer

Reports To: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the school ***as soon as it is available.***

The Public Information Officer acts as the official spokesperson for the school in an emergency situation.

Special Equipment:

- ☐ Battery operated AM/FM radio
- ☐ Marking pens
- ☐ Scotch tape/masking tape
- ☐ Forms:
  - Public Information Release Worksheet
  - School Accountability Report Card
- ☐ Scissors
- ☐ School map(s) and area map(s):
  - 8-1/2 x 11 handouts
  - Laminated display
- ☐ Tape recorder and tapes

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: 12 pt

Start-Up Activities:

Formatted: Font: 12 pt

- ☐ Determine a possible "news center" location as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- ☐ Identify yourself as the "Public Information Officer" (vest, visor, sign, etc.)
- ☐ Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.
- ☐ Advise arriving media that the school is preparing a press release and approximate time of its issue.
- ☐ Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- ☐ Keep up-to-date on the situation.
- ☐ Statements must be approved by the Incident Commander and should reflect:
  - Reassurance — EGBOK — "Everything's Going To Be OK."
  - Incident or disaster cause and time of origin.
  - Size and scope of the incident.
  - Current situation — condition of school, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
  - Resources in use.
  - Best routes to school if known and appropriate.
  - Any information school wishes to be released to the public.
  - **Read** statements if possible.
- ☐ When answering questions, be complete and truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase "no comment."
- ☐ **Remind school/staff volunteers to refer *all* questions from media or waiting parents to the PIO.**
- ☐ Update information periodically with Incident Commander.
- ☐ Ensure announcements and other information is translated into other languages as needed.

- ☐ Monitor news broadcasts about incident. Correct any misinformation heard.

Section: ~~Command~~: Command

Position: ~~Liaison~~: Liaison Officer

Reports to: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the school and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

During Event:

- ☐ Brief Agency Representatives on current situation, priorities and incident action plan.
- ☐ Ensure coordination of efforts by keeping Incident Commander informed of agencies' action plans.
- ☐ Provide periodic update briefings to Agency Representatives, as necessary.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

Formatted: Font: 12 pt

Section: ~~Operations:~~ Operations

Position: ~~Operations:~~ Operations Chief

Reports to: **Incident Commander**

Staffing Characteristics: The Operations Chief should be a staff member familiar with the school and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which can include Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.

Special Equipment:

- ☐ Search & Rescue equipment
- ☐ Maps: See Crisis Response Box

During Event:

- ☐ Assume the duties of all operations positions until staff is available and assigned.
- ☐ As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- ☐ Coordinate Search & Rescue operations. Appoint Search & Rescue Team Leader to direct their operations, if necessary.
- ☐ As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- ☐ Inform the Incident Commander regarding tasks and priorities.
- ☐ Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- ☐ Schedule breaks and reassign Operations staff within the section as needed.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Section: ~~Operations~~: Operations
-Position: Facility Check & Security

Reports to: **Operations Chief**

Staffing Characteristics: Building Safety Supervisor or others familiar with the school's facilities.

Responsibility: Controls utilities, restricts access to unsafe areas and communicates damage to the Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.

Special Equipment:

- ☐ Hard hat
- ☐ Work gloves
- ☐ Whistle
- ☐ Master keys
- ☐ Bucket or duffel bag with goggles
- ☐ Flashlight
- ☐ Dust masks
- ☐ Yellow caution tape
- ☐ Shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- ☐ Check condition and take along appropriate tools.

During Event:

- ☐ As you do the following, observe the campus and report any damage to the Command Post.*
- ☐ Lock or open gates and major external doors appropriate for the situation.
- ☐ Locate/control/extinguish small fires as necessary.
- ☐ Check gas meter and, ***if gas is leaking,*** shut down gas supply.
- ☐ Shut down electricity only if building has clear structural damage or advised to do so by Command Post.
- ☐ Post yellow caution tape around damaged or hazardous areas.
- ☐ Verify that campus is "locked down" and report same to Incident Command Post.

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font color: Accent 1
Formatted: Font: 12 pt

- ☐ Advise Incident Command Post of all actions taken for information and proper logging.
- ☐ Be sure that the entire campus has been checked for safety hazards and damage.
- ☐ No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- ☐ Direct traffic of vehicles of parents, public safety, and media as appropriate.

Section~~: Operations~~: Operations

Position~~: Search~~: Search & Rescue Team Leader

Reports to: **Operations Chief**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports situation to the Operations Chief.

Special Equipment:

- ☐ Search & Rescue Team Member Backpack

Start-Up Activities:

- ☐ **You must be wearing sturdy shoes and long sleeves.**
- ☐ Put batteries in flashlight.
- ☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- ☐ **Teams should be assigned based on available manpower.**

During Event:

- ☐ **Buddy system~~: Minimum~~: Minimum of 2 persons per team.**
  - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
  - **Follow all operational and safety procedures.**
- ☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- ☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- ☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.

Formatted: Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Left

Formatted: Font: 12 pt

Formatted: Font: 12 pt

When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section~~: Operations~~: Operations

Position~~: Search~~: Search & Rescue Team

Reports to: **Search & Rescue Team Leader**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the RC for damage, rescues victims, reports situation to the Search & Rescue Team Leader.

Special Equipment:

☐ Search & Rescue Team Member Backpack

Start-Up Activities:

☐ **You must be wearing sturdy shoes and long sleeves.**
☐ Put batteries in flashlight.
☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
☐ **Teams should be assigned based on available manpower.**

During Event:

☐ **Buddy system~~: Minimum~~: Minimum of 2 persons per team.**
- Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
- **Follow all operational and safety procedures.**

☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 12 pt

When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations

First Aid & Medical Team Leader

Reports to: **Operations Chief**

Staffing Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).

Responsibility: Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.

Special Equipment:

- ☐ Marking pens
- ☐ First Aid Supplies~~: Stretchers~~: Stretchers, Blankets, Vests (if available), Quick reference medical guides
- ☐ Tables & chairs
- ☐ Ground cover/tarps
- ☐ Forms: Notice of First Aid Care Given Form
- ☐ Medical Treatment Victim Log
- ☐ Morgue supplies:
  - Tags
  - Vicks Vapor Rub
  - Pens/Pencils
  - Plastic tarps
  - Plastic trash bags
  - Stapler
  - Duct tape
  - 2" cloth tape

Start-Up Activities:

- ☐ Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- ☐ Request assistance from the Crisis Response Team for psychological staff and student needs

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

Formatted: Font: 12 pt

Formatted: Font: 12 pt

- ☐ Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- ☐ Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- ☐ Assess available inventory of supplies & equipment.
- ☐ Review safety procedures and assignments with personnel.
- ☐ Establish point of entry ("triage") into treatment area.
- ☐ Establish "immediate" and "delayed" treatment areas.
- ☐ Set up a separate Psychological First Aid area with staff trained in CISM from the Crisis Response Team.
- ☐ Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:
- ☐ If directed, set up morgue area. Verify:
  - Tile, concrete, or other cool floor surface
  - Accessible to Coroner's vehicle
  - Remote from assembly area
  - Security: keep unauthorized persons out of morgue.
  - Maintain respectful attitude.

During Event:

- ☐ Oversee care, treatment, and assessment of patients
- ☐ Ensure caregiver and rescuer safety
  - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- ☐ Make sure that accurate records are kept.
- ☐ Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.
- ☐ If needed, request additional personnel from Logistics.
- ☐ Brief newly assigned personnel.
- ☐ Report deaths immediately to Operations Chief.
  - **After pronouncement or determination of death:**
  - ***Do not*** move the body until directed by Command Post.
  - ***Do not*** remove any personal effects from the body. Personal effects must remain with the body ***at all times.***
  - As soon as possible, ***notify Operations Chief***, who will notify the Command Post, who will attempt to notify law

enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.

- Keep accurate records and make available to law enforcement and/or the Coroner when requested.
- Write the following information on two tags:
  - Date and time found.
  - Exact location where found.
  - Name of decedent, if known.
  - If identified—how, when, by whom.
  - Name of person filling out tag.
  - Attach one tag to body.
  - If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.

☐ Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.

☐ Keep Operations Chief informed of overall status.

☐ Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.

☐ Stay alert for communicable diseases and isolate appropriately.

After:

☐ Conduct a Critical Incident Stress Debriefing for staff.

Section~~: Operations~~: Operations

Position~~: First~~: First Aid & Medical Team

Reports to: **First Aid & Medical Team Leader**

Staffing Characteristics: Trained in first aid and CISM

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- ☐ First-aid supplies
- ☐ Marking pens
- ☐ Stretchers, blankets, vests (if available)
- ☐ Quick reference medical guides
- ☐ Tables, chairs, ground cover/tarps, medication from ~~health office~~the Health Team
- ☐ Forms~~: Notice~~: Notice of First Aid Care Given Form, First Aid & Medical Treatment Victim Log
- ☐ **Start-Up Activities:**
- ☐ Obtain & wear personal safety equipment including latex gloves.
- ☐ Use approved safety equipment and techniques.
- ☐ Check with First Aid & Medical Team Leader for assignment.

During Event:

- ☐ Administer appropriate first aid.
- ☐ **Keep accurate records of care given**.
- ☐ Continue to assess victims at regular intervals.
- ☐ Report deaths immediately to First Aid & Medical Team Leader.
- ☐ If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim.**
- ☐ Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available.

Triage Entry Area:

- ☐ Staffed with minimum of 2 trained team members, if possible.

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: 12 pt
Formatted: Font: 12 pt

- ☐ One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- ☐ Second team member logs victims' names on form and sends forms to Incident Command Post as completed.

Treatment Areas ("Immediate" & "Delayed")

- ☐ Staff with minimum of 2 team members per area, if possible.
- ☐ One member completes secondary head-to-toe assessment.
- ☐ Second member records information on triage tag and treatment records.
- ☐ Follow categories~~: Immediate~~: Immediate, Delayed, Dead

Formatted: Font: 12 pt

After:

- ☐ Clean up First Aid & Medical Treatment Area. Dispose of hazardous waste safely.
- ☐ Assist in the Critical Incident Stress Debriefing for the staff

Section: ~~Operations~~: Operations
Position: ~~Assembly~~: Assembly Area

Reports to: **Operations Chief**

Staffing Characteristic: Trained in managing large groups of students

Responsibility: Ensure the care and safety of all students (except those who are in the First Aid & Medical Treatment Area).

Special Equipment:

- ☐ Ground cover and tarps
- ☐ First aid kit, water, food, sanitation supplies
- ☐ Student activities~~: books~~: books, games, coloring books, etc.
- ☐ Forms:
  - Student Accounting Form
  - Notice of First Aid Care Given Form

Start-Up Activities:

- ☐ Request additional personnel, if needed.
- ☐ If school is evacuating:
  - Verify that the assembly area and routes to it are safe.
  - Count or observe the students as they exit, to make sure that all students evacuate.
  - Initiate the set-up of portable toilet facilities and hand-washing stations.

During Event:

- ☐ Monitor the safety and well-being of the students and staff in the Assembly Area.
- ☐ Administer minor first aid as needed.
- ☐ Support the Release Gate Unit process by releasing students with appropriate paperwork.
- ☐ When necessary, provide water and food to students and staff.
- ☐ Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- ☐ Make arrangements to provide shelter for students and staff.
- ☐ Arrange activities and keep students reassured.

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: 12 pt
Formatted: Font: 12 pt

- ☐ Update records of the number of students and staff in the assembly area (or in the buildings).
- ☐ Direct all requests for information to the Public Information Officer.

Section: ~~Operations~~: Operations

Position: ~~Request~~: Request Gate

Reports to: **Operations Chief**

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- ☐ Stapler
- ☐ Box(es) of Emergency Cards
- ☐ Signs: Parent Request Gate
- ☐ Empty file boxes to use as out boxes
- ☐ Forms:
  - Student Release Form
  - Volunteer Assignment List

Start-Up Activities:

- ☐ Secure area against unauthorized access. Mark gate with sign.
- ☐ Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- ☐ Have Student Release Forms available for parents or guardians outside of fence at Request Gate. Assign volunteers to assist.
- ☐ Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ☐ **Refer all requests for information to the Public Information Officer. Do not spread rumors!**
- ☐ If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Gate.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Reunification Procedures:

- ☐ Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.
- ☐ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- ☐ Staff instructs the requester to proceed to the Release Gate.
- ☐ If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
- ☐ Runner takes form(s) to the designated resource center.

Note~~: If:~~ If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

Formatted: Font: 12 pt

If student is with class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "***Sent with Runner***."
- ☐ If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- ☐ Runner walks student(s) to Release Gate.
- ☐ Runner hands paperwork to staff at Release Gate.

If student is not with the class:

- ☐ Teacher makes appropriate notation on Student Release Form:
- ☐ "***Absent***" if student was never in school that day.
- ☐ "***First Aid***" if student is in First Aid & Medical Treatment Area.
- ☐ "***Missing***" if student was in school but now cannot be located.
- ☐ Runner takes Student Release Form to the Command Post.
- ☐ Command Post verifies student location if known and directs runner accordingly.
- ☐ **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Command Post for verification.**

Section: ~~Operations~~: Operations

Position: ~~Release~~: Release Gate

Reports to: **Operations Chief**

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper reunification of student with parent or guardian at the Release Gate.

Special Equipment:

- ☐ Stapler
- ☐ Signs: Parent Release Gate
- ☐ Empty file boxes to use for processed Student Release Forms

Start-Up Activities:

- ☐ Secure area against unauthorized access. Mark gate with sign.
- ☐ Set up Release Gate away from the Request Gate.
- ☐ Assign volunteers to assist, as needed.

During Event:

- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ☐ **Refer all requests for information to the Public Information Officer. Do not spread rumors!**

If student is with class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "***Sent with Runner***."
- ☐ If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- ☐ Runner walks student(s) to Release Gate.
- ☐ Runner hands paperwork to staff at Release Gate.
- ☐ Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable.

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: 12 pt

If student is not with the class:

- ☐ Teacher makes appropriate notation on Student Release Form:
- ☐ "***Absent***" if student was never in school that day.
- ☐ "***First Aid***" if student is in First Aid & Medical Treatment Area.
- ☐ "***Missing***" if student was in school but now cannot be located.
- ☐ Runner takes Student Release Form to Incident Command Post.
- ☐ Incident Command Post verifies student location if known and directs runner accordingly.
- ☐ If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Incident Command Post for verification.
- ☐ Parent should be notified of missing student status and escorted to crisis counselor.
- ☐ If student is in first aid, parent should be escorted to First Aid & Medical Treatment Area.
- ☐ If student was marked absent, parent will be notified by staff member.

Section: ~~Planning~~: Planning & Intelligence

Position: Planning & Intelligence Chief/Logistic Chief

Reports to: **Incident Commander**

Staffing Characteristics: Someone familiar with the school and its occupants

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- ☐ File box(es)
- ☐ Dry-erase pens and eraser
- ☐ Forms:
  - Position Log

During Event:

- ☐ **Assume the duties of all Planning Section positions until staff is available and assigned.**
- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ Assist the Incident Commander in writing Incident Action Plan

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: 12 pt

Section~~: Planning~~: Planning & Intelligence

Position~~: Documentation~~: Documentation

Reports to: **Planning Chief**

Staffing Characteristics: **It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.**

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- ☐ File box(es)
- ☐ Forms:
  - Position Log

During:

Records:

- ☐ Maintain time log of the Incident, noting all actions and reports.
- ☐ Record verbal communication for basic content.
- ☐ Log in all written reports.
  - ***Important***: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents.**
- ☐ File all reports for reference.

Student and Staff Accounting:

- ☐ Receive, record, and analyze Student Accounting Forms.
- ☐ Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- ☐ Report missing persons and damage to the Incident Command Post.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

- ☐ Report first aid needs to First Aid & Medical Team Leader.
- ☐ File forms for reference.
- ☐ Track regular and overtime of all staff.

After:

Formatted: Font: 12 pt

- ☐ Collect and file all paperwork and documentation from deactivating sections.
- ☐ Securely package and store these documents for future use.

Section: ~~Planning~~: Planning & Intelligence

Position: ~~Situation~~: Situation Analysis

Reports to: **Planning Chief**

Staffing Characteristics: **It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.**

Responsibility: Analyzes the range of events impacting the school to provide the Incident Commander and the rest of the Incident Command Team with cumulative information about the incident.

Special Equipment:

- ☐ Dry-erase pens and eraser
- ☐ File box(es)
- ☐ Map of local area

During:

Situation Status Map:

- ☐ Collect, organize and analyze situation information.
- ☐ Mark school map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus.
- ☐ Preserve map as legal document until photographed.
- ☐ Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- ☐ Provide current situation assessments based on analysis of information received.
- ☐ Develop situation reports for the Incident Command Post to support the action planning process.

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: 12 pt

- ☐ Think ahead and anticipate situations and problems before they occur.
- ☐ **Report only to Incident Command Post personnel. Refer all other requests to Public Information Officer**.

Section: ~~Logistics~~: Logistics

Position: ~~Logistics~~: Logistics Chief

Reports to: **Incident Commander**

Staffing Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Special Equipment:

- ☐ Cargo container or other storage facility with all emergency supplies stored.
- ☐ Forms:
  - Status Report
  - Volunteer Assignment List

Start-Up Activities:

- ☐ **Assume the duties of all Logistics positions until staff is available and assigned.**
- ☐ Ensure that the Incident Command Post and other facilities are setup as needed.

During Event:

- ☐ Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- ☐ Maintain security of cargo container, supplies and equipment.

After:

- ☐ Secure all equipment and supplies.

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: 12 pt

Section: ~~Logistics~~: Logistics

Position: ~~Supplies~~: Supplies, Facilities, & Staffing

Reports to: **Logistics Chief**

Staffing Characteristics: **It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.**

Responsibility: Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

Special Equipment:

- ☐ Cargo container or other storage facility and all emergency supplies stored.

Start-Up Activities:

- ☐ Open supplies container or other storage facility if necessary.
- ☐ Begin distribution of supplies and equipment as needed.
- ☐ Set up the Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- ☐ Review staff roster and begin call-back, as required.

During Event:

- ☐ Maintain security of cargo container, supplies and equipment.
- ☐ Distribute supplies and equipment as needed.
- ☐ Assist team members in locating appropriate supplies and equipment.
- ☐ Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- ☐ Coordinate with the Incident Commander on establishing the need for future work shifts and related staffing needs.

After:

- ☐ Secure all equipment and supplies.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

Formatted: Font: 12 pt

-Section: Finance & Administration

Position: ~~Finance~~: Finance & Administration Chief

Reports to: **Incident Commander**

Staffing Characteristics: Familiar with common financial record keeping standards.

Responsibility: Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

Special Equipment:

☐ None

During:

☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
☐ Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
☐ Track financial records. Maintains accurate and complete records of purchases.
☐ Manage and analyze timekeeping records for emergency responders
☐ Determine process for tracking regular and overtime of staff.
☐ Ensure that accurate records are kept of all staff members, indicating hours worked.
☐ If school personnel not normally assigned to the RC are working, be sure that records of their hours are kept.
☐ Determine process for tracking purchases.
☐ Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.
☐ Support Logistics in making any purchases which have been approved by the Incident Commander.

Formatted: Font: Not Bold
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: 12 pt

After:

- ☐ Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

ALTUS SCHOOLS SOUTH BAY

RC/Facility Planning Teams

Safety Ambassadors*

SY 2024~~5~~-202~~5~~6

The designated Ambassadors are responsible for planning and implementation at the Resource Center (RC). Resource Center Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓ Number of students in RC – adhere to student scheduled hours
- ✓ Schedule CTR/RCA works hours – ensure there are two staff members when opening and closing the RC
  Share information at RC meetings - Discuss safety at monthly resource center meetings
- ✓ Meet with new resource center staff within 30 days
- ✓ Reach out to the Juvenile Community Officer, Community Resources and Community Police Sub-Stations
- ✓ Keep technology locked and secured

Instructional Support:

- ✓ Consistent RC rules among all staff – hats, phones, language use
- ✓ Ensure middle school students work together
- ✓ Instructional tables labeled by subject area
- ✓ Know your student needs – triggers
- ✓ Measuring threat levels
- ✓ CTR/RCA supporting the learning environment

Compliance:

- ✓ Safety Drills are mandated to be performed three days (3) times per year
- ✓ Ensure safety supplies are located in designated area and replenished each time a drill is performed
- ✓ Confirm that the Emergency Radio works properly (Channel 1)
- ✓ Update Resource Center Emergency Exit Plan annually
- ✓ Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye wash Inspections

Resource Center	Safety Ambassador
Bonita RC	Vielsy Monteiro
Bonita RC	Fernando Perez Pria
Heritage Plaza (Otay Ranch)	Matt Hoss

Formatted: Font color: Accent 1

Formatted: Font color: Accent 1

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Indent: Left: 0.5"

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

Plaza Bonita	Aimee Avant
Sommerset (Chula Vista)	Charlyn Kelly

Formatted: Font: Not Bold

SY 2025-2026

Instructional Continuity Plan

ALTUS SCHOOLS SOUTHERN CALIFORNIA

ALTUS SCHOOLS SOUTH BAY

ALTUS SCHOOLS SOUTH BAY
Instructional Continuity Plan

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 16 pt

General Information

Formatted: Font color: Accent 1

At Altus Schools South Bay (ASSB), we prioritize uninterrupted learning. This Instructional Continuity Plan (ICP) embodies our proactive commitment to ensuring education continues seamlessly, regardless of circumstances. By establishing robust systems for remote instruction and communication *now*, we are prepared to transition swiftly and effectively to virtual learning environments should any emergency or unforeseen event occur. Our integrated online learning platforms, video conferencing capabilities, and digital communication tools form the bedrock of this preparedness. Furthermore, this ICP details clear decision-making pathways, empowering a designated leadership team to act decisively, activate appropriate remote learning phases, and keep our staff, students, and families informed, ensuring learning remains constant.

Engagement Protocol

Formatted: Font color: Accent 1

In the event of an emergency, ASSB is committed to ensuring that students' educational experiences continue with minimal disruption. The school will engage students and families within 5 calendar days using a variety of communication methods to ensure everyone stays informed and connected. Examples of the two-way communication tools include phone calls, SMS text messaging, email, video conferencing, social media, and app notification through ParentSquare. The ParentSquare communication platform integrates with our Student Information System, providing all enrolled students and families with a centralized and accessible communication channel to receive updates and information from school administrators, teachers, and support staff. Given the instructional model of the school, it is common practice for teachers to be in touch with students and/or families daily. This routine communication ensures that in the event of an emergency, there will be no disruption in the connection between teachers, students, and their families. Teachers will continue to provide academic support, share resources, and address any concerns through the established communication channels.

Following an emergency, ASSB will utilize our Multi-Tiered System of Supports (MTSS) to ensure all students receive the appropriate level of support based on their individual needs. Healthy Youth Therapists on staff are available to assist in supporting students' social-emotional and mental health needs through individual or group therapy sessions.

ASSB strives to maintain a strong and supportive learning environment, even in the face of emergencies. By leveraging multiple communication methods and providing comprehensive support through MTSS, we aim to ensure the continuity of education and the well-being of our students and their families.

Instructional Access Plan

Formatted: Font color: Accent 1

ASSB is an independent study program that offers both in-person and hybrid learning options for students. Resource Centers are strategically located within the neighborhoods and communities where students reside. Thanks to our multiple physical locations, state-of-the-art video conferencing technology, and independent study format, ASSB can quickly adapt if a Resource Center becomes inaccessible due to an emergency or natural disaster. Students can continue in-person learning at an alternative neighborhood Resource Center or temporarily switch to virtual learning.

Every student at ASSB has a Pathways Personalized Education Plan (PPEP). This plan is used by staff to analyze each student's current academic levels, grades/credits, educational goals, learning styles/preferences, interests, and post-high school pathways. The PPEP is developed and continually revised in collaboration with the student, parent, teacher, counselor, and school instructional leader.

As part of the PPEP and Instructional Plan, the school staff administer a fall benchmark assessment, NWEA Measures of Academic Progress (MAP), to all students to measure academic levels and proficiency in Reading, Language, and Mathematics. Teachers and instructional leaders use these assessment results to make data-informed decisions, such as increasing individual tutoring support in specific academic domains or utilizing specialized instructional strategies, curriculum, and programs to improve student skills.

Monitoring student academic progress and growth is a key element of the PPEP. When students do not demonstrate improved academic growth over time, instructional staff initiate and increase academic intervention efforts and support. ASSB utilizes a Student Intervention Program aligned with the Multi-Tiered System of Support (MTSS). This intervention model provides instructional staff with a system to quickly identify and match the needs of all students. Each intervention completed by a teacher, counselor, or school support staff is documented in the school information system. The school's Data and Assessment department provides staff with a Monthly Storybook summarizing specific interventions completed. School leaders use this intervention data to monitor effectiveness and ongoing student needs. This plan ensures academic progress is not

disrupted if a student must switch locations or modalities due to an emergency or natural disaster.
As an independent study school, students will naturally continue their learning through their existing textbook-based curriculum, aligned with state standards and developed by subject matter experts, in the event of an emergency or natural disaster. This curriculum will remain accessible within 10 instructional days of an emergency scenario. The Curriculum Department has already implemented digital lesson guides and online textbooks to support independent learning. For families needing hard copies, textbooks, lesson guides, and supplemental materials can be distributed via non-contact methods.

Edgenuity is the platform used to deliver online curriculum. Through Edgenuity, students have access to multiple scaffolds essential for English Learners and Students with Disabilities, including digital notetaking, transcripts in multiple languages, graphic organizers, glossaries, academic language tools, digital sticky notes, extended time, video closed captioning, text translation, and read-aloud features.

Students who lack access to a computer or home internet can be issued data-enabled laptops through the Altus Connect Program, ensuring they can access the Edgenuity platform, virtual meetings & tutoring sessions, and other online resources from home.

School staff are dedicated to maintaining high levels of student engagement and supporting academic achievement. Setting high expectations helps students achieve their daily, weekly, and monthly goals. Key instructional strategies include virtual and/or in-person one-on-one meetings and small group tutoring sessions, where teachers guide instruction and assess mastery of content standards, providing additional instruction as needed. Teachers also offer instructional support during scheduled student hours, both virtually and in-person. Additionally, teachers monitor academic progress and engagement through online forms, surveys, screencast videos, virtual events, and other communication tools, ensuring students remain on track with their educational goals.

Communication Strategy

Formatted: Font color: Accent 1

In a school emergency or natural disaster, clear and timely communication is critical. Our multi-faceted approach prioritizes the safety and well-being of students and families by ensuring a consistent flow of vital information through multiple accessible channels, strengthening the school-to-home partnership.

Initially, ParentSquare can serve as our central hub for rapid dissemination of alerts and critical updates regarding the situation, safety protocols, evacuation procedures (if necessary), and school status. Simultaneously, the school website and the Altus Schools Health and Wellness Hub will be updated with the same crucial information, offering additional reliable sources.

Following immediate alerts, instructional staff will use secure text messaging, emails, and phone calls for more direct updates on student well-being and specific instructions. Virtual conferences via Microsoft Teams and Zoom may also be used for broader informational meetings or individual check-ins, as circumstances permit.

Recognizing potential challenges with digital communication, school staff will be prepared to conduct home visits to provide direct updates, ensure student safety, and deliver essential resources or instructions.

To ensure equitable access, our dedicated bilingual staff will communicate critical emergency information in both English and Spanish.

Access to Devices, Materials, and Connectivity

Formatted: Font color: Accent 1

To ensure students have access to online schoolwork, ASSB conducts multiple needs assessments and satisfaction surveys with students and parents to identify families requiring home technology. Teachers maintain regular communication with students and parents through secure text messages, phone calls, virtual conferences, and emails to identify ongoing needs or unique circumstances. As a result, the school has successfully deployed Chromebooks and data plans to all students in need. When new students enroll, school clerks and counselors conduct a technology needs assessment with each family and promptly provide devices to ensure all barriers to learning are eliminated.

Occasionally, school-issued devices require repair or service. In such cases, devices are collected and submitted to the school's Operations Department for maintenance. Students are issued replacement devices to ensure continuous access. Inventory is reviewed regularly by the Operations Department to ensure necessary stock levels are maintained to accommodate student need.

The school has also enhanced its websites and technology tools. To minimize confusion and redundancy for students and parents, the school has created an online landing page, www.altusgo.com, which provides students and families with access to curriculum

and instructional supports. From this landing page, students can access essential school technology programs such as Edgenuity, Naviance, Renaissance (Illuminate), Achieve 3000, and BrainPOP.
For students who prefer or require hard copy materials, staff will work with the family to distribute as needed.

Special Populations and Support Services

Formatted: Font color: Accent 1

Even in a shift to remote learning, our school remains dedicated to providing equitable and personalized education for all students through our key process: Pathways Personalized Educational Plan (PPEP). This collaborative plan, developed with teachers, students, parents, counselors, and instructional leaders, inherently addresses diverse needs, including those of English Learners, Students with Disabilities, and Foster/Homeless Youth. Our dedicated Homeless and Foster Youth Liaison will continue to provide comprehensive case management services remotely, ensuring uninterrupted support through virtual check-ins and resource coordination. Existing PPEPs, outlining individual goals and learning preferences, will guide personalized remote learning experiences, and our Multi-Tiered Systems of Supports (MTSS) framework will deliver tailored online interventions.

For English Learners, we ensure continued language development through both integrated and designated ELD support via online educational platforms and digital resources like Summit K12, BrainPOP EL, and Ellevation. Integrated ELD is embedded within virtual content lessons, while designated ELD focuses on explicit language and literacy skill-building through virtual small groups and individualized online activities, all aligned with the school's English Learner Plan. Students with Disabilities will continue to receive Free Appropriate Public Education (FAPE) through the virtual implementation of their IEPs. Specialized Academic Instruction (SAI) will be provided via distance learning by Education Specialists through secure video conferencing and online learning platforms. Curriculum will be adapted for digital accessibility, and instruction will be differentiated using online platform features and Universal Design for Learning (UDL) principles. Special education case managers will actively monitor student progress remotely through regular virtual check-ins and ongoing collaboration with general education teachers.

Furthermore, we are committed to supporting the holistic well-being of our students in a remote setting. To address mental health and social-emotional needs, we will provide virtual counseling sessions with our school counselors and offer readily accessible resource directories for additional support services. Recognizing the importance of basic

needs, we will also ensure families have access to critical nutrition services and other wraparound supports by providing comprehensive information on accessing local food banks and other essential resources.

Instructional Continuity and Independent Study Readiness

Formatted: Font color: Accent 1

As a WASC-accredited, non-classroom-based independent study program, our school has established and implemented written policies to govern our independent study program. All students and parents/care givers sign a board-approved, year-long independent study Master Agreement contract, which includes required elements such as Contact Information, Methods of Study, Evaluation Procedures, Attendance and Participation Requirements, Outreach Methods, Maximum Time for Assignments, and Number of Missed Assignments.

ASSB is dedicated to delivering high-quality, rigorous, and standards-aligned curriculum and instruction entirely through accessible online platforms. Our model inherently ensures that *all* students can be effectively supported remotely. Leveraging a robust digital curriculum, versatile communication tools, and interactive videoconferencing systems, we guarantee seamless continuity of learning, regardless of external circumstances such as emergencies or natural disasters. This instructional approach will ensure that students can receive virtual daily one-on-one meetings, weekly small group tutoring sessions, readily available virtual student hours, and additional personalized check-in meetings. This will ensure every learner receives the individual support they need to thrive in the event of a natural disaster or emergency.

Assessment and Student Progress Monitoring

Formatted: Font color: Accent 1

In the event of an emergency or natural disaster, the school will maintain continuous learning through the following established procedures: Teachers will consistently monitor student learning daily using varied formative assessments and robust tracking methods implemented remotely. Data on participation in online activities, coursework completion, assessments, and communication will be analyzed to inform responsive instruction. Teachers will utilize a Course of Study Record (CSR) and Participation/Credit Tracker to closely follow daily progress virtually, while students will maintain a Student Learning Log, reviewed and archived by teachers in the SPSIS. Attendance will be certified remotely via School Pathways Student Information System (SPSIS) at the end of each Independent Study Learning Period.

In the virtual environment, remote instruction will be shaped by continuous formative and summative assessments, incorporating a variety of online activities to gauge student learning and personalize instruction. Assignments will receive virtual feedback, and scores below 70% will automatically activate tailored virtual remediation plans, ensuring targeted support. Furthermore, teachers and instructional staff will leverage the school's MTSS framework to address the holistic academic, behavioral, and social-emotional needs of each student; these strategies may include additional virtual tutoring, participation in specialized programs like IXL Math, or meetings with guidance counselors or healthy youth therapists.

Leveraging secure video conferencing, educators can deliver dynamic live instruction, foster real-time communication, and implement immediate learning evaluations through engaging virtual activities such as quick writes and collaborative group projects. These interactive sessions bridge the physical distance, enabling active participation and timely feedback.

The SPSIS Gradebook will serve as the central platform for recording all virtual assignments, and teachers will provide summary comments on student progress at the end of each Learning Period. This information will be accessible to students and parents via the School Pathways Portal, with ongoing virtual training and support provided to ensure seamless access and engagement.

Professional Development for Staff

Formatted: Font color: Accent 1

Altus University ("AU") serves as the professional learning platform for the school, offering both in-person and virtual sessions to accommodate the diverse needs of our staff. Altus University includes a fully online component, called AU in the Cloud, which is available to all segments of the workforce and aligned with the California Quality Professional Learning Standards (QPLS).

AU sessions incorporate school-wide initiatives to improve student learning in math and English language development. Each session includes an evaluation for participants to provide feedback on participation, satisfaction, usefulness, learning, and areas for follow-up. This feedback is used by the school's curriculum departments as part of their ongoing Professional Learning Communities (PLCs) and to plan additional AU sessions.

Both in-person and virtual AU sessions provide instructional staff with the time and space to explore curriculum content necessary for quality instruction. Instructors build participants' capacity to use frameworks, standards alignment documents, and

instructional pacing guides to support teaching content standards. Assessment and instructional strategies are incorporated into the sessions so that teachers can use formative assessment strategies to inform instruction for a diverse student population.

Teachers have undergone Leading Edge Certification (LEC), a national certification for educational technology, to become effective online and blended learning teachers. For new teachers, the school continues the certification process through the LEC FLEX program. School instructional leaders provide feedback on new skills acquired through AU sessions during virtual tutoring session observations. Instructors model how to differentiate curriculum and scaffold instruction to support all students. These sessions uphold the school's values by increasing participants' capacity to enhance students' participation, engagement, connection, sense of belonging, and emotional well-being.

Instructional strategies are presented through an equity lens, ensuring access and equity for all students. Data informing AU sessions is disaggregated by gender, race, special needs, foster youth, and socio-economic indicators, allowing for the identification of student instructional needs focused on specific groups. All participants can access AU sessions through registration on the Altus University Portal. Sessions are generally held on the same day of the week and time, allowing teachers to plan instruction around the professional learning sessions they wish to attend. Recorded sessions are available on demand for staff members who are unable to attend live sessions.

Instructors for AU sessions include Administrators, Teachers on Special Assignment, Special Education, General Education teachers. They maintain a positive learning environment for all participants, who can use the chat feature within Microsoft Teams to ask questions without interrupting the flow of instruction and can unmute their microphones to participate verbally. Instructors engage participants through Web 2.0 tools learned from the Leading Edge Certification (LEC). AU instructors understand that student Social Emotional Learning is paramount, focusing on connecting with students first, followed by content.

By combining virtual and in-person professional learning, Altus University ensures that all staff have the resources and support they need to succeed in any learning environment.

Criteria for Returning to In-Person Learning

Formatted: Font color: Accent 1

Following a school emergency or natural disaster, the decision to resume in-person learning will be made in close coordination with state and county emergency

management and education agencies, prioritizing the safety and well-being of students and staff. Return to school sites will occur only when deemed safe by these authorities and when the following critical conditions are met:

- Lifted Evacuation Orders: All evacuation orders affecting the school site and the surrounding areas necessary for safe travel of students and staff must be officially lifted.

- Safe Air Quality and Clean Water: Air quality must be at levels deemed safe by relevant environmental agencies, and access to potable, clean water must be fully restored at the school site.

- Restored Utilities: Essential utilities, including power, gas, and functioning sanitation systems, must be reliably restored to ensure a safe and healthy learning environment.

- Debris Removal: School grounds and access routes must be cleared of any hazardous debris that could pose a risk to students and staff.

- Staffing and Food Service Readiness: Sufficient staffing levels across all essential functions, including instructional, administrative, and support roles, must be ensured. Additionally, food service operations must be ready to provide necessary meals for students.

Upon confirmation that these conditions are met and clearance is received, the school will implement clearly defined return-to-school plans and protocols aligned with the most current guidance from the California Department of Education (CDE) and county education offices. These protocols will be proactively communicated to all students and staff.

Collaboration and Site-Based Planning

The collaborative spirit at our school ensures that our Instructional Continuity Plan (ICP) and School Comprehensive Safety Plan are living documents, shaped by the diverse perspectives of our entire educational community.

Administrators actively champion the development and review processes for both plans. They initiate discussions, provide resources, and ensure that feedback is thoughtfully

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Font color: Accent 1

integrated. Staff members, including teachers, counselors, and support personnel, contribute their invaluable frontline experiences through surveys, focused meetings, and professional development sessions, directly influencing the practical elements of the plans.

Parents and family members play a vital role as essential partners. Their insights into students' needs and home environments are gathered through surveys, school events, parent-teacher conferences, and dedicated meetings, ensuring a holistic approach to both instructional continuity and safety.

Our students' voices are also crucial in this collaborative endeavor. Meaningful feedback is solicited through age-appropriate surveys, student forums, and representative participation in school events, providing a unique and important perspective on safety and learning continuity.

The School Site Council serves as a cornerstone of the annual review process for both the ICP and the School Comprehensive Safety Plan. This body, comprised of administrators, teachers, staff, parents, and students, reviews the plans, analyzes feedback gathered throughout the year, and provides critical input for revisions and improvements, ensuring that our safety and instructional strategies remain responsive and effective. This ongoing cycle of collaborative development and review ensures that our plans reflect the collective wisdom and shared commitment of our entire school community.

Plan Review and Updates

Formatted: Font color: Accent 1

Our Instructional Continuity Plan (ICP) is a living document designed to adapt to the evolving needs of our school community. To maintain its effectiveness, we conduct an annual review and update process.

The Altus Schools Executive Safety Team is central to this process. Each year, they examine the ICP, ensuring its alignment with current best practices and any changes in our school environment or local context. This comprehensive review includes:

- Data Analysis: The Executive Safety Team (EST) analyzes year-long data, including feedback from surveys, meetings, and training involving administrators, staff, parents, and students. The EST contributes critical insights related to safety protocols and potential risks, allowing us to pinpoint the plan's strengths and areas needing improvement.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

- Stakeholder Input: We actively seek and value input from all stakeholders through surveys, focus groups, and school events. The EST thoroughly addresses all safety-related concerns raised during this engagement process and integrates guidance from the School Site Council's review of the Comprehensive School Safety Plan and Instructional Continuity Plan.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

- Plan Evaluation: The EST assesses the ICP's effectiveness in addressing potential disruptions to instruction, such as natural disasters, emergencies, and other unforeseen events. The EST lends its expertise to evaluate the clarity of safety procedures, the adequacy of resources, and the practicality of implementation.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Based on this thorough analysis, the Executive Safety Team recommends necessary revisions to the ICP.

The updated ICP then undergoes the following steps:

- Documentation and Communication: All revisions are clearly recorded within the ICP and shared with key educational partners.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

- Implementation: The updated ICP is put into practice school-wide, with any required training or professional development provided to staff. The Executive Safety Team actively supports the implementation of all safety-related components.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

This annual cycle of review and updates, driven by the active involvement of the Executive Safety Team, guarantees that our ICP remains a relevant and effective instrument for ensuring instructional continuity, demonstrating our unwavering commitment to the safety and academic success of every student.

COMPREHENSIVE SCHOOL SAFETY PLAN

Altus SCHOOLS SOUTHERN CALIFORNIA

SY ~~2024~~2025-~~2025~~ 2026

MIRUS SECONDARY SCHOOL

ALTUS SCHOOLS SOUTHERN CALIFORNIA

ALTUS SCHOOLS MIRUS

Formatted: Font: 24 pt, Font color: Accent 1

Formatted: Font: Myriad Pro, 24 pt, Font color: Accent 1

Formatted: Font color: Accent 1

Formatted: Font: 22 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 22 pt, Font color: Accent 1

Formatted: Font: 22 pt, Font color: Accent 1

TABLE OF CONTENTS

Formatted: Font: Bold
Formatted: Font: 24 pt, Font color: Accent 1

Section I	State Safety Plan Requirement
3	Resource Centers Information and Aerial Photos
7~~9~~	Assessment of Current Status of School Crime
8~~10~~	Responses to Dangerous, Violent and Unlawful Activity
9~~11~~	Child Abuse Reporting Procedures
12~~14~~	Disaster Response Plan (Crises Management Plan)
19~~20~~	Earthquake Procedures
20~~21~~	Fire Procedures
24~~25~~	Emergency Responses
66~~60~~	Emergency Lockdown Procedures
68~~62~~	Active Shooter and Other Armed Assailant Drills
80~~74~~	Suspension and Expulsion Policy
105~~95~~	Notification to Staff of Dangerous Students
106~~96~~	Anti-Discrimination and Harassment Procedure
107~~97~~	School-Wide Dress Code
108~~98~~	Student Loitering Law Compliance
110~~99~~	Going To and From School Safely
112~~101~~	Safe Ingress and Egress Procedures
113~~102~~	Ensuring a Safe and Orderly Environment
114~~103~~	Discipline Procedures
Section II	**Evacuation Plan for AS Mirus Resource Centers**
115	Evacuation Locations/Resource Center Exit Plans
Section III	**Instructional Continuity Plan**
121	AS Mirus ICP

Formatted: Font color: Accent 1
Formatted Table
Formatted Table

SECTION I

Resource Centers Information and Aerial Maps

Location	Main Street Resource Center
Address	16967 Main Street Ste. 107, Hesperia, CA 92345
Public Phone Number	858-249-7000
Fax Number	760-947-7135



Formatted: Font: Myriad Pro, 14 pt, Font color: Accent 1

Formatted: Font: Myriad Pro, 14 pt, Font color: Accent 1

Formatted: Centered

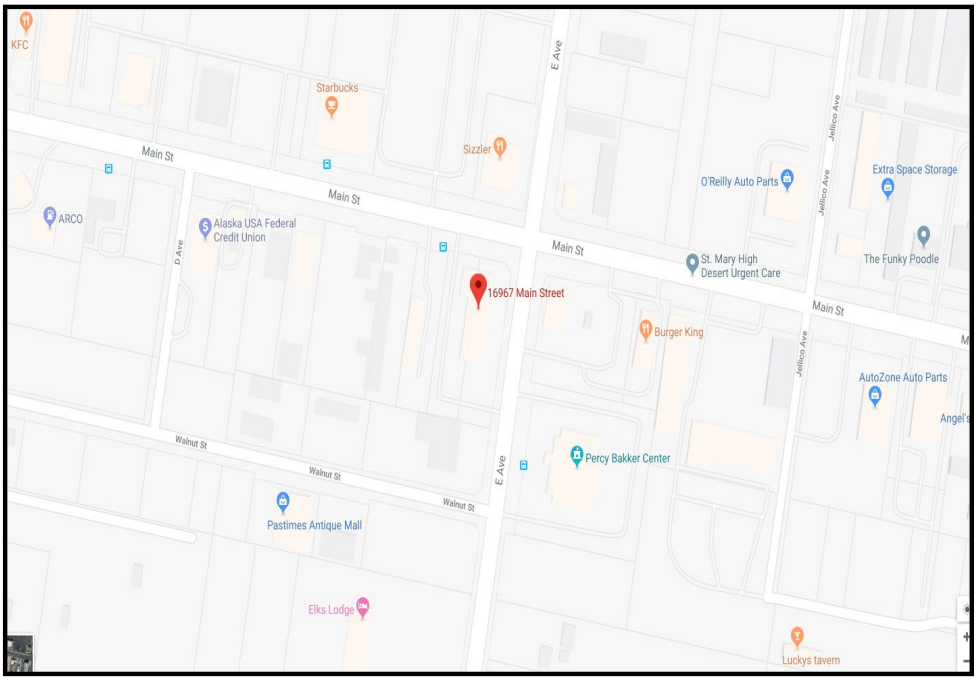
Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Main Street RC

Formatted: Font: Not Bold, Font color: Accent 1



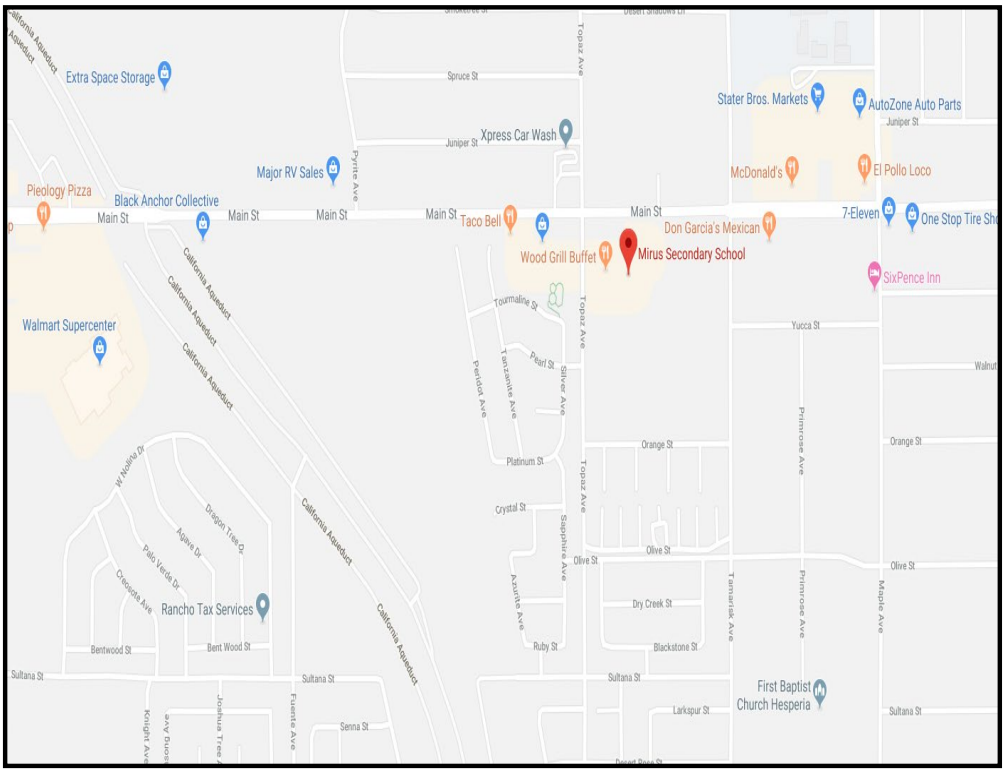
Location	Topaz Resource Center
Address	14135 Main Street, Suite 201-203, Hesperia, CA 92345
Public Phone Number	858-249-7000
Fax Number	760-947-7135

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1



Topaz RC

Formatted: Font: Not Bold, Font color: Accent 1



Assessment of School Crime

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

In assessing the crime rate for the last two school years at Altus Schools Mirus ~~Secondary School~~ the crime data indicates that there have been no incidents of the last two years. Mirus staff will continue to monitor student behavior to ensure a safe and supportive environment. Both students and parents continue to rate the school high for providing a safe environment in their annual surveys.

	~~22-23yr~~23-24yr	Rate	~~23-24yr~~24-25yr	Rate	% Change
PROPERTY CRIME					
Arson	0	0.00	0	0.00	0.00
Burglary	0	0.00	0	0.00	0.00
Graffiti	0	0.00	0	0.00	0.00
Theft	0	0.00	0	0.00	0.00
Vandalism	0	0.00	0	0.00	0.00
Total	**0**				
DRUGS & ALCOHOL					
Use of Alcohol/Drugs	0	0.00	0	0.00	0.00
Possession of Alcohol	0	0.00	0	0.00	0.00
Possession of Drugs	0	0.00	0	0.00	0.00
Sale of Furnishing of Alcohol/Drugs	0	0.00	0	0.00	0.00
Total	**0**		**0**		
CRIMES AGAINST PERSONS					
Assault with Deadly Weapon	0	0.00	0	0.00	0.00
Battery	0	0.00	0	0.00	0.00
Homicide	0	0.00	0	0.00	0.00
Robbery/Extortion	0	0.00	0	0.00	0.00
Sex Offense	0	0.00	0	0.00	0.00
Total			**0**		
OTHER OFFENSES					
Bomb Threat	0	0.00	0	0.00	0.00
Destructive/Explosives	0	0.00	0	0.00	0.00
Loitering/Trespassing	0	0.00	0	0.00	0.00
Possession of Weapon(s)	0	0.00	0	0.00	0.00
Total	**0**		**0**		
ENROLLMENT 223-234	~~287~~290		~~23-24yr~~24-25 ~~292~~290 ~~292~~900		

~~T~~The data represented is the total number of reported incidents within each crime category and as rates per 100 students enrolled. It is important to note that comparisons (% Change) are calculated from incident rates and not total numbers, because the rates reflect changes in student enrollment from year to year. Crimes involving Arson, Graffiti, and Vandalism must exceed $100 per incident, theft $50, and Burglary has no dollar limit. Any rate change to or from zero is represented as a 100% change. Caution should be used when drawing conclusions from individual rate changes. Improved reporting practices may have resulted in increases in crime rates which may not represent actual increases in crime.

RESPONSE GUIDELINES FOR DANGEROUS, VIOLENT OR UNLAWFUL ACTIVITIES

Formatted: Font color: Accent 1

~~Mirus Secondary School~~Altus Schools Mirus adheres to the following Law Enforcement Notification Matrix in assessing and responding to dangerous and unlawful activity.

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
• Bomb threat/Suspicious package • Firearm on complex • Explosive on complex • Fire • Immediate risk of harm to student(s) and/or staff' • Intruder on complex • Medical emergency • Possible abduction	• Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) ○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) ○ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) ○ Any action that creates a **reasonable suspicion** that the student is preparing to commit a homicidal act related to school or a school activity	• Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapons (EC48902) ○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun,any instrument that expels a metallic projectile, such as a BB or a pellet.

Child Abuse Reporting Procedures

All ~~Mirus Secondary School~~Altus Schools Mirus certificated teachers, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Mirus employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a **reasonable** suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss **ALL** situations at the time of occurrence with the ~~Learning Lead~~School Coordinator or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the staff and/or student(s) are threatened or in danger, call 911 immediately.

INSTRUCTIONS FOR FILING A CHILD ABUSE REPORT

1. Call the **Child Abuse Hotline first (1-800-827-8724)** or **211** to make **a verbal report** to the agency immediately or as soon as is practicably possible by telephone. Please be sure to get the name of the hotline worker. Within 36 hours after providing verbal report, follow up with a **written or faxed repor**t.

2. The correct form for either the written or fax report is **DOJ SS8572**. This form may be downloaded from the California Attorney General's Web site at www.ag.ca.gov/childabuse/pdf/ss_8572.pdf or obtain a copy from the School Nurse or ~~Learning Lead~~School Coordinator.

3. Please complete every space on the SS8572 form. If you do not know certain requested information, write unknown.

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Centered

4. Please type or print legibly in black ink to avoid a time-consuming callback.

5. "Narrative" -Please give detailed information. If you have additional information beyond what you have given by phone, please indicate this on the written report. If necessary, please continue your narrative on an additional sheet of paper, identifying the minor and indicating it is page 2 of the referral.

DISTRIBUTION OF FAX SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Note: the fax machines are only available from 8:00 a.m. until 5:00 p.m., Monday through Friday.

1. Fax form to Child Abuse Hotline (909) 891-3545 or (909) 891-3560

2. Send the original to ~~Learning Lead~~School Coordinator to place in a confidential locked file.

OR

DISTRIBUTION OF WRITTEN SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

1. Original to Child Abuse Hotline, 412 W. Hospitality Lane, San Bernardino, CA 92415-0029

2. Send a copy to the ~~Learning Lead~~School Coordinator to place in a confidential locked file.

NOTE: Suspected Child Abuse Reports are never placed in the student's cumulative record or documented in the student's health record.

Formatted: Font: Not Bold

I. REPORTING RESPONSIBILITIES

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

• No child-care custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made, and the person knew or should have known that the report was false.

• Any child care custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report thereof within 36 hours of receiving the information concerning the incident.

• Any child-care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected instances of child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

• "Child care custodian" means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.

• "Health practitioner" means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

• "Child protective agency" (CPA) means a police or sheriff's department, a county probation department, or a county welfare department.

For more information on the Child Abuse Reporting laws, the link is www.leginfo.ca.gov

Disaster Response Plan

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Emergency Operations Team (EOT)

Formatted: Font: Not Bold, Font color: Accent 1

The Emergency Operations Team is comprised of several leaders from ~~Mirus Secondary School~~Altus Schools Mirus. This team is responsible for planning, training and implementation in the event of a disaster. The team is composed of the following individuals:

Superintendent	*Responsible for external communications. She will call on community resources to assist the resource centers and coordinate mutual aid requests.*
Chief Business Officer	*Assists Superintendent with external communications and community resource coordination to support school community needs. She is also responsible for acquisition of fiscal and business services. She will initiate acquisitions of services and materials associated with emergency operations.*
Director of Operations & Technology	*Responsible for internal communications with our resource centers, staff, and the team in collaboration with the ~~Learning Lead~~School Coordinator.*
~~Learning Lead~~School Coordinator	*Responsible for parent and community communications. Provides trauma-counseling support to students/parents/staff, as well as central contact for student data. Responsible for coordinating support to students brought to central location.*

Operational Overview

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Due to the unique design and small setting, the staff will be trained to implement components of the disaster procedures. These components will include:

- Evacuation of Students/Emergency Assembly
- Communication
- Reunion Procedures
- Public Information
- Sweep and Rescue
- Security
- First Aid and CPR

Emergency Operation Center

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

The Emergency Operations Team (EOT) will be responsible to coordinate and manage all operations in the event of a crisis. Mirus defines crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff.

All public employees are declared by law to be disaster services workers (Government Code §3100). They are subject to such disaster services as may be assigned to them by their supervisors or by law upon the declaration of an appropriate state of emergency. The extent to which school employees function as disaster service workers depends in large measure upon the decisions of the various resource centers and their supervisory personnel.

Hesperia Police Department	~~Palm Desert Police Department~~
Phone Number 760-947-1500	~~Phone Number 760-836-1600~~
15840 Smoketree Hesperia, CA 92345	~~73705 Gerald Ford Dr. Palm Desert, CA 92211~~

In the event of a crisis, Mirus will respond as follows:

Level 1 **Natural Disaster Community Wide/Neighborhood Crisis**
(Example: earthquake, flood, fire, plane crash, riot, police action, high levels of fatalities and injuries, nuclear or biological disaster.)

Response: EOT in coordination with Civil Defense and/or resources.

Level 2 **Singular or Multiple Locations**
Immediate, life threatening or critical urgency
(Example: weapons, group confrontation, bomb threat, hostage, fire, explosion.)

Response: EOT in coordination with local law enforcement and/or government agencies

Level 3 **RC Specific**
(Example: discipline, health-physical/mental/CPS, utility failure, fight, angry parent.)

Response: ~~Learning Lead~~School Coordinator according to responsibility.

Responsibilities for Situation Levels 1 and 2

1. Assess situation (to evacuate or secure RC)
2. Call 911
3. Contact EOT: Communicate essential information
   Example: Describe the situation – clearly and calmly.
   Who is involved?
   Who's present/at the RC –staff/students/community?
   Have the police been called? Have they arrived?
   Who else has been notified?
   What have you done so far?
   Is anyone hurt? Describe injury.

4. Gather essential information – keep emergency supplies in one area
   - Student emergency binder
   - Student roster
   - Emergency procedure binder
   - Today's sign in sheet
   - Backpack, First Aid Kit, Blood borne Pathogen Kit
   - Keys

5. Reassess situation and roll call
   Triage – prioritize needs; define who is injured. Look for potential dangers (i.e., gas leaks, building structure damage.)

6. Give students appraisal of situation
   Tell them what to do and what is expected.

7. Re-contact EOT

8. Release students as appropriate to authorized individuals.

9. Contain remaining students in designated safe area.

10. Wait until crisis has passed

11. Notify the Sorrento Mesa RC~~corporate office~~

12. Remaining students will be brought to safe area designated by EOT

13. Staff will then be released by EOT

Resource Center Preparedness Activities

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Centered

Training programs for staff:

- Disaster preparedness and scene management classes
- Mock disaster drill
- Evacuation/earthquake drills
- Blood borne Pathogens
- CPR and First Aid
- HIV Awareness

Educational activities:

- Basic earthquake education
- Parent meetings, home preparedness and orientation to resource center plan

Equipment and supplies:

- Resource center trauma/first aid kits
- Bodily fluid cleanup kit
- Backpacks for sweep and rescue team

Aftermath plan:

- Return resource center/community to normal
- Provide safe place to process event
- Plan for resumption of normal activities

*Drills are scheduled at least three times per year

Communications

Formatted: Font: 16 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Centered

Emergency RC Call to Central

RC contact Central or Able

Remember 6 Key points –

- **RC** — **Identify your resource center**
- **Number** — **Approximate number of participants**
- **Code** — **Red (Life-threatening) 911**
  Orange (Serious)
  Yellow (Potential – advisement)
- **Description** — **Briefly describe incident**
- **Location** — **In resource center, outside front/back door, alley**
- **Listen** — **Answer central's questions succinctly**

~~Mirus Secondary School~~Altus Schools Mirus Communications Plan is designed to supplement urgent or emergency e-mail communications to faculty and staff.

Procedure

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

- Superintendent will declare need for emergency action.
- Superintendent, Lead and any designated support staff prepare ParentSquare telephone message and E-mail message.
- Superintendent notifies ~~Mirus Secondary School~~Altus Schools Mirus Board of Directors.
- Designated Leads activate telephone tree, using prepared message; each designated Lead will be responsible for their group and informing the backup caller.
- When resource centers are not in session, it may be necessary to call employees at home.
- Callers must report to the Superintendent ~~office~~ by e-mail (mbixby@altusschools.net) the names of the employees they were unable to reach.
- Share all information on the operation of the telephone tree with support staff at your resource centers.
- Make copies of the tree information and give to appropriate staff.
- It is possible that a test of the telephone tree will occur on a weekend, since the tree is designed to be used to relay information to Leads and employees regardless of the day of the week or the time of day or evening. It is important that Leads who are to make calls and their backups have copies of the tree information and the telephone numbers both at the resource centers and homes.

Sample Emergency Call

Resource Center	This is a code Orange. There are approximately 6 male students assembled on the South side of Main Street., across the resource center. They are shouting and threatening one of our students who ~~are~~is here in the resource center. Our student is belligerent and wants to go out and face them. I have five other students with the resource center associate and me. We have locked the doors and directed students to move to the back of the resource center away from the window.
Central	I am dispatching the police immediately. Have your RCA with the other students. Be sure none of them leave or open the door. Stay with your student~~s~~ and try to calm him. Do not go out to confront the group. Assistance should be there shortly. Keep us posted of any change.

Resource Center

- Remember, speak calmly and slowly.
- Tend to the business at hand and keep Central informed. STAY CALM.
- If the problem is resolved. Call Central back immediately. Remember someone is streaking across the city to get to you. Call in and say, **"Situation secured". This officially closes down the incident. Central logs the time.**

ParentSquare System

In the event of an emergency the Superintendent or designee may activate the school-wide ParentSquare. ParentSquare allows Mirus administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff. ParentSquare allows Mirus to establish a reliable channel for communicating and sharing information effectively and efficiently. In time-sensitive situations, parents and guardians will receive information and details directly from the school. Not just for emergencies, ParentSquare is beneficial in sending out routine school messages, such as attendance reports, and event and meeting reminders.

Our first responsibility is to the health and safety of our students.

- Do not aggressively confront any individual or group.
- We want no heroes – just mature, reasonable individuals who take control of a situation and manage it.
- Do not place yourself, or others, in an unnecessarily dangerous situation. Your backups are not far away.

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

Formatted: Font: 14 pt

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

Formatted: Font: 14 pt, Not Bold, No underline, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, No underline

Formatted: Font: Not Bold, No underline, Font color: Accent 1

1. Receive Communication.

Be sure caller identifies RC. Confirm that you read the transmission and acknowledge the RC name. If necessary, calm the caller. Set the tone by using a confident and firm tone of voice.

If necessary, lead the caller through the 6 elements/key points of a Mirus emergency call. **Resource Center, Number, Code, Description, Location, Listen.** It is preferable that you speak directly to the teacher whenever possible.

2. Ascertain the level of emergency and degree of danger.



Prescribe action. If there is a close judgment call--- err on the side of caut

Code Red: Optional Action

The teacher contacts 911 immediately.
Tell the teacher you will contact 911.
Tell RC staff to deal with emergency until help arrives. Give them some specific tasks.
Tell teacher you will call in report and will get right back to him/her. Talk staff through emergency if necessary. Ask if they have locked down the RC, drawn the blinds, etc.
After you place call for help, coordinate with other central Leads to see who is closest to the RC and can arrive in the shortest amount of time.
Contact the Sorrento Mesa RC~~Mirus Administrative Office~~ to alert them to the emergency.

3. Assist in the implementation of the action plan worked out with the RC.

Be conscious that the School must protect the anonymity and privacy of each student. No staff should discuss the incident with press. Refer them to a Lead.

4. Log call.

Note approximate start and end time of incident. A brief narrative describing the incident is due to the Central ~~Office~~ before the end of the day. This report could become part of a court case, so immediate transcription is advisable to assure more accurate recall. The report may become a part of the body of information needed for further investigation.

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1

Earthquake Procedures

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this RC.

Notification

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Give the command to "Drop, Cover, and Hold" at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your evacuation procedures after confirming the path and destination are safe.

Do not return to the inside of any building until emergency personnel has checked the buildings for safety.

Structural Failure

Formatted: Font: 14 pt, Font color: Accent 1

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.
Advise ~~Learning Lead~~School Coordinator of the situation. Contact the Director of Operations and Technology at (619) 778-3491.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

Fire Procedures

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this RC.

Notification

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold

Notify your ~~Learning Lead~~School Coordinator. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department ("9-1-1") or notify Director of Operations and Technology by calling 619-778-3491. The Director of Operations and Technology will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify the Director of Operations and Technology of injuries.

Activate specific components of your emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the assembly area until the situation is under control.

Have some staff standing by the entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the RC or arrange for an early dismissal.

Fire/Earthquake Evacuation Drill Report

_____
School/Resource Center

Date of Training/Drill	Time of Training/Drill	Duration (in minutes)	Number of Students Participating

**Please conduct the drill at least three times on different days and/or times so as many students as possible can participate.*

1. Names of staff members participating in drill:

2. If there were others present during the drill, please list their names and reasons for being at the site (volunteer, guest speakers, parent, etc.):

3. Location of Evacuation/Assembly Area:

4. What worked particularly well during the training and drill?

5. How could the training/drill be improved to make it more effective?

6. Any other suggestions?

7. Safety Supplies have been reviewed?
   - ❑ *See attached for needed items*
   - ❑ *Reviewed and NO items are needed at this time*

Report prepared by: _____

Signature: _____ *Date:* _____

Safety Supplies

The following checklist will help you identify the items that you will review each time you perform a drill. If your kit needs replenishment, please identify the item(s) below.

First Aid Kit

- ❑ Twenty Gauze pads, non-sterile (3 x 3 or 4 x 4)
- ❑ Four Roller Gauze, 4" wide, to secure gauze pads over wounds
- ❑ Two Adhesive tape, 1" wide, to secure gauze pads or bandages over wound
- ❑ Fifty Band-Aids, Regular size, 1" x 3", to cover minor wounds
- ❑ Twenty Band-Aids, small, to cover minor wounds (finger)
- ❑ Ten Band-Aids, large, to cover large wounds
- ❑ Five Pairs Latex-free gloves, Medium
- ❑ Two Cold compress
- ❑ Twenty Cotton Tip Applicators
- ❑ Two Triangular Bandage
- ❑ Four Thermometers-disposable
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Blood Bourne Pathogen Kit (BBP Kit)

- ❑ Wastebasket for supplies storage
- ❑ Marked spray bottle to create disinfectant solution
- ❑ Dishwashing Soap
- ❑ Sponge
- ❑ Gloves
- ❑ Zip lock baggies
- ❑ Roll of paper towels
- ❑ Brush and dust pan
- ❑ Wastebasket size plastic liners
- ❑ Kitty litter
- ❑ Disposable plastic aprons
- ❑ Written instructions for the use of the BBP kit and materials
- ❑ 1 pair Goggles
- ❑ 2 pairs Shoe Covers

Backpack Survival Kit

- ❑ Emergency Preparedness Binder (contains
- ❑ Safety Plan and other documents) Transistor AM/FM radio
- ❑ Wired Phone
- ❑ Safety glow sticks - 2
- ❑ Candles - 2
- ❑ Emergency Blanket
- ❑ Waterproof Matches
- ❑ Whistle (located on the end of the "Life Gear" glow stick)
- ❑ Flashlights
- ❑ Duct Tape
- ❑ Pad of Paper Marker

Field Trip First Aid Kit

- ❑ Ten Sterile gauze pads, 2"x2"
- ❑ Two Gauze roller, 4"
- ❑ Four Gauze roller, 2"
- ❑ Fifteen Band-Aids, Regular size, 1"x3"
- ❑ Five Band-Aids, large
- ❑ Two Triangular bandage
- ❑ One Adhesive tape, 1"
- ❑ One Hand sanitizer, 2oz bottle
- ❑ One First Aid Antiseptic, 2oz bottle
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Science Cart First Aid Kit

- ❑ One Absorbent Compress
- ❑ Ten Antibiotic Cream
- ❑ Ten Antiseptic Towelettes
- ❑ Ten Burn Cream
- ❑ Five Fabric fingertip bandages
- ❑ Four Fabric Knuckle Bandages
- ❑ One First Aid Tape
- ❑ One Forceps 4"
- ❑ Four Gauze pads 3x3
- ❑ One Gauze roll, 2" x 6 yd
- ❑ One Instant Ice Pack 5x7"
- ❑ 2 large Nitrile Gloves
- ❑ Sixteen Plastic Bandages 1x3"
- ❑ One Scissors 4"
- ❑ One Sting Wipes 1 x2"
- ❑ One Triangular Bandage 40x40x56"
- ❑ First Aid Facts Guide

COVID Caddy

- ❑ One Disinfectant wipes
- ❑ Two Disinfectant spray
- ❑ Paper towels
- ❑ One box of Masks
- ❑ One box of Gloves
- ❑ One Thermometer with Batteries
- ❑ Hand sanitizer

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt, Not Bold
Formatted: Font: Not Bold
Formatted: Font: Not Bold
Formatted: Font: Not Bold
Formatted: Font: Not Bold
Formatted: Font: Not Bold
Formatted: Font: Not Bold

Notes:

Emergency Responses

Formatted: Font: Not Bold, No underline, Font color: Accent 1

EMERGENCY RESPONSE~~: ALLERGIC~~: ALLERGIC REACTION

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- X If imminent risk, call 911.
- X Send for immediate help (Firs Aid, CPR, medical) and medication kit (for known allergies).
- X Notify the ~~Learning Lead~~School Coordinator.
- X Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- X If an insect sting, remove stinger immediately.
- X Assess situation and help student/staff member to be comfortable.
- X Move student or adult only for safety reasons.

~~LEARNING LEAD~~SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X If imminent risk, call 911 (always call 911 if using "Epi" pen).
- X Notify nurse/parent or guardian.
- X Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- X Observe for respiratory difficulty.
- X Attach a label to the person's clothing indicating: time & location of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- X Keep an "Epi" pen in the school ~~office~~RC and notify staff as to location.
- X Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

Formatted: Font: Not Bold, Font color: Accent 1

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the Resource Center

STAFF ACTIONS:

X Notify the School Coordinator.
X Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
X Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
X Follow standard student assembly, accounting and reporting procedures.

~~LEARNING LEAD~~SCHOOL COORDINATOR/**SAFETY AMBASSADOR ACTIONS:**

X Initiate **SHELTER IN PLACE**.
X Shut off HVAC units.
X Move to central location where windows and doors can be sealed with duct tape.

- X Call 911. Provide location and nature of the emergency and school actions taken.
- X Notify Director of Operations and Technology of the situation.
- X Turn on a battery-powered commercial radio and listen for instructions.
- X Remain inside the resource center until the Department of Health or Fire Department determines it is safe to leave.
- X Arrange for psychological counseling for students and staff.

Inside the Resource Center

STAFF ACTIONS:

- X Notify the ~~Learning Lead~~School Coordinator or Safety Ambassador.
- X Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- X Implement **EVACUATION** or **EMERGENCY MEETING AREA EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- X Follow standard student assembly, accounting and reporting procedures.
- X Prepare a list of those who are in the affected area to provide to emergency response personnel.

~~LEARNING LEAD~~SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate **EVACUATION** of the resource center or **EMERGENCY MEETING AREA EVACUATION** to move students away from immediate vicinity of danger.
- X Move up-wind from the potential danger.
- X Call 911. Provide exact location and nature of emergency.
- X Designate security team to isolate and restrict access to potentially contaminated areas.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Notify Director of Operations and Technology of the situation.
- X Arrange for immediate psychological counseling for students and staff.
- X Wait to return to the resource center until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

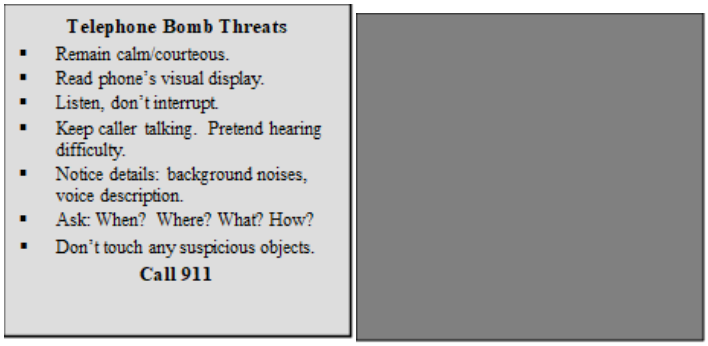
- X Wash affected areas with soap and water.
- X Immediately remove and contain contaminated clothing
- X Do not use bleach on potentially exposed skins.

X Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

EMERGENCY RESPONSE: BOMB THREAT

Formatted: Font: Not Bold, Font color: Accent 1

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.



PERSON RECEIVING THREAT BY TELEPHONE:

X Listen. Do not interrupt caller.

X Keep the caller on the line with statements such as "*I am sorry, I did not understand you. What did you say?*"

X Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.

X Notify Safety Ambassador immediately after completing the call.

X Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

X Note the manner in which the threat was delivered, where it was found and who found it.

X Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.

- X Caution students against picking up or touching any strange objects or packages.
- X Notify the ~~Learning Lead~~School Coordinator or Safety Ambassador.

~~LEARNING LEAD~~SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911.
- X If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- X Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- X Determine whether to evacuate the threatened resource center and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- X Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- X If it is necessary to evacuate the entire school, use the fire alarm.
- X Notify the Director of Operations and Technology of the situation.
- X Direct a search team to look for suspicious packages, boxes or foreign objects.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.
- X Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- X Use a systematic, rapid and thorough approach to search the resource center and surrounding areas.
- X Check the resource center and work areas, public areas (foyers, ~~offices~~, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- X If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- X Evacuate students as quickly as possible, using primary or alternate routes.

X Upon arrival at the designated safe emergency meeting area, take attendance. Notify the ~~Learning Lead~~School Coordinator/Safety Ambassador of any missing students.

X Do not return to the resource center until emergency response officials determine it is safe.



BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

** Refer to your local bomb threat emergency response plan for evacuation criteria*

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov

V2

BOMB THREAT CHECKLIST

DATE: TIME:

TIME CALLER HUNG UP: PHONE NUMBER WHERE CALL RECEIVED:

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice	Background Sounds	Threat Language
☐ Female	☐ Animal noises	☐ Incoherent
☐ Male	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking Voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long distance	
☐ Lisp		
☐ Loud	**Other Information:**	
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

EMERGENCY RESPONSE: ——FLOOD

Formatted: Font: Not Bold, Font color: Accent 1

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the resource center. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

~~LEARNING LEAD~~SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Issue **STAND BY** instruction. Determine if evacuation is required.
- X Notify local police department of intent to **EVACUATE**, the location of the emergency meeting area and the route to be taken to that location.
- X Delegate a search team to assure that all students have been evacuated.
- X Post a notice on the resource center door stating where the school has relocated and inform the Sorrento Mesa RC~~District Office~~.
- X Monitor local AM radio weather station for flood information.
- X Notify the Director of Operations and Technology of school status and action taken.
- X Do not allow staff and students to return to the resource center until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- X If warranted, **EVACUATE** students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the resource center.
- X Remain with students throughout the evacuation process.
- X Upon arrival at the emergency meeting area, take attendance. Report any missing students to the ~~Learning Lead~~School Coordinator/Safety Ambassador and emergency response personnel.
- X Do not return to the resource center until it has been inspected and determined safe by property authorities.

EMERGENCY RESPONSE: GAS ODOR / LEAK

Formatted: Font: Not Bold, Font color: Accent 1

~~All school personnel and custodians,~~All school personnel and custodians shall immediately report any gas odor or suspected gas leak to the Director of Operations and Technology. If an odor is detected outside the resource center, it may not be necessary to evacuate.

STAFF ACTIONS:

- X Notify the ~~Learning Lead~~School Coordinator.
- X Move students from immediate vicinity of danger.
- X Do not turn on any electrical devices such as lights, computers, fans, etc.
- X If odor is severe, leave the area immediately.
- X If the resource center is evacuated, take student attendance and report any missing students to the ~~Learning Lead~~School Coordinator/Safety Ambassador.

~~LEARNING LEAD~~SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X If gas leak is internal, evacuate the resource center immediately.
- X Call 911.
- X Notify utility company.
- X Determine whether to move to alternate location.
- X If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE: HAZARDOUS MATERIALS

Formatted: Font: Not Bold, Font color: Accent 1

The nature of the material and the proximity of the incident to the resource center will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

~~LEARNING LEAD~~SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911, if necessary.
- X If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- X Initiate **EVACUATION.** Any toxic cloud that can affect students in their resource centers would very likely affect them outside the resource centers as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- X Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- X If time is available, initiate **Emergency Meeting Area Evacuation**. Move students and staff away from the path of the hazardous materials.
- X Notify Director of Operations and Technology.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Do not allow the return of students to the resource centers or buildings until public safety officials declare the area safe.
- X Upon return to school, ensure that all resource centers are adequately aired.

TEACHER ACTIONS:

- X Follow standard student assembly, accounting and reporting procedures.
- X Report names of missing students to ~~office~~the Sorrento Mesa RC.
- X Do not take unsafe actions such as returning to the resource center before it has been declared safe.

EMERGENCY RESPONSE: HOSTAGE SITUATION

Formatted: Font: Not Bold, Font color: Accent 1

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

~~LEARNING LEAD~~SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS

- X Call 911. Provide all known essential details of the situation:
  - Number of hostage takers and description
  - Type of weapons being used
  - Number and names of hostages
  - Any demands or instructions the hostage taker has given
  - Description of the area
- X Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- X Protect resource center occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both).
- X Secure exterior doors from outside access.
- X When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- X Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- X Identify media staging area, if appropriate. Implement a hotline for parents.
- X Account for students as they are evacuated.
- X Provide recovery counseling for students and staff.

STAFF ACTIONS:

- X If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- X Alert the ~~Learning Lead~~School Coordinator/Safety Ambassador.
- X Account for all students.

EMERGENCY RESPONSE: INTRUDER

Formatted: Font: Not Bold, Font color: Accent 1

All public schools are required to post signs at points of entry to their resource centers. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the front desk. Failure to do so may constitute a misdemeanor.

-- *California Penal Code Title 15, Chapter 1.1 § 627.2*

To prevent intruders on resource centers, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

~~LEARNING LEAD~~SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate **LOCKDOWN**.
- X Request intruder to leave the resource center. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
  - *"What can we do to make this better?'*
  - *"I understand the problem, and I am concerned."*
  - *"We need to work together on this problem."*
- X As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- X Keep subject in view until police or law enforcement arrives.
- X Take measures to keep subject away from students and the resource center.
- X Designate an administrator or staff member to coordinate with public safety at their command post; provide a resource center map/exit plan and keys to public safety personnel.
- X When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.

X Be available to deal with the media and bystanders and keep the resource center clear of visitors.

STAFF ACTIONS:

X Notify the ~~Learning Lead~~School Coordinator/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.

X Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

X Isolate intruder from students. Lock the resource center ~~and office~~ doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

EMERGENCY RESPONSE: UTILITY FAILURE

Formatted: Font: Not Bold, Font color: Accent 1

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

~~LEARNING LEAD~~SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- X Notify utility company. Provide the following information:
- X Determine length of time service will be interrupted.
- X Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- X If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- X Use messengers with oral or written word as an alternate means of faculty notification.
- X Notify the Sorrento Mesa RC~~District Office~~ of loss of service.
- X Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets:
Drinking Water:
Food Service:
Fire Suppression:
Other:

B. Plan for Loss of Electricity

Ventilation:
Emergency Light:
Computers:
Other:

C. Plan for Loss of Natural Gas

Heat:

Food Service:

Other:

EMERGENCY RESPONSE: ~~LEAD~~SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS: ——THREATS / ASSAULTS

Formatted: Font: Not Bold, Font color: Accent 1

Threats occur when a belligerent or armed person on the resource centers bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

~~LEARNING LEAD~~SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:

1) Is the individual moving towards violent action?
2) Is there evidence to suggest movement from thought to action?
    - High violence potential qualifies for arrest or hospitalization.
    - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.

X Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.

X Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.

X Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.

X If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.

X Facilitate a meeting with student(s) and family to review expectations.

X Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

X If any students are outside, move them inside the resource center or away from the location of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.

X Inside the resource center, institute **LOCKDOWN**. Close all curtains and blinds.

X Disconnect the school television system in resource centers so the individual cannot view news coverage and see locations of police/students/etc.

X Remain with students until **ALL CLEAR** is given.

EMERGENCY RESPONSE: ~~———~~IRRATIONAL BEHAVIOR

Formatted: Font: Not Bold, Font color: Accent 1

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

~~LEARNING LEAD~~SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Keep the individual under continuous adult supervision.
- X Keep the individual in the resource center until parent/guardian has been notified.
- X Arrange appropriate support services for necessary care of individual.
- X If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- X School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the ~~Learning Lead~~School Coordinator. The next steps may include:
    - Provide parents/guardian with the names and phone numbers of mental health resources
    - Recommend that the parents make an immediate contact with a therapist.
    - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.

X Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
X Provide follow-up collaborative support for the student and parents (as indicated) within the school
X Develop a safety plan prior to the student's return to school.
X Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

X Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.

X Notify the ~~Learning Lead~~School Coordinator/Safety Ambassador.
X Notify school nurse, school psychologist, counselor or social worker.
X Protect individual from injury.

EMERGENCY RESPONSE~~:~~ ~~EXPLOSION~~: EXPLOSION

Formatted: Font: Not Bold, Font color: Accent 1

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

~~LEARNING LEAD~~SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- Determine whether emergency meeting area evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the resource center. **EVACUATION** may be warranted in some resource centers but others may be used for **SHELTER IN PLACE**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the Director of Operations and Technology of school status.

X Notify emergency response personnel of any missing students.

- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check resource centers and work areas, public areas (foyers, ~~offices~~, bathrooms and stairwells), unlocked closets,

exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).

- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate location for resource center instruction. Do not return to the resource center until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

X Initiate **DROP, COVER AND HOLD ON**.

X If explosion occurred inside the resource center, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the resource center and away from fire-fighting equipment.

X Check to be sure all students have left the resource center. Remain with students throughout evacuation process.

X Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.

X Render first aid as necessary.

X Do not return to the resource center until the emergency response personnel determine it is safe to do so.

X If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

EMERGENCY RESPONSE: ~~PANDEMIC~~: PANDEMIC INFLUENZA

Formatted: Font: Myriad Pro, Not Bold, Font color: Accent 1

Formatted: Font: Myriad Pro, Not Bold, Font color: Accent 1

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

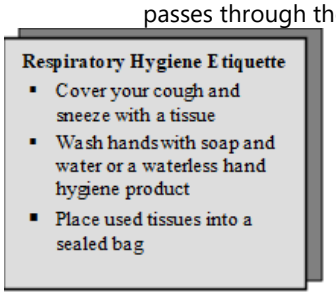
- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x Activate heightened surveillance of illness within school location. Gather data on symptoms of students and staff who are sick at home.
- x Insure that students and staff members who are ill stay home.
- x Send sick students and staff home from school immediately.
- x Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette

- x Monitor bulletins and alerts from the Department of Health and Human Services.
- x Keep staff informed of developing issues.
- x Assist the Department of Health and Human Services in monitoring outbreaks.
- x Respond to media inquiries regarding school attendance status.
- x Implement online education, if necessary, so that students can stay home.
- x Maintain surveillance after the initial epidemic in the event a second wave passes through the community.



STAFF and STUDENT ACTIONS:

- ~~x~~ x Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- ~~x~~ x Practice "respiratory hygiene etiquette".
- ~~x~~ x Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- x Implement online homework assignments so that students can stay home.

EMERGENCY RESPONSE: Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"*Active shooter situations*" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knifes, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.

    a. **Act immediately** if you or your students:
    - hear a sound that might be gunfire.
    - see something that looks like a weapon being carried or used on or near the campus.
    - sense any other indication of active shooter / armed assailant threat.

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt

b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
c. **Be decisive.** Communicate your plan to your students and act quickly.
d. **Call 911 and the Sorrento Mesa RC~~School Office~~** as soon as it is safe to do so.

2. **Options: Run, *Hide or Fight***

a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
   - Do not evacuate unless you…
     - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
     - **and** can visualize a route that will get your students and yourself safely off campus.
   - Don't carry anything with you.
     - Police may mistake an item in your hands as a weapon.
     - Leave everything behind.
   - If you encounter people along the way…
     - Adults: Warn them and take them with if you can but don't stop if they refuse to come.
     - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*.
   - Place terrain and buildings between you and the assailant to cover your escape.
   - Keep going until you are certain you are out of danger.
   - Call 911 as soon as it is safe to do so.
   - Keep your students with you. Call (insert phone number) to report your location and obtain instructions.

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
   - Lock the doors
   - Close and lock windows and close blinds or cover windows;
   - Turn off lights;
   - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;

Formatted: Font: 12 pt
Formatted: Font: 12 pt, No underline
Formatted: Font: 12 pt, No underline
Formatted: Font: 12 pt

- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of site from room entrance.
- Prepare to take action if the assailant attempts to get in the room;
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

c. **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

Formatted: Font: 12 pt

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
  - Construct a strong barricade.
  - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
  - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
    a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

a. Provide as much information as possible (slow down – be calm):

Formatted: Font: 12 pt

- State the emergency: "I hear gunfire." "I saw..."
  - Give information on people who are wounded.
- Location of the assailant (if known):

- Description of the assailant (if known):
- Your precise location: "room __"
- The number of children with you:

b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

- *Run* – If you encounter injured persons while you are trying to get out of danger…
  - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

- *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
  - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

- *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
  - If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
  - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

b. Law Enforcement: If you encounter law enforcement officers…
- Immediately raise your hands in the air and display your open palms.
- Don't run up to officers or attempt to hug or talk to them.

- Don't talk unless they ask you a question.
- Do exactly what they tell you to do.

c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
   - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
   - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

e. School Activities: (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)

~~LEARNING LEAD~~SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- Follow the All-Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
  - Include as much actionable information on the announcement as possible.
    - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
  - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people in the resource center with information they can use to better evaluate their options.
    - *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the Sorrento Mesa RC~~corporate office~~ after you call 911.
- If possible, assist emergency personnel.
  - Assist police in entering the school;
  - Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- **Emergency Operations Center (EOC)**

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

- Activate the district's Emergency Operations Center
- Dispatch a back-up ICS team to take over responsibility for ICS functions from RC staff who will be impacted by this emergency.

- **Emergency Area Reunification**
  - The Operations Section should prepare an emergency evacuation area for reunification.
    - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
    - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
    - School staff and students will remain in lockdown until evacuated on a room-by-room basis.
    - Vans should be placed on standby for evacuation.
    - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

- **Crisis Intervention**
  - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
  - This team will also provide ongoing support throughout the recovery phase of the emergency response.
  - Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
  - Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

Formatted: Font: 12 pt

Formatted: Font: 12 pt

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: FIRE (Outside Fire/Wildfire)

Formatted: Font: Not Bold, Font color: Accent 1

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

~~LEARNING LEAD~~SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Determine if **EVACUATION** of school location is necessary.
- X Contact local fire department (call 911) to determine the correct action for your school location.
- X If necessary, begin evacuation of school location to previously identified safe location using school evacuation plan.
- X Direct inspection of premises to assure that all students and personnel have left the building.
- X Notify the ~~school distric~~Sorrento Mesa RC~~t~~ where the school has relocated and post a notice on the ~~office~~RC door stating the temporary new location.
- X Monitor radio station for information.
- X Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- X If students are to be evacuated, take attendance to be sure all students are present before leaving the building location.

X Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.

X Take attendance at the assembly area. Report any missing students to the School Administrator/Safety Ambassador and emergency response personnel.

X Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

FIRE (WILDFIRE)

Formatted: Font: Not Bold, Font color: Accent 1

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property. In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of our staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to our school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around our structures, and surrounding topography. It may be best for some resource centers~~/offices~~ to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances. If a wildfire is near our locations, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a resource center closure. The Charter Schools- have procedures in place for each of these possibilities.

BEFORE

Goals:

1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response
2. Develop the capacity of staff to lead students through appropriate response options
3. Prevent the risk of injury to individuals and damage of property from wildfire

Objective(s):

Goal 1 Objectives

a) Coordinate with local fire department to ensure an effective response to a Wildfire
b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
c) Develop a clear chain of command with staff

Goal 2 Objectives

a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure

Goal 3 Objectives

a) Store combustible materials in fireproof containers
b) Follow Fire Code and district rules regarding fire prevention
c) Provide fire prevention training to staff
d) Hold Fire Drills
e) Maintain an adequate supply of fire extinguishers
f) Ensure proper maintenance of fire prevention equipment

Courses of Action:

~~LEARNING LEAD~~SCHOOL COORDINATOR/**SAFETY AMBASSADOR ACTIONS:**

Goal 1 Actions

a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure
b) Develop location specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop location specific plans

Goal 2 Actions

a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure

Goal 3 Actions

a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan
b) Ensure combustible materials are stored in fireproof containers
c) Hold fire extinguisher training for staff
d) Ensure adequate supply of fire extinguishers are appropriately maintained
e) Hold required number of fire drills and vary the situation to improve staff and student response

STAFF ACTIONS

Goal 2 Actions

a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher
b) Read any fire prevention and wildfire response materials provided by administration

Goal 3 Actions

a) Participate and lead students in fire drills
b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto school
c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations

DURING

Goals:
1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions

Objective(s): Goal 1 Objectives

a) Conduct appropriate wildfire response actions in a timely manner
b) Conduct accountability procedures in a timely manner
c) Activate school location Incident Command Team, as necessary

Courses of Action: ~~**LEARNING LEAD**~~**SCHOOL COORDINATOR/SAFETY AMBASSADORACTIONS:**

Goal 1 Actions

a) Work with the ~~district office~~Sorrento Mesa RC, local fire department and other responders to determine best course of action
b) Use the "Wildfire Evacuation Decision Tree" following this section.
c) Communicate plan of action to staff and students:
    - voluntary evacuation
    - early dismissal
    - mandatory evacuation
    - shelter-in-place
    - resource center closure

d) Consider the following while implementing response action

- Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)
- Food and water
- Transportation
- Security and Safety
- Communications

e) Contact families to notify of planned course of action

f) Activate school Incident Command Team, as necessary

- Reunification Team

g) Ensure all staff and students are accounted for

h) Ensure that access roads are kept open for emergency vehicles

i) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity

j) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

Goal 2 Actions

Formatted: Font: Myriad Pro

a) Remind staff to close doors when exiting resource centers~~/offices~~

b) Notify appropriate utility company of suspected breaks in utility lines or pipes.

c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)

- Provide SDS sheets of any chemicals on location/in the area of the fire to the fire department upon arrival

d) Notify the Sorrento Mesa RC~~District Office~~ of situation

Formatted: Font: Myriad Pro, 12 pt

STAFF ACTIONS:

Goal 1 Actions

a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center~~/office~~ closure

b) If evacuating or sheltering-in-place, take emergency backpack and student kits

c) Maintain control of the students a safe distance from the fire and firefighting equipment

d) Take attendance. Report missing students to the ~~Learning Lead~~School Coordinator/designee and emergency response personnel

e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family

f) Serve in any designated position on the Incident Command Team

Shut resource center ~~or office~~ door after all individuals have exited

Provide information to the ~~Learning Lead~~School Coordinator/Safety Ambassador regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:
1. Effectively communicate to all stakeholders
2. Determine response strengths, areas from improvement and steps to improvement

Objective(s):

Goal 1 Objectives

a) Provide information to staff, parents, and students
b) Provide information to the Sorrento Mesa RC~~district office~~

Formatted: Font: Myriad Pro

Goal 2 Objectives

a) Conduct After-Action Report process

Courses of Action:

~~LEARNING LEAD~~SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS

Goal 1 Actions

a) Provide critical information to the Sorrento Mesa RC~~district office~~ in order to develop effective key messages
b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened
c) Work with appropriate district department to draft talking points for phone calls and media requests

Goal 2 Actions

a) Conduct an after-action report process and implement necessary actions for improving future responses
b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
c) Identify steps to improve future responses
d) Implement steps to improvement

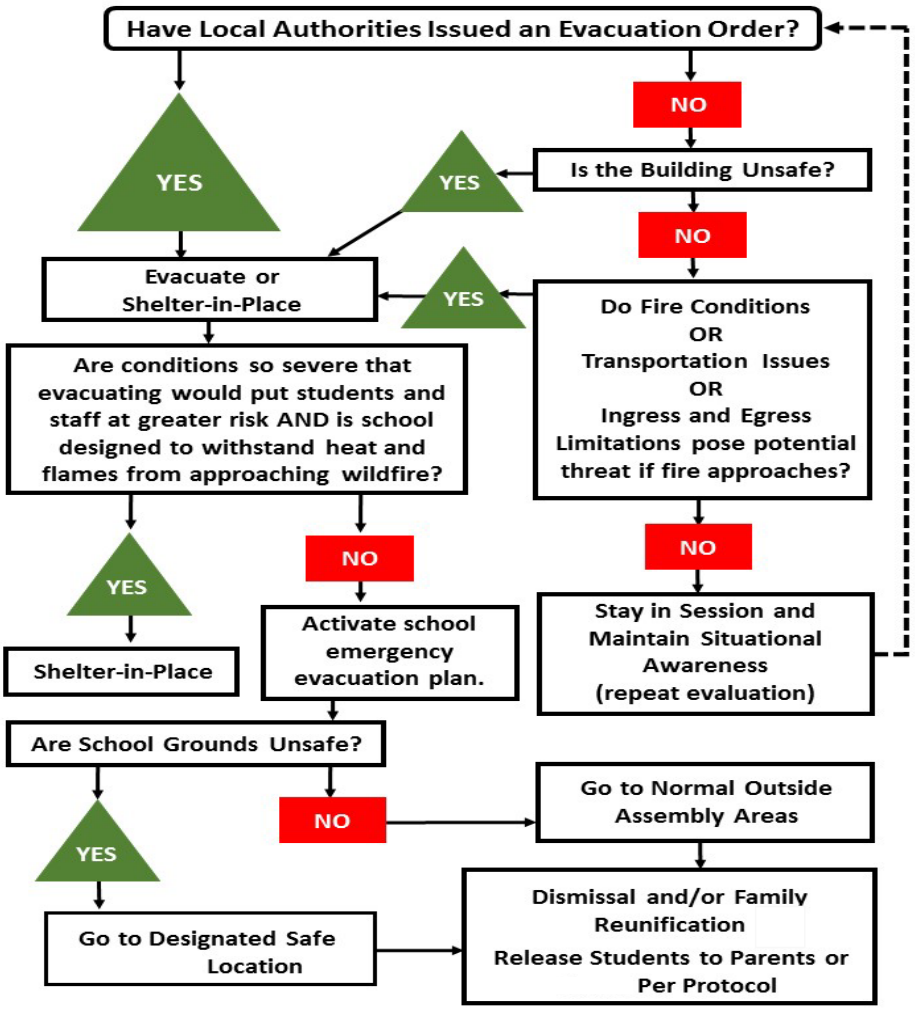
STAFF ACTIONS

Goal 2 Actions

a) Participate in the after-action report process
a) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE DECISION TREE

Formatted: Font color: Accent 1


Have Local Authorities Issued an Evacuation Order?
YES
NO
Is the Building Unsafe?
YES
NO
Evacuate or Shelter-in-Place
YES
Do Fire Conditions OR Transportation Issues OR Ingress and Egress Limitations pose potential threat if fire approaches?
Are conditions so severe that evacuating would put students and staff at greater risk AND is school designed to withstand heat and flames from approaching wildfire?
NO
YES
Stay in Session and Maintain Situational Awareness (repeat evaluation)
YES
NO
Shelter-in-Place
Activate school emergency evacuation plan.
Are School Grounds Unsafe?
NO
Go to Normal Outside Assembly Areas
YES
Dismissal and/or Family Reunification
Release Students to Parents or Per Protocol
Go to Designated Safe Location

EMERGENCY RESPONSE~~: OPIOID~~: OPIOID ANTAGONIST- Naloxone Hydrochloride

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Pursuant to California Education Code 49414.3, any school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

~~Mirus Secondary School~~Altus Schools Mirus has established a Staff Naloxone Hydrochloride Emergency Training Plan and Program pursuant to CDE 49414.3 which includes safe and effective management of opioid-related overdoses. This plan is also incorporated into the school emergency preparedness and response plans.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Centered

~~Mirus Secondary School~~Altus Schools Mirus's primary goal in the fight against opioids and fentanyl use is prevention.

~~Mirus Secondary School~~Altus Schools Mirus will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
  - How opioids and fentanyl affect the body's systems.
  - Refusal strategies
  - The signs and symptoms of use/abuse
  - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

SIX ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

Formatted: Font color: Accent 1

Formatted: Centered

The following was developed from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold

Signs of OVERDOSE, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name, tap the person's shoulders, clap your hands loudly in order to assess for level of consciousness.
- If this doesn't work, per Department of Health and Human Services (DHHS) recommendation, vigorously grind knuckles into the sternum (the breastbone in middle of chest).
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- If the person does not respond, call 911.
- Grab the Opioid Overdose Emergency Kit and Automatic External Defibrillator (AED).
- Provide rescue breathing if the person is not breathing on their own and administer one dose of naloxone.

  For students, instruct staff member to contact the parent/guardian or emergency contact on file.

STEP 2: CALL 911 FOR HELP

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

Formatted: Centered

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

STEP 3: ADMINISTER NALOXONE

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use

disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.
~~Mirus Secondary School~~Altus Schools Mirus **uses intranasal spray.**

Formatted: Font color: Accent 1

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

Formatted: Font: Not Bold, Font color: Accent 1

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Formatted: Font: Not Bold, Font color: Accent 1

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to

the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl- involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.
Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Formatted: Font: Not Bold, Font color: Accent 1

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)
Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

Formatted: Font: Not Bold, Font color: Accent 1

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Centered

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

STEP 6: ADDITIONAL SUPPORT

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

- Have the individual transported to the nearest medical facility, even if symptoms seem to get better.
- Debrief with students and staff present and assess further needs for support.
- Complete an Accident Report Form.

Follow up with assigned school nurse for additional support.

Emergency Lockdown Procedures

Formatted: Font: Not Bold, No underline, Font color: Accent 1

If an emergency situation, occurring in the vicinity of a Mirus resource center endangers student safety, the RC may be placed under lockdown.

Persons who may activate a resource center lockdown:

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold

- An officer may notify, or request school administration to notify a resource center to activate a lockdown.
- An administrator or teacher may, in an immediate, life-threatening situation, activate a resource center lockdown.
- Any member of a resource center staff who observes or suspects a dangerous situation shall immediately notify school administration or resource center teachers.

Conditions in which to activate a school-wide or RC- specific lockdown may include, but not limited to:

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

- Authorities inform the school or resource center of a dangerous situation in close proximity to the facility.
- The immediate pursuit of a dangerous suspect.
- The execution of a high-risk search or arrest warrant.
- A large-scale enforcement operation involving potentially dangerous suspects.
- Someone with a weapon is en route to a resource center.
- Gunshots are heard nearby.
- An act of terrorism.

During a lockdown, a resource center will take several security measures:

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

- An administrator or designee or teacher will declare “this is a lockdown” alerting staff and students.
- All students and staff remain in their resource center ~~or offices~~.
- No one is permitted to leave and no one, including a parent, is allowed in the resource center.
- All RC doors and windows are to be closed and locked.
- All window blinds should be drawn or closed.
- All lights should be turned off.
- Students and staff will remain quiet and shut off all audio-visual equipment.

- All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors.
- A staff member should take a head count and obtain names of each individual in the resource center.
- If lockdown is declared by a resource center staff member, please notify school administration as soon as possible.
- First aid will be rendered by staff as necessary.
- Staff should wait for authorities or school officials to give them a clear sign before releasing anyone from the room.
- Resource center staff should not make statements to the media.

Should a lockdown occur, parents should be aware of the following:

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

- Remain calm as resource center and local authorities manage the situation.
- If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. Resource center staff will attempt to notify parents by phone.
- Parents may be required to pick up children from the resource center or another designated staging area, once it is determined to be safe to do so.
- Parents may be required to present identification.
- The reunification location will be given to parents over the phone, if possible.

Students and parents are reminded that during an emergency situation, cellular sites may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff at the resource center.

Formatted: Font: Not Bold, Italic, Font color: Accent 1

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

OVERVIEW

A. Response to armed assailants has focused on implementing a school lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the "Run, Hide, Fight" model.

B. Armed assailant drills have both benefits and concerns associated with their implementation.
   - Armed assailants in schools account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.
   - Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.
   - Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.

DRILL APPROACHES AND PLANNING

A. Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.

B. Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.

C. Schools should keep simulation techniques appropriate to the participants' developmental maturity.
   - Inform participants of the use and purpose of props and simulation aids prior to the drill.
   - Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.

D. Regular practice helps participants develop readiness and quickly access and apply

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Centered

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt, Font color: Accent 1

knowledge.

DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

A. Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.

B. It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.

C. School-employed mental health professionals should be involved in every stage of preparation.

- Prior to the drill, staff should be trained to recognize common trauma reactions.
- Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.
- After completion, staff and students should have access to mental health support, if needed.

D. Participation should never be mandatory, and parental consent should be required for all students.

E. If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.

STEPS FOR CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt, Font color: Accent 1

1. Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.

2. Conduct a needs assessment of the school community.

3. Implement a cost–benefit analysis that considers all emergency preparedness needs and options.

4. Tailor drills to the context of the school environment.

5. Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.

6. Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.

7. Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.

8. Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.

Active Shooter and Other Armed Assailant Drills

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

INTRODUCTION

Formatted: Font: 14 pt, Font color: Accent 1

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

PART I: OVERVIEW

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt

Formatted: Centered

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term *active shooter* refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. Background

Formatted: Font color: Accent 1

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a RC). These approaches include adapting the "Run, Hide, Fight" model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. *Benefits and Concerns Associated with Armed Assailant Drills*

Costs versus benefits. School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on school grounds is possible—and devastating if it happens—it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.

Empowerment versus potential harm. The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic *experiences*, and psychological makeup are among the many factors that influence the potential for harm.

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age- appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

*Available research***.** Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.

*Potential lawsuits***.** The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools

Formatted: Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Italic

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold, Font color: Accent 1

need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.

PART II: DRILL APPROACHES AND PLANNING

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt
Formatted: Centered
Formatted: Font color: Accent 1

A. Traditional Lockdown Versus Options-Based Drills

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options- based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade RC doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the resource center (e.g., ease of access to outside doors and proximity of places to hide other than a resource center).

B. Hierarchy of Education and Training Activities

Formatted: Font color: Accent 1

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of

Education, 2006a). *Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.*

C. Simulations and Simulation Techniques

Formatted: Font color: Accent 1

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

Drills utilizing props and simulation aids. Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.

Formatted: Font: Not Bold, Font color: Accent 1

Airsoft as a simulation aid. Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.

Formatted: Font: Not Bold, Font color: Accent 1

B. Considerations

Formatted: Font color: Accent 1

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but

-

it might inadvertently lead to danger for others as students unknowingly "escape" into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

C. Regular Practice

Formatted: Font color: Accent 1

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt

Formatted: Centered

Formatted: Font color: Accent 1

A. Impact of Adult Behavior on Children's Behavior

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. Developmental Levels of Safety Awareness

Formatted: Font color: Accent 1

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that

consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. Mental Health Support and Considerations

Formatted: Font color: Accent 1

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

Before an armed assailant drill or simulation. Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.

Formatted: Font: Not Bold, Font color: Accent 1

During an armed assailant drill or simulation. Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.

Formatted: Font: Not Bold, Font color: Accent 1

After an armed assailant drill or simulation. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school- employed mental health professionals after the event to provide additional assistance if needed.

Formatted: Font: Not Bold, Font color: Accent 1

D. Parent Consent

Formatted: Font color: Accent 1

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- Parent permission – parents return a permission slip allowing their child to participate.

- Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.
- Parent notification – parents are notified, but no consent form is used; thus, schools assume participation is granted unless parents assertively state otherwise.

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

Formatted: Font color: Accent 1

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Centered

1. Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:
   - Identifies a lead person to coordinate school safety efforts, including drills;
   - Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;
   - Takes a lead in identifying the most appropriate preparedness activities for the resource center;
   - Provides ongoing professional development and training as needed; and
   - Ensures that the school's policies are in compliance with state laws and school board policies.

Formatted: Font color: Accent 1

2. Conduct an assessment of the school community to:
   - Identify the types of crisis events most likely to occur,
   - Determine the current school culture and climate,
   - Map existing resources and capacities of school personnel or school safety teams, and
   - Identify any related policies that should be considered in the planning of drills.

Formatted: Font color: Accent 1

3. Implement a cost–benefit analysis that:
   - Considers financial costs in relation to the likelihood of a particular crisis;
   - Identifies what resources, activities, or preparedness training must be replaced or postponed, to engage in active shooter or other armed assailant drills;
   - Balances the need to empower resource center staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);
   - Considers the current knowledge and identified needs of the staff; and

Formatted: Font color: Accent 1

- Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.

4. Tailor drills to the context of the resource center environment, taking into consideration:
   - The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);
   - Age, cognitive, and developmental levels of awareness of students;
   - Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;
   - The capacity, comfort level, and trust among staff;
   - Administrative support;
   - Optimal timing, including time of year, day of the week, and time of the day;
   - Relationships with external partners, law enforcement, and other first responders; and
   - The layout of the resource center.

Formatted: Font color: Accent 1

5. Create a plan of progression that:
   - Considers whether any previous activities have been conducted in the resource center;
   - Starts with simple, low-cost, discussion-based exercises;
   - Considers all available types of drills;
   - Identifies specific objectives and goals for the drills; and
   - Identifies a timeline and metrics to help determine whether more complex exercises are needed.

Formatted: Font: 13 pt, Font color: Accent 1

6. Prepare for logistics of the drill to ensure that:
   - Previous traumatic experiences of those involved are considered;
   - Resource center staff learn to recognize stressful reactions to drills;
   - Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;
   - School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;
   - Adequate follow up is available for students or staff with questions; and
   - Appropriate methods to evaluate outcomes are implemented.

Formatted: Font color: Accent 1

7. Develop a communications plan that:
   - Informs members of the school community of planned drills and what will be entailed;
   - Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;
   - Provides opt-out options for staff and students; and
   - Encourages feedback and evaluation by participants after the fact.

Formatted: Font color: Accent 1

8. Establish a long-term follow up plan to support sustainability that considers:
    - What additional training is required;
    - How the drill integrates with other school safety and crisis prevention efforts;
    - How current and previous training and knowledge can be maintained and built upon; and
- When follow-up should be conducted and how often.

CONCLUSION

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

Formatted: Font color: Accent 1

Formatted: Font: 14 pt, Not Italic, Font color: Accent 1

Formatted: Font: 14 pt, Not Italic

Formatted: Justified, Indent: Left: 2"

SUSPENSION AND EXPULSION POLICY AND PROCEDURES

3110

Suspension ~~/ Expulsion~~and Expulsion Policy and Procedures

Amended: May 5, 2009, February 16, 2022, December 7, 2022, June 22, 2023, February 28, 2024, June 26, 2024, February 27, 2025

This Student Suspension and Expulsion Policy and Procedures has been established by the Board of Directors of Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: Altus Schools Coachella Valley, Altus School East County, Altus Schools Mirus, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, and Audeo Valley Charter School~~Audeo II, Audeo III, Audeo Valley Charter School, Altus Schools East County , Mirus Secondary School and Altus Schools South Bay~~, (hereinafter collectively referred to as "Charter School").

In adopting this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's P~~p~~olicy and P~~p~~rocedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: 12 pt, No underline

Formatted: Font: 12 pt, Italic, No underline

Formatted: Font: Italic

Formatted: Font: 12 pt, Italic, No underline

Formatted: Font: 12 pt, Italic

Formatted: Font: Bold

Formatted: Font: Bold, Italic

Formatted: Font: Bold

Formatted: Font: Bold, Italic

Formatted: Font: 12 pt

Formatted: Font: 12 pt

so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Ppolicy and its Pprocedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that ~~the~~ this P~~p~~olicy and its P~~p~~rocedures are available on request to~~at~~ the School Coordinator~~'s office~~. Suspended or expelled students shall be excluded from all school

and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Formatted: Font: 12 pt

Procedures

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

A. Grounds for Suspension and Expulsion of Students

Formatted: Font: Times New Roman

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Formatted: Font: 12 pt

B. Enumerated Offenses

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold

1. Discretionary Suspension Offenses. Students may be suspended when the School Coordinator or designee determines the student: ~~for any of the following acts when it is determined the student:~~

Formatted: Font: 12 pt, Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but it not limited to electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but it not limited to electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

~~j)~~ Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

~~j)~~

~~k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.~~

~~l)~~k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

Formatted: Font: 12 pt

Formatted: Line spacing: Multiple 1.08 li

Formatted: Indent: Hanging: 0.25", Right: 0.06", Space After: 0.25 pt, Numbered + Level: 1 + Numbering Style: a, b, c, … + Start at: 1 + Alignment: Left + Aligned at: 0" + Indent at: 0"

~~m)~~ Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

l)

~~n)~~m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

~~o)~~n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

~~p)~~o) Engaged in or attempted to engage in hazing. For the purposes of this ~~subdivision~~Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this ~~section~~Policy, "hazing" does not include athletic events or school-sanctioned events.

~~q)~~p) Made terroristic threats against school officials and/or school property, which includes but ~~it~~ is not limited to electronic files and databases. For purposes of this ~~section~~Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for ~~his or her~~their own safety or for ~~his or her~~their immediate family's safety, or for the protection of school property, which includes but it not limited to electronic files and databases, or the personal property of the person threatened or ~~his or her~~their immediate family.

~~r)~~q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this ~~section~~Policy, the conduct described in Section 212.5 must be

Formatted: Line spacing: Multiple 1.08 li

Formatted: Indent: Hanging: 0.25", Right: 0.06", Space After: 0.25 pt, Numbered + Level: 1 + Numbering Style: a, b, c, … + Start at: 1 + Alignment: Left + Aligned at: 0" + Indent at: 0"

Formatted: Font: 12 pt

Formatted: Font: 12 pt

considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This ~~section~~ provision shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code ~~subdivision (e) of~~ Section 233 (e) ~~of the Education Code~~. This section shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

~~s)~~

~~t)~~s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This ~~section~~ provision shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

~~u)~~t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of ~~his or her~~their age, or for a person of ~~his or her~~their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on ~~his or her~~their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with ~~his or her~~their academic performance.

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: No bullets or numbering

Formatted: Font: 12 pt

~~i.~~ iv. Causing a reasonable student to experience substantial interference with ~~his or her~~their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

Formatted: Indent: Left: 0.5", No bullets or numbering

2) "Electronic Act" means the creation or transmission originated on or off the ~~School~~school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this ~~clause~~Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a

nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this ~~clause~~Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31 ~~of the Penal Code~~, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion ~~for any of the following acts~~ when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

b) Brandished a knife at another person.

Formatted: Font: Myriad Pro

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault ~~or committed a sexual battery~~ as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion ~~for any of the following acts~~ when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of ~~his or her~~their own prescription products by a student.

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 12 pt

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases

~~l)~~ Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

l)

Formatted: Line spacing: Multiple 1.08 li

Formatted: Indent: Hanging: 0.25", Right: 0.06", Space After: 0.25 pt, Numbered + Level: 1 + Numbering Style: a, b, c, … + Start at: 1 + Alignment: Left + Aligned at: 0.18" + Indent at: 0.18"

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in or attempted to engage in hazing. For the purposes of this ~~subdivision~~Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this ~~section~~Policy, "hazing" does not include athletic events or school-sanctioned events.

Formatted: Font: 12 pt

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases For purposes of this ~~section~~Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is

made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for ~~his or her~~their own safety or for ~~his or her~~their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases or the personal property of the person threatened or ~~his or her~~their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this ~~section~~Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This ~~section~~ provision shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in ~~subdivision (e) of~~Education Code Section 233 (e) ~~of the Education Code~~. This ~~section~~ provision shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades ~~4~~ 7 to 12, inclusive.

Formatted: Font: 12 pt

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. ~~ii.~~ Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the ~~School~~ school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

Formatted: Font: 12 pt

Formatted: Font: Myriad Pro

Formatted: List Paragraph, Indent: Left: 0.51"

Formatted: List Paragraph

Formatted: Font: 12 pt

(a) For purposes of this ~~clause~~Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this ~~clause~~Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31 ~~of the Penal Code~~, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion ~~for any of the following acts~~ when it is determined pursuant to the procedures below that the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: 12 pt

Formatted: Font: 12 pt

student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

b. Brandished a knife at another person.

c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d. Committed or attempted to commit a sexual assault ~~or committed a sexual battery~~ as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 ~~of~~ or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or ~~dangerous~~ destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

C. Suspension Procedure

Formatted: Font: 12 pt
Formatted: Font: Myriad Pro
Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"
Formatted: Font: 12 pt
Formatted: Font: Myriad Pro
Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"
Formatted: Font: 12 pt
Formatted: Font: Myriad Pro
Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt

Suspensions shall be initiated according to the following procedures:

Formatted: Font: 12 pt

Formatted: Font color: Accent 1

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Coordinator or designee with the student and ~~his or her~~their parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Coordinator or designee.

Formatted: Font: 12 pt

The conference may be omitted if the School Coordinator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against ~~him or her~~the student and shall be given the opportunity to present ~~his or her~~their version and evidence in ~~his or her~~their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. ~~No penalties~~Penalties shall not ~~may~~ be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Formatted: Font: 12 pt

Formatted: Font color: Accent 1

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student as well as~~. In addition, the notice may also state~~ the date and time when the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Formatted: Font: 12 pt

3. Suspension Time Limits/Recommendation for Expulsion

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: 12 pt

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Coordinator or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student ~~or~~ and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the School Coordinator or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: 12 pt

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.
In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt, Not Bold
Formatted: Font: 12 pt

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.
A student may be expelled either by the neutral and impartial ~~Audeo~~ ASSC Board of Directors following a hearing before it, or by the neutral and impartial ~~Audeo~~ ASSC Board of Directors upon the recommendation of a neutral and impartial Administrative

Panel to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of the ~~Audeo~~ ASSC Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Formatted: Font color: Accent 1
Formatted: Font: 14 pt
Formatted: Font: 12 pt

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Coordinator or designee determines that the student has committed an expellable offense and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the ~~Audeo~~ ASSC Board of Directors for a final decision whether to expel. The hearing shall be held in ~~closed session~~ confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act (FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School 's disciplinary rules which relate to the alleged violation; 4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Charter School to any other school district or school to which the student seeks enrollment;
5. An explanation of t~~T~~he opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. An explanation of t~~T~~he right to inspect and obtain copies of all documents to be used at the hearing;

7. An explanation of t~~T~~he opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of t~~T~~he opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt, Not Bold

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

Formatted: Font: 12 pt

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five ~~calendar~~ days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the ~~complaint~~ complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

Formatted: Font: 12 pt

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which ~~he or she~~the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School . The ~~person~~ entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising ~~his or her~~their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

Formatted: Font: 12 pt

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the

entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

I. Expulsion Decision

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt, Not Bold
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt, Not Bold
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

The ~~decision~~ determination of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board of Directors shall make the final ~~decision~~ determination regarding the expulsion ~~by the Board shall be made~~ within ten (10) school days following the conclusion of the hearing or as soon as practical. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

Formatted: Font: 12 pt

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Formatted: Font: 12 pt

Formatted: Font: 12 pt

J. Written Notice to Expel

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: 14 pt

The School Coordinator or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student ~~or~~ and parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School .

Formatted: Font: 12 pt

The School Coordinator or designee shall send a copy of the written notice of the decision to expel to the ~~authorizer~~student's district of residence. This notice shall

include the following: a) The student's name; and b) The specific expellable offense committed by the student.

K. Disciplinary Records

Charter School shall maintain records of all student suspensions and expulsions at the Charter School .
Such records shall be made available to the authorizer upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from Charter School as the ~~Audeo~~ ASSC Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to Charter School for readmission.

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt, Not Bold
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: Times New Roman
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt

the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. ~~The School~~ The School Coordinator or designee shall make a recommendation to the Board of Directors following the meeting regarding ~~his or her~~their determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School 's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. ~~Involuntary Removal for Truancy~~Removal Due to Noncompliance with Independent Study Requirements

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for ~~truancy~~ noncompliance shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.]

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter ~~School shall~~School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt, Not Bold
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: 14 pt
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: 12 pt
Formatted: Font: 12 pt

or student that Charter ~~School or~~School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim ~~alterative~~ alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School , the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

c. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

Formatted: Font: 12 pt

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

Formatted: Font: 12 pt

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

Formatted: Font: 12 pt

Formatted: Font: 12 pt

d. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
e. Return the child to the placement from which the child was removed, unless the parent/guardian and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

Formatted: Font: 12 pt

If the Charter School , the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: 12 pt

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may
request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) daytime period provided for in an interim alternative educational setting, unless the Parent/guardian and Charter School agree otherwise. In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.
In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Coordinator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School 's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.

Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Indent: Left: 0.17"
Formatted: Font: 12 pt
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: 12 pt
Formatted: Font: Myriad Pro
Formatted: Font: Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: 12 pt

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three
(3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; ~~however~~however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Notification to Staff of Dangerous Students

a. The administration will inform the ~~Learning Lead~~School Coordinator of information received from the court and the Probation Department. The ~~Mirus Secondary School~~Altus Schools Mirus ~~Learning Lead~~School Coordinator shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.

b. Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.

Formatted: Font: 12 pt

Formatted: Font: Not Bold, No underline, Font color: Accent 1

c. Any information received from the court shall be kept in a separate confidential file at the school of attendance and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.

d. After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.

Anti-Discrimination and Harassment Policy

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Mirus Secondary School is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. ~~Mirus Secondary School~~Altus Schools Mirus shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from ~~Mirus Secondary School~~Altus Schools Mirus may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the ~~Learning Lead~~School Coordinator at (760) 947-7089 for resolution. If not resolved, contact: The President of the Board, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2020.

School-Wide Resource Center Dress Code

Formatted: Font: Not Bold, No underline, Font color: Accent 1

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to the resource centers. Students who are not wearing appropriate clothing, parents/guardians will be notified and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- Pants sagging below the waist
- Beachwear or sleepwear, including bedroom slippers
- Shorts/skirts that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses vulgar/profane language and/or images
- Head coverings such as, hats, bandanas, beanies, or do-rags

Loitering Law Compliance

Altus Schools Mirus

SY 2025-2026

Daytime Loitering of Students in Public Places on School Days

Students who are subject to compulsory education must comply with the daytime loitering laws of their community. General guidelines are below, however, may differ slightly among communities.

- On days and times when schools are open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.
- On scheduled school days, students may travel to and from school without parental or guardian accompaniment.
- Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences if multiple violations occur.

Responsibility of parents, guardians, etc. It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.

Law Enforcement Procedures *may include*:

- Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the school from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile's parents/guardians.
- If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.
- When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace office may issue a citation for a misdemeanor to the parent to appear in court.

Exceptions *may include*:

Formatted: Font color: Accent 1

Formatted: Font color: Accent 1

Formatted: Font: Italic, No underline

Formatted: Font: 12 pt

Formatted: Font: 12 pt

- A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.
- Students who have permission to leave school campus for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.
- A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.
- A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.
- A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.

Definitions

- "Adult" means any person twenty-one (21) years of age and older.
- "Emergency" includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.
- "Establishment" means any privately-owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.
- "Juvenile" means any person under eighteen (18) years of age.
- "Parent" means a person who is the natural or adoptive parent of a person. "Parent" includes a court-appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.
- "Public place" means any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and the common areas of schools, hospitals, ~~office~~ buildings, transport facilities, shopping centers, stores, and malls.
- "Scheduled school days" are Monday through Friday excluding school holidays. "School hours" are generally 8:30 a.m. to 2:30 p.m. (in some communities 1:30 p.m.) NOT the student's appointment times at the Resource Center.

I have read and understand this notice. My student and I will obey the laws.

Formatted: Font: 12 pt

Student: _____ Date: _____

Parent: _____ Date: _____

Going To and From Resource Center Safely

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Everyday millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Mirus students to understand safety guidelines and tips to follow to ensure their safety to and from the resource center. The following safety tips are reviewed annually with Mirus students and parents to help prepare all Mirus students for a safer journey.

1. Every Mirus student will have set schedule for arrival and departure from the resource center. When a student fails to arrive for their appointment and has not notified the resource center for the absence, his or her teacher will call home to ensure the student is safe.

2. Every student, parent or guest is required to sign-in and out each time they arrive and depart the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.

3. All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.

4. Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.

5. Parents will be encouraged to walk the route to and from resource centers with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.

6. If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.

7. In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and **TELL** a **resource center** staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.

8. Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.

9. Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to **TELL** a resource center staff member, parent, or another trusted adult what happened.

10. Students will be taught that if anyone tries to take them somewhere, they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.

11. Students will be taught to never leave the resource center with anyone they don't know. They should always **CHECK FIRST** with a resource center staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always **CHECK FIRST** before doing anything. Students will be taught to make sure they understand to **TELL** a trusted adult if they notice anyone they don't know hanging around the resource center.

12. Parents are encouraged to practice these safety tips with their students to make certain they really know and understand them. Make the walk to and from the resource center a "teachable moment" and chance to put their skills to the test.

Safe Ingress and Egress Procedures

Formatted: Font: Not Bold, No underline, Font color: Accent 1

All Mirus staff and students shall review resource center evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted on the resource center. If there is a need for evacuation from the resource center, the following procedures are as follows:

- Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted resource center evacuation plan
- Designated staff take along emergency release binder, student sign-in sheets, emergency materials specified in disaster preparedness plan
- Using student sign-sheets, staff verifies presence of all students and staff
- Staff contacts appropriate emergency units
- Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given
- Once the ALL CLEAR is given, the ~~Learning Lead~~School Coordinator or designee reenters building to ensure that it is safe and secure
- Staff and students reenter building and resume instructional/administrative activities

If the building is not safe to reenter, the reunification procedures are required:

- Staff will notify parent/guardians regarding emergency situations and procedures for verification and release of students
- When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms
- Parent/Guardian will sign form verifying that student is being released to them
- Staff will maintain documentation to ensure accountability of all students

Ensuring a Safe and Orderly Environment

Formatted: Font: Not Bold, No underline, Font color: Accent 1

~~Mirus Secondary School~~Altus Schools Mirus is and will remain a safe place for students and adults.

Formatted: Font: Not Bold, Font color: Accent 1

~~Mirus Secondary School~~Altus Schools Mirus staff believe~~s~~ that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high- quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

Discipline Procedures

Formatted: Font: Not Bold, No underline, Font color: Accent 1

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

SCHOOL RULES/DISCIPLINE

Formatted: Font: Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

- Attend RC according to the schedule on the master agreement, arrive on time and return directly home after each appointment.
- Complete ALL assignments as scheduled.
- Participate in resource center activities.
- Respect the authority of ALL ADULTS at ~~Mirus Secondary School~~Altus Schools Mirus.

SEVERE CLAUSE BYPASSES

Formatted: Font: Not Bold, Font color: Accent 1

A majority of students at ~~Mirus Secondary School~~Altus Schools Mirus will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

Fighting/open rebellion	Possession or use of drugs or alcohol
Defiance/unprovoked attack	Smoking
Stealing	Vandalism
Profanity, Vulgarity, or Obscene Acts	Severely inappropriate behavior

PARENT RESPONSIBILITIES

Formatted: Font: Not Bold, Font color: Accent 1

Attendance

- Ensure that students get to their scheduled appointment on time. Contact teacher if this is not possible to arrange an alternate time.
- Follow up to make sure your student is doing high quality work according to scheduled dates.
- Arrange for your student to attend appropriate workshops, seminars and field trips.
- Meet with staff when requested.

PARENTS' ROLE IN DISCIPLINE AND BEHAVIOR

Formatted: Font: Not Bold, Font color: Accent 1

Parents are expected to cooperate with resource center staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help him/her to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the resource center to learn necessary facts and expected behavior.

- As a role model for your child, show respect for learning and the necessity for completing an education.

~~Section II~~SECTION II

Formatted: Font: 14 pt, Bold, Font color: Accent 1

Formatted: Font: Bold

Formatted: Font: 14 pt, Bold, Font color: Accent 1

ALTUS SCHOOLS MIRUS RESOURCE CENTERS

EVACUATION PLAN

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Evacuation Locations

In the event that the situation requires a further distance be placed between individuals and the facility, the Administrator or designee will direct individuals to proceed to the designated meeting area.

Main Street RC~~: 16967~~: 16967 Main Street, Ste. 107, Hesperia, CA 92345
Cross Street~~:~~ E: E Avenue
Meeting Area: Back Parking Lot to the Recreation Center across the Street

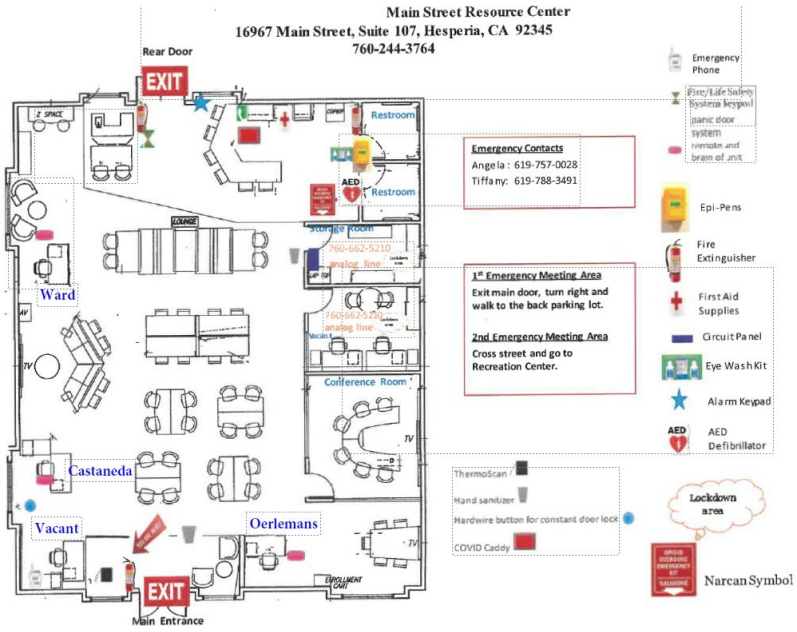
Formatted: Font: 16 pt, Not Bold, Font color: Accent 1
Formatted: Font: 16 pt, Not Bold
Formatted: Centered
Formatted: Font: 14 pt, Not Bold, Font color: Accent 1
Formatted: Font: Not Bold
Formatted: Font: Not Bold



Main Street Plan

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

Formatted: Centered

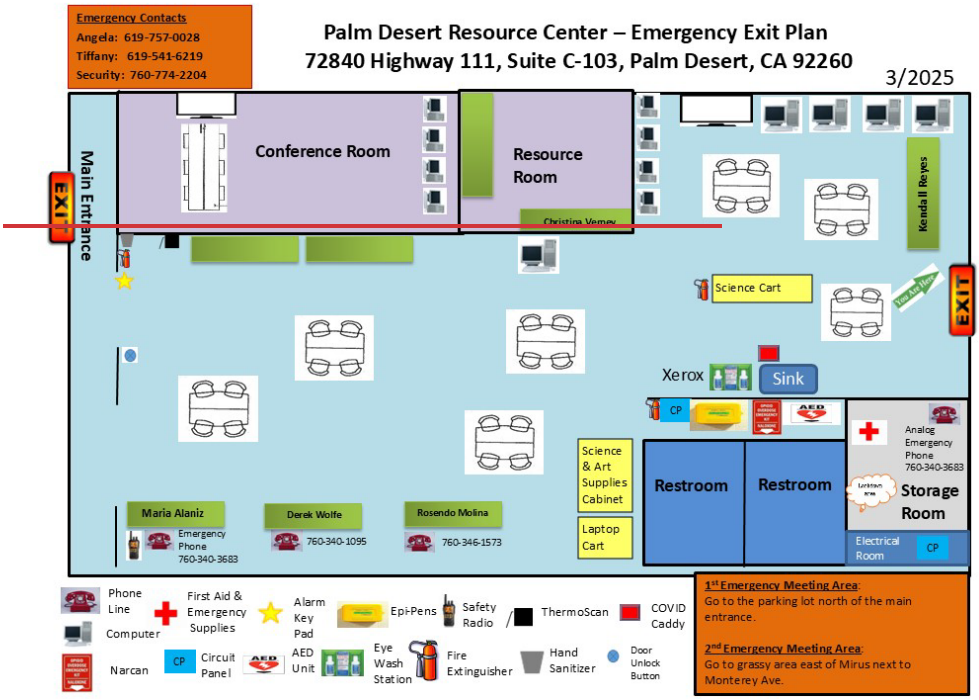


Reviewed: 3/17/2025

~~**Palm Desert:** 72840 Highway 111, Suite C-103, Palm Desert, CA 92260~~
~~**Cross Street:** Plaza Way~~
~~**Meeting Area: Parking Lot North of the Main Entrance to Grassy Area East of Mirus Next to Monterey Avenue**~~



~~Palm Desert Plan~~



Topaz RC: ~~14135:~~ 14135 Main Street, Suites 201-203, Hesperia, CA 92345

Cross Street: ~~**Topaz:**~~ Topaz Street

Meeting Area: ~~**Back:**~~ Back Parking Lot Behind Suite, Out Front Between the Palm Trees in the Parking Lot

Formatted: Font: 14 pt, Not Bold, Font color: Accent 1

Formatted: Font: Not Bold

Formatted: Font: Not Bold

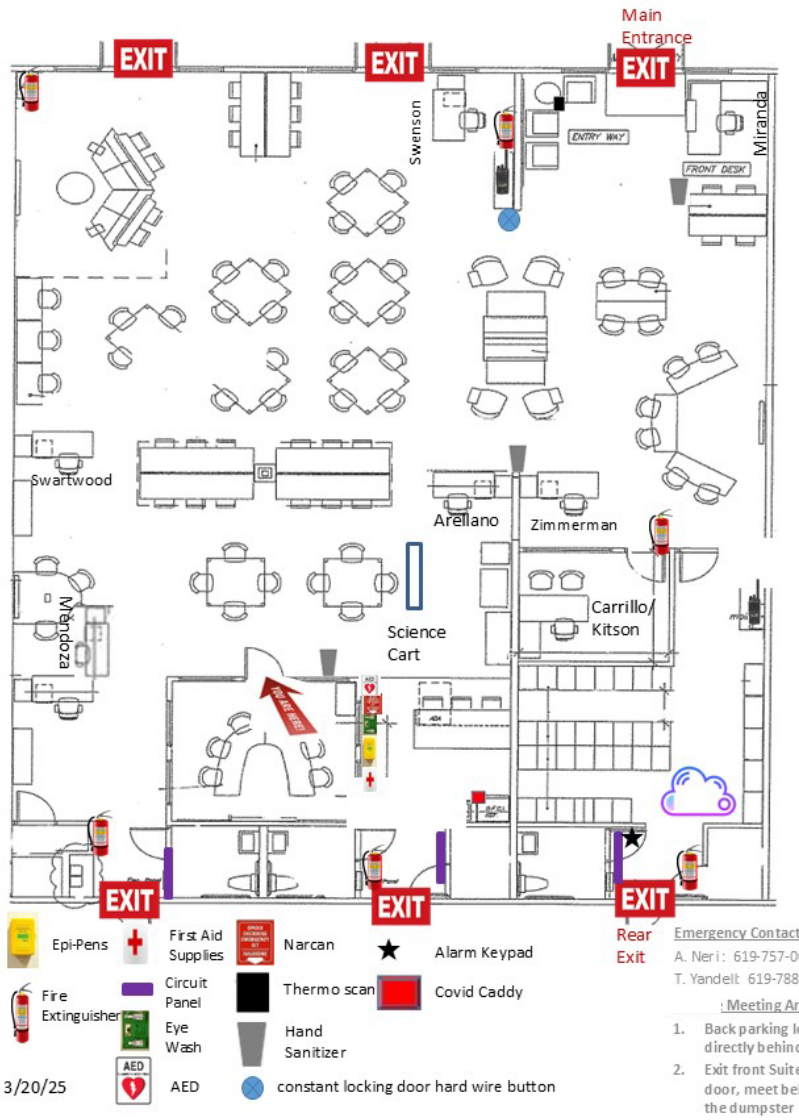

Meeting Area: Back parking lot behind suite, out front between the palm trees in the parking lot
Main St
Main St
Main St
Main St
Shah Orthodontics
Provest Realty & Property Management
Taco Bell
99 Cents Only Stores
Wood Grill Buffet
Willis Secondary School
Topaz Ave
Tourmaline St
Pearl St
Vicco St
Tamarack Ave
Silver Ave
3D

Topaz Plan

Formatted: Font: 16 pt, Font color: Accent 1

Formatted: Centered

Topaz Resource Center ▪ 14135 Main Street, Suite 201-203, Hesperia, 92345



Emergency Contacts
A. Neri: 619-757-0028
T. Yandell: 619-788-3491

Meeting Area
1. Back parking lot, directly behind suite
2. Exit front Suite 203 door, meet behind the dumpster

~~MIRUS SECONDARY SCHOOL~~ALTUS SCHOOLS MIRUS

Safety Ambassadors

SY ~~20242025~~2025-2026

The designated Ambassadors are responsible for planning and implementation at the Resource Center (RC). Resource Center Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓ Number of students in RC – adhere to student scheduled hours
- ✓ Schedule CTR works hours – ensure there are two staff members when opening and closing the RC
- ✓ Share information at RC meetings - Discuss safety at monthly resource center meetings
- ✓ Meet with new resource center staff within 30 days
- ✓ Reach out to the Juvenile Community Officer, Community Resources and Community Sub Police Stations
- ✓ Keep technology locked and secured

Instructional Support:

- ✓ Consistent RC rules among all staff – hats, phones, language use
- ✓ Ensure middle school students work together
- ✓ Instructional tables labeled by subject area
- ✓ Know your student needs – triggers
- ✓ Measuring threat levels
- ✓ CTR supporting the learning environment

Compliance:

- ✓ Safety Drills are mandated to be performed three (3) times per year
- ✓ Ensure safety supplies are located in designated area and replenished each time a drill is performed
- ✓ Confirm that the Emergency Radio works properly (Mirus/San Diego Team Talk, Channel 1)
- ✓ Update Resource Center Emergency Exit Plan annually
- ✓ Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye wash Inspections

~~Mirus Secondary School~~Altus Schools Mirus

Resource Center	Safety Ambassador
Main Street	~~Roberta Arellano~~Alex Castaneda
Topaz~~Palm Desert~~	Roberta Arellano~~Derek Wolfe~~

Formatted: Font color: Accent 1

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font: Not Bold, No underline

Formatted: Font: Not Bold, No underline, Font color: Accent 1

Formatted: Font color: Accent 1

Bear Valley~~Topaz~~	COMING SOON!~~Amanda Swartwood~~

**Updated 6/25*

SECTION III

Formatted: Font: 14 pt, Bold, Font color: Accent 1

Formatted: Font: 14 pt, Bold, Font color: Accent 1

Formatted: Font: 14 pt, Bold, Font color: Accent 1

Altus Schools M~~IRUS~~irus
INSTRUCTIONAL CONTINUITY PLAN

Formatted: Font: 16 pt, Not Bold, Font color: Accent 1

SY 2025-2026

Instructional Continuity Plan

ALTUS SCHOOLS SOUTHERN CALIFORNIA

ALTUS SCHOOLS MIRUS

ALTUS SCHOOL MIRUS

Instructional Continuity Plan

Formatted: Font color: Accent 1

General Information

Formatted: Font color: Accent 1

At Altus Schools Mirus (MIRUS), we prioritize uninterrupted learning. This Instructional Continuity Plan (ICP) embodies our proactive commitment to ensuring education continues seamlessly, regardless of circumstances. By establishing robust systems for remote instruction and communication *now*, we are prepared to transition swiftly and effectively to virtual learning environments should any emergency or unforeseen event occur. Our integrated online learning platforms, video conferencing capabilities, and digital communication tools form the bedrock of this preparedness. Furthermore, this ICP details clear decision-making pathways, empowering a designated leadership team to act decisively, activate appropriate remote learning phases, and keep our staff, students, and families informed, ensuring learning remains constant.

Engagement Protocol

Formatted: Font color: Accent 1

In the event of an emergency, MIRUS is committed to ensuring that students' educational experiences continue with minimal disruption. The school will engage students and families within 5 calendar days using a variety of communication methods to ensure everyone stays informed and connected. Examples of the two-way communication tools include phone calls, SMS text messaging, email, video conferencing, social media, and app notification through ParentSquare. The ParentSquare communication platform integrates with our Student Information System, providing all enrolled students and families with a centralized and accessible communication channel to receive updates and information from school administrators, teachers, and support staff. Given the instructional model of the school, it is common practice for teachers to be in touch with students and/or families daily. This routine communication ensures that in the event of an emergency, there will be no disruption in the connection between teachers, students, and their families. Teachers will continue to provide academic support, share resources, and address any concerns through the established communication channels.

Following an emergency, MIRUS will utilize our Multi-Tiered System of Supports (MTSS) to ensure all students receive the appropriate level of support based on their individual needs. Healthy Youth Therapists on staff are available to assist in supporting students' social-emotional and mental health needs through individual or group therapy sessions.

MIRUS strives to maintain a strong and supportive learning environment, even in the face of emergencies. By leveraging multiple communication methods and providing comprehensive support through MTSS, we aim to ensure the continuity of education and the well-being of our students and their families.

Instructional Access Plan

Formatted: Font color: Accent 1

MIRUS is an independent study program that offers both in-person and hybrid learning options for students. Resource Centers are strategically located within the neighborhoods and communities where students reside. Thanks to our multiple physical locations, state-of-the-art video conferencing technology, and independent study format, MIRUS can quickly adapt if a Resource Center becomes inaccessible due to an emergency or natural disaster. Students can continue in-person learning at an alternative neighborhood Resource Center or temporarily switch to virtual learning.

Every student at MIRUS has a Pathways Personalized Education Plan (PPEP). This plan is used by staff to analyze each student's current academic levels, grades/credits, educational goals, learning styles/preferences, interests, and post-high school pathways. The PPEP is developed and continually revised in collaboration with the student, parent, teacher, counselor, and school instructional leader.

As part of the PPEP and Instructional Plan, the school staff administer a fall benchmark assessment, NWEA Measures of Academic Progress (MAP), to all students to measure academic levels and proficiency in Reading, Language, and Mathematics. Teachers and instructional leaders use these assessment results to make data-informed decisions, such as increasing individual tutoring support in specific academic domains or utilizing specialized instructional strategies, curriculum, and programs to improve student skills.

Monitoring student academic progress and growth is a key element of the PPEP. When students do not demonstrate improved academic growth over time, instructional staff initiate and increase academic intervention efforts and support. MIRUS utilizes a Student Intervention Program aligned with the Multi-Tiered System of Support (MTSS). This intervention model provides instructional staff with a system to quickly identify and match the needs of all students. Each intervention completed by a teacher, counselor, or school support staff is documented in the school information system. The school's Data and Assessment department provides staff with a Monthly Storybook summarizing specific interventions completed. School leaders use this intervention data to monitor effectiveness and ongoing student needs. This plan ensures academic progress is not disrupted if a student must switch locations or modalities due to an emergency or natural disaster.

As an independent study school, students will naturally continue their learning through their existing textbook-based curriculum, aligned with state standards and developed by subject matter experts, in the event of an emergency or natural disaster. This curriculum will remain accessible within 10 instructional days of an emergency scenario. The Curriculum Department has already implemented digital lesson guides and online textbooks to support independent learning. For families needing hard copies, textbooks, lesson guides, and supplemental materials can be distributed via non-contact methods.

Edgenuity is the platform used to deliver online curriculum. Through Edgenuity, students have access to multiple scaffolds essential for English Learners and Students with Disabilities, including digital notetaking, transcripts in multiple languages, graphic organizers, glossaries, academic language tools, digital sticky notes, extended time, video closed captioning, text translation, and read-aloud features.

Students who lack access to a computer or home internet can be issued data-enabled laptops through the Altus Connect Program, ensuring they can access the Edgenuity platform, virtual meetings & tutoring sessions, and other online resources from home.

School staff are dedicated to maintaining high levels of student engagement and supporting academic achievement. Setting high expectations helps students achieve their daily, weekly, and monthly goals. Key instructional strategies include virtual and/or in-person one-on-one meetings and small group tutoring sessions, where teachers guide instruction and assess mastery of content standards, providing additional instruction as needed. Teachers also offer instructional support during scheduled student hours, both virtually and in-person. Additionally, teachers monitor academic progress and engagement through online forms, surveys, screencast videos, virtual events, and other communication tools, ensuring students remain on track with their educational goals.

Communication Strategy

Formatted: Font color: Accent 1

In a school emergency or natural disaster, clear and timely communication is critical. Our multi-faceted approach prioritizes the safety and well-being of students and families by ensuring a consistent flow of vital information through multiple accessible channels, strengthening the school-to-home partnership.

Initially, ParentSquare can serve as our central hub for rapid dissemination of alerts and critical updates regarding the situation, safety protocols, evacuation procedures (if necessary), and school status. Simultaneously, the school website and the Altus Schools

Health and Wellness Hub will be updated with the same crucial information, offering additional reliable sources.

Following immediate alerts, instructional staff will use secure text messaging, emails, and phone calls for more direct updates on student well-being and specific instructions. Virtual conferences via Microsoft Teams and Zoom may also be used for broader informational meetings or individual check-ins, as circumstances permit.

Recognizing potential challenges with digital communication, school staff will be prepared to conduct home visits to provide direct updates, ensure student safety, and deliver essential resources or instructions.

To ensure equitable access, our dedicated bilingual staff will communicate critical emergency information in both English and Spanish.

Access to Devices, Materials, and Connectivity

Formatted: Font color: Accent 1

To ensure students have access to online schoolwork, MIRUS conducts multiple needs assessments and satisfaction surveys with students and parents to identify families requiring home technology. Teachers maintain regular communication with students and parents through secure text messages, phone calls, virtual conferences, and emails to identify ongoing needs or unique circumstances. As a result, the school has successfully deployed Chromebooks and data plans to all students in need. When new students enroll, school clerks and counselors conduct a technology needs assessment with each family and promptly provide devices to ensure all barriers to learning are eliminated.

Occasionally, school-issued devices require repair or service. In such cases, devices are collected and submitted to the school's Operations Department for maintenance. Students are issued replacement devices to ensure continuous access. Inventory is reviewed regularly by the Operations Department to ensure necessary stock levels are maintained to accommodate student need.

The school has also enhanced its websites and technology tools. To minimize confusion and redundancy for students and parents, the school has created an online landing page, www.altusgo.com, which provides students and families with access to curriculum and instructional supports. From this landing page, students can access essential school technology programs such as Edgenuity, Naviance, Renaissance (Illuminate), Achieve 3000, and BrainPOP.

For students who prefer or require hard copy materials, staff will work with the family to distribute as needed.

Special Populations and Support Services

Formatted: Font color: Accent 1

Even in a shift to remote learning, our school remains dedicated to providing equitable and personalized education for all students through our key process: Pathways Personalized Educational Plan (PPEP). This collaborative plan, developed with teachers, students, parents, counselors, and instructional leaders, inherently addresses diverse needs, including those of English Learners, Students with Disabilities, and Foster/Homeless Youth. Our dedicated Homeless and Foster Youth Liaison will continue to provide comprehensive case management services remotely, ensuring uninterrupted support through virtual check-ins and resource coordination. Existing PPEPs, outlining individual goals and learning preferences, will guide personalized remote learning experiences, and our Multi-Tiered Systems of Supports (MTSS) framework will deliver tailored online interventions.

For English Learners, we ensure continued language development through both integrated and designated ELD support via online educational platforms and digital resources like Summit K12, BrainPOP EL, and Ellevation. Integrated ELD is embedded within virtual content lessons, while designated ELD focuses on explicit language and literacy skill-building through virtual small groups and individualized online activities, all aligned with the school's English Learner Plan. Students with Disabilities will continue to receive Free Appropriate Public Education (FAPE) through the virtual implementation of their IEPs. Specialized Academic Instruction (SAI) will be provided via distance learning by Education Specialists through secure video conferencing and online learning platforms. Curriculum will be adapted for digital accessibility, and instruction will be differentiated using online platform features and Universal Design for Learning (UDL) principles. Special education case managers will actively monitor student progress remotely through regular virtual check-ins and ongoing collaboration with general education teachers.

Furthermore, we are committed to supporting the holistic well-being of our students in a remote setting. To address mental health and social-emotional needs, we will provide virtual counseling sessions with our school counselors and offer readily accessible resource directories for additional support services. Recognizing the importance of basic needs, we will also ensure families have access to critical nutrition services and other wraparound supports by providing comprehensive information on accessing local food banks and other essential resources.

Instructional Continuity and Independent Study Readiness

Formatted: Font color: Accent 1

As a WASC-accredited, non-classroom-based independent study program, our school has established and implemented written policies to govern our independent study program. All students and parents/care givers sign a board-approved, year-long independent study Master Agreement contract, which includes required elements such as Contact Information, Methods of Study, Evaluation Procedures, Attendance and Participation Requirements, Outreach Methods, Maximum Time for Assignments, and Number of Missed Assignments.

MIRUS is dedicated to delivering high-quality, rigorous, and standards-aligned curriculum and instruction entirely through accessible online platforms. Our model inherently ensures that *all* students can be effectively supported remotely. Leveraging a robust digital curriculum, versatile communication tools, and interactive videoconferencing systems, we guarantee seamless continuity of learning, regardless of external circumstances such as emergencies or natural disasters. This instructional approach will ensure that students can receive virtual daily one-on-one meetings, weekly small group tutoring sessions, readily available virtual student hours, and additional personalized check-in meetings. This will ensure every learner receives the individual support they need to thrive in the event of a natural disaster or emergency.

Assessment and Student Progress Monitoring

Formatted: Font color: Accent 1

In the event of an emergency or natural disaster, the school will maintain continuous learning through the following established procedures: Teachers will consistently monitor student learning daily using varied formative assessments and robust tracking methods implemented remotely. Data on participation in online activities, coursework completion, assessments, and communication will be analyzed to inform responsive instruction. Teachers will utilize a Course of Study Record (CSR) and Participation/Credit Tracker to closely follow daily progress virtually, while students will maintain a Student Learning Log, reviewed and archived by teachers in the SPSIS. Attendance will be certified remotely via School Pathways Student Information System (SPSIS) at the end of each Independent Study Learning Period.

In the virtual environment, remote instruction will be shaped by continuous formative and summative assessments, incorporating a variety of online activities to gauge student learning and personalize instruction. Assignments will receive virtual feedback, and scores below 70% will automatically activate tailored virtual remediation plans, ensuring targeted support. Furthermore, teachers and instructional staff will leverage the

school's MTSS framework to address the holistic academic, behavioral, and social-emotional needs of each student; these strategies may include additional virtual tutoring, participation in specialized programs like IXL Math, or meetings with guidance counselors or healthy youth therapists.

Leveraging secure video conferencing, educators can deliver dynamic live instruction, foster real-time communication, and implement immediate learning evaluations through engaging virtual activities such as quick writes and collaborative group projects. These interactive sessions bridge the physical distance, enabling active participation and timely feedback.

The SPSIS Gradebook will serve as the central platform for recording all virtual assignments, and teachers will provide summary comments on student progress at the end of each Learning Period. This information will be accessible to students and parents via the School Pathways Portal, with ongoing virtual training and support provided to ensure seamless access and engagement.

Professional Development for Staff

Formatted: Font color: Accent 1

Altus University ("AU") serves as the professional learning platform for the school, offering both in-person and virtual sessions to accommodate the diverse needs of our staff. Altus University includes a fully online component, called AU in the Cloud, which is available to all segments of the workforce and aligned with the California Quality Professional Learning Standards (QPLS).

AU sessions incorporate school-wide initiatives to improve student learning in math and English language development. Each session includes an evaluation for participants to provide feedback on participation, satisfaction, usefulness, learning, and areas for follow-up. This feedback is used by the school's curriculum departments as part of their ongoing Professional Learning Communities (PLCs) and to plan additional AU sessions.

Both in-person and virtual AU sessions provide instructional staff with the time and space to explore curriculum content necessary for quality instruction. Instructors build participants' capacity to use frameworks, standards alignment documents, and instructional pacing guides to support teaching content standards. Assessment and instructional strategies are incorporated into the sessions so that teachers can use formative assessment strategies to inform instruction for a diverse student population.

Teachers have undergone Leading Edge Certification (LEC), a national certification for educational technology, to become effective online and blended learning teachers. For

new teachers, the school continues the certification process through the LEC FLEX program. School instructional leaders provide feedback on new skills acquired through AU sessions during virtual tutoring session observations. Instructors model how to differentiate curriculum and scaffold instruction to support all students. These sessions uphold the school's values by increasing participants' capacity to enhance students' participation, engagement, connection, sense of belonging, and emotional well-being.

Instructional strategies are presented through an equity lens, ensuring access and equity for all students. Data informing AU sessions is disaggregated by gender, race, special needs, foster youth, and socio-economic indicators, allowing for the identification of student instructional needs focused on specific groups. All participants can access AU sessions through registration on the Altus University Portal. Sessions are generally held on the same day of the week and time, allowing teachers to plan instruction around the professional learning sessions they wish to attend. Recorded sessions are available on demand for staff members who are unable to attend live sessions.

Instructors for AU sessions include Administrators, Teachers on Special Assignment, Special Education, General Education teachers. They maintain a positive learning environment for all participants, who can use the chat feature within Microsoft Teams to ask questions without interrupting the flow of instruction and can unmute their microphones to participate verbally. Instructors engage participants through Web 2.0 tools learned from the Leading Edge Certification (LEC). AU instructors understand that student Social Emotional Learning is paramount, focusing on connecting with students first, followed by content.

By combining virtual and in-person professional learning, Altus University ensures that all staff have the resources and support they need to succeed in any learning environment.

Criteria for Returning to In-Person Learning

Formatted: Font color: Accent 1

Following a school emergency or natural disaster, the decision to resume in-person learning will be made in close coordination with state and county emergency management and education agencies, prioritizing the safety and well-being of students and staff. Return to school sites will occur only when deemed safe by these authorities and when the following critical conditions are met:

- Lifted Evacuation Orders: All evacuation orders affecting the school site and the surrounding areas necessary for safe travel of students and staff must be officially lifted.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

- Safe Air Quality and Clean Water: Air quality must be at levels deemed safe by relevant environmental agencies, and access to potable, clean water must be fully restored at the school site.

- Restored Utilities: Essential utilities, including power, gas, and functioning sanitation systems, must be reliably restored to ensure a safe and healthy learning environment.

- Debris Removal: School grounds and access routes must be cleared of any hazardous debris that could pose a risk to students and staff.

- Staffing and Food Service Readiness: Sufficient staffing levels across all essential functions, including instructional, administrative, and support roles, must be ensured. Additionally, food service operations must be ready to provide necessary meals for students.

Upon confirmation that these conditions are met and clearance is received, the school will implement clearly defined return-to-school plans and protocols aligned with the most current guidance from the California Department of Education (CDE) and county education offices. These protocols will be proactively communicated to all students and staff.

Collaboration and Site-Based Planning

The collaborative spirit at our school ensures that our Instructional Continuity Plan (ICP) and School Comprehensive Safety Plan are living documents, shaped by the diverse perspectives of our entire educational community.

Administrators actively champion the development and review processes for both plans. They initiate discussions, provide resources, and ensure that feedback is thoughtfully integrated. Staff members, including teachers, counselors, and support personnel, contribute their invaluable frontline experiences through surveys, focused meetings, and professional development sessions, directly influencing the practical elements of the plans.

Parents and family members play a vital role as essential partners. Their insights into students' needs and home environments are gathered through surveys, school events,

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Font color: Accent 1

parent-teacher conferences, and dedicated meetings, ensuring a holistic approach to both instructional continuity and safety.

Our students' voices are also crucial in this collaborative endeavor. Meaningful feedback is solicited through age-appropriate surveys, student forums, and representative participation in school events, providing a unique and important perspective on safety and learning continuity.

The School Site Council serves as a cornerstone of the annual review process for both the ICP and the School Comprehensive Safety Plan. This body, comprised of administrators, teachers, staff, parents, and students, reviews the plans, analyzes feedback gathered throughout the year, and provides critical input for revisions and improvements, ensuring that our safety and instructional strategies remain responsive and effective. This ongoing cycle of collaborative development and review ensures that our plans reflect the collective wisdom and shared commitment of our entire school community.

Plan Review and Updates

Formatted: Font color: Accent 1

Our Instructional Continuity Plan (ICP) is a living document designed to adapt to the evolving needs of our school community. To maintain its effectiveness, we conduct an annual review and update process.

The Altus Schools Executive Safety Team is central to this process. Each year, they examine the ICP, ensuring its alignment with current best practices and any changes in our school environment or local context. This comprehensive review includes:

- Data Analysis: The Executive Safety Team (EST) analyzes year-long data, including feedback from surveys, meetings, and training involving administrators, staff, parents, and students. The EST contributes critical insights related to safety protocols and potential risks, allowing us to pinpoint the plan's strengths and areas needing improvement.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

- Stakeholder Input: We actively seek and value input from all stakeholders through surveys, focus groups, and school events. The EST thoroughly addresses all safety-related concerns raised during this engagement process and integrates guidance from the School Site Council's review of the Comprehensive School Safety Plan and Instructional Continuity Plan.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

- Plan Evaluation: The EST assesses the ICP's effectiveness in addressing potential disruptions to instruction, such as natural disasters, emergencies, and other unforeseen events. The EST lends its expertise to evaluate the clarity of safety procedures, the adequacy of resources, and the practicality of implementation.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Based on this thorough analysis, the Executive Safety Team recommends necessary revisions to the ICP.

The updated ICP then undergoes the following steps:

- Documentation and Communication: All revisions are clearly recorded within the ICP and shared with key educational partners.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

- Implementation: The updated ICP is put into practice school-wide, with any required training or professional development provided to staff. The Executive Safety Team actively supports the implementation of all safety-related components.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

This annual cycle of review and updates, driven by the active involvement of the Executive Safety Team, guarantees that our ICP remains a relevant and effective instrument for ensuring instructional continuity, demonstrating our unwavering commitment to the safety and academic success of every student.

Altus SCHOOLS SOUTHERN CALIFORNIA

Audeo Charter School II Board Prop 28 Expenditure Report

Audeo Charter School II Prop 28 Arts Education Plan aims to enhance arts education access and quality. The plan outlines three main goals: increasing arts education access, enhancing the arts curriculum and instruction, and fostering student engagement.

1. **Increase access** to arts education by ensuring that every student has access to arts instruction, regardless of their course selection and expanding the arts programs to all students within school.
2. **Enhance arts curriculum and instruction** by developing a comprehensive arts curriculum that aligns with state standards and encourages creativity, critical thinking and self-expression. Arts lessons will also be integrated into core curriculum aligned with Common Core State Standards and Universal Design for Learning. By providing professional learning opportunities to instructional staff, the instructional materials created by the Visual and Performing Arts department will be utilized by students both synchronously and asynchronously, depending on the needs of the students.
3. **Foster student engagement and participation** by increasing student participating in arts classes and/or art instructional sessions. This will allow for students to explore various art forms and discover their passions.

Budget Allocation:

- Audeo Charter School II was awarded $33,690 funding to be expended until the 2025-2026 school year
- At least 80% of the allocation, or $26,952 is planned to be spent on personnel costs to expand the Visual and Performing Arts Department.
- 20% of the allocation, or $6,738 is planned to provide professional development and resources/supplies for teachers to implement arts instruction at the Resource Center

Annual Report to be approved and posted on school website":

1. The number of full time equivalent teachers funded through Prop 28 for the 2024-2025 school year was 0.20
2. There were no full time classified personnel funded through Prop 28 for the 2024-2025 school year.
3. There were no full time equivalent teaching aides funded through Prop 28 for the 2024-2025 school year.
4. 137 students were served with arts instruction for the 2024-2025 school year through Prop 28. **This is a 149% increase from the 23-24 school year.**
5. 2 school sites provided arts education.

Proposition 28: Arts and Music in Schools Funding
Annual Report
Fiscal Year 2024–25

Name: Audeo Charter School II

County-District-School (CDS) Code: 37-10371-0134577

Allocation Year: 2023–24, 2024–25

1. Narrative description of the Proposition 28 arts education programs funded (2500 character limit).

The Prop 28 Arts Education Plan aims to enhance arts education access and quality. The plan outlines three main goals: increasing arts education access, enhancing the arts curriculum and instruction, and fostering student engagement.
1. Increase access to arts education by ensuring that every student has access to arts instruction, regardless of their course selection and expanding the arts programs to all students within school.
2. Enhance arts curriculum and instruction by developing a comprehensive arts curriculum that aligns with state standards and encourages creativity, critical thinking and self-expression. Arts lessons will also be integrated into core curriculum aligned with Common Core State Standards and Universal Design for Learning. By providing professional learning opportunities to instructional staff, the instructional materials created by the Visual and Performing Arts department will be utilized by students both synchronously and asynchronously, depending on the needs of the students.
3. Foster student engagement and participation by increasing student participating in arts classes and/or art instructional sessions. This will allow for students to explore various art forms and discover their passions.

2. Number of full-time equivalent teachers (certificated) providing arts education programs with Arts and Music in Schools (AMS) funds: .20

3. Number of full-time equivalent personnel (classified) providing arts education programs with AMS funds: 0

4. Number of full-time equivalent teaching aides providing arts education programs with AMS funds: 0

5. Number of students served with AMS funds: 137

6. Number of school sites providing arts education programs with AMS funds: 2

Date of Approval by Governing Board/Body: 06/24/25

Annual Report Data URL (direct PDF link to document on local educational agency website)

Altus SCHOOLS SOUTHERN CALIFORNIA

Audeo Valley Charter School Board Prop 28 Expenditure Report

Audeo Valley Charter School Prop 28 Arts Education Plan aims to enhance arts education access and quality. The plan outlines three main goals: increasing arts education access, enhancing the arts curriculum and instruction, and fostering student engagement.

1. **Increase access** to arts education by ensuring that every student has access to arts instruction, regardless of their course selection and expanding the arts programs to all students within school.
2. **Enhance arts curriculum and instruction** by developing a comprehensive arts curriculum that aligns with state standards and encourages creativity, critical thinking and self-expression. Arts lessons will also be integrated into core curriculum aligned with Common Core State Standards and Universal Design for Learning. By providing professional learning opportunities to instructional staff, the instructional materials created by the Visual and Performing Arts department will be utilized by students both synchronously and asynchronously, depending on the needs of the students.
3. **Foster student engagement and participation** by increasing student participating in arts classes and/or art instructional sessions. This will allow for students to explore various art forms and discover their passions.

Budget Allocation:

- Audeo Valley Charter School was awarded $40,135 funding to be expended until the 2025-2026 school year
- At least 80% of the allocation, or $32,108 is planned to be spent on personnel costs to expand the Visual and Performing Arts Department.
- 20% of the allocation, or $8,027 is planned to provide professional development and resources/supplies for teachers to implement arts instruction at the Resource Center

Annual Report to be approved and posted on school website":

1. The number of full time equivalent teachers funded through Prop 28 for the 2024-2025 school year was 0.25
2. There were no full time classified personnel funded through Prop 28 for the 2024-2025 school year.
3. There were no full time equivalent teaching aides funded through Prop 28 for the 2024-2025 school year.
4. 141 students were served with arts instruction for the 2024-2025 school year through Prop 28. This was an increase of 57% from the 23-24 school year.
5. 1 school site provided arts education.

Proposition 28: Arts and Music in Schools Funding
Annual Report
Fiscal Year 2024–25

Name: Audeo Valley Charter School

County-District-School (CDS) Code: 33-10330-0140780

Allocation Year: 2023–24, 2024–25

1. Narrative description of the Proposition 28 arts education programs funded (2500 character limit).

The Prop 28 Arts Education Plan aims to enhance arts education access and quality. The plan outlines three main goals: increasing arts education access, enhancing the arts curriculum and instruction, and fostering student engagement.
1. Increase access to arts education by ensuring that every student has access to arts instruction, regardless of their course selection and expanding the arts programs to all students within school.
2. Enhance arts curriculum and instruction by developing a comprehensive arts curriculum that aligns with state standards and encourages creativity, critical thinking and self-expression. Arts lessons will also be integrated into core curriculum aligned with Common Core State Standards and Universal Design for Learning. By providing professional learning opportunities to instructional staff, the instructional materials created by the Visual and Performing Arts department will be utilized by students both synchronously and asynchronously, depending on the needs of the students.
3. Foster student engagement and participation by increasing student participating in arts classes and/or art instructional sessions. This will allow for students to explore various art forms and discover their passions.

2. Number of full-time equivalent teachers (certificated) providing arts education programs with Arts and Music in Schools (AMS) funds: .25

3. Number of full-time equivalent personnel (classified) providing arts education programs with AMS funds: 0

4. Number of full-time equivalent teaching aides providing arts education programs with AMS funds: 0

5. Number of students served with AMS funds: 141

6. Number of school sites providing arts education programs with AMS funds: 1

Date of Approval by Governing Board/Body: 06/24/25

Annual Report Data URL (direct PDF link to document on local educational agency website)

California Department of Education, January 2025

Altus SCHOOLS SOUTHERN CALIFORNIA

Altus Schools East County Board Prop 28 Expenditure Report

Altus Schools East County Prop 28 Arts Education Plan aims to enhance arts education access and quality. The plan outlines three main goals: increasing arts education access, enhancing the arts curriculum and instruction, and fostering student engagement.

1. **Increase access** to arts education by ensuring that every student has access to arts instruction, regardless of their course selection and expanding the arts programs to all students within school.
2. **Enhance arts curriculum and instruction** by developing a comprehensive arts curriculum that aligns with state standards and encourages creativity, critical thinking and self-expression. Arts lessons will also be integrated into core curriculum aligned with Common Core State Standards and Universal Design for Learning. By providing professional learning opportunities to instructional staff, the instructional materials created by the Visual and Performing Arts department will be utilized by students both synchronously and asynchronously, depending on the needs of the students.
3. **Foster student engagement and participation** by increasing student participating in arts classes and/or art instructional sessions. This will allow for students to explore various art forms and discover their passions.

Budget Allocation:

- Altus Schools East County was awarded $42,359 funding to be expended until the 2025-2026 school year
- At least 80% of the allocation, or $33,887 is planned to be spent on personnel costs to expand the Visual and Performing Arts Department.
- 20% of the allocation, or $8,472 is planned to provide professional development and resources/supplies for teachers to implement arts instruction at the Resource Center

Annual Report to be approved and posted on school website":

1. The number of full time equivalent teachers funded through Prop 28 for the 2024-2025 school year was 0.25
2. There were no full time classified personnel funded through Prop 28 for the 2024-2025 school year.
3. There were no full time equivalent teaching aides funded through Prop 28 for the 2024-2025 school year.
4. 49 students were served with arts instruction for the 2024-2025 school year through Prop 28. **This was a 63% increase from the 23-24 school year.**
5. 3 school sites provided arts education.

Proposition 28: Arts and Music in Schools Funding
Annual Report
Fiscal Year 2024–25

Name: Altus Schools East County

County-District-School (CDS) Code: 37-77099-0136077

Allocation Year: 2023–24, 2024–25

1. Narrative description of the Proposition 28 arts education programs funded (2500 character limit).

The Prop 28 Arts Education Plan aims to enhance arts education access and quality. The plan outlines three main goals: increasing arts education access, enhancing the arts curriculum and instruction, and fostering student engagement.
1. Increase access to arts education by ensuring that every student has access to arts instruction, regardless of their course selection and expanding the arts programs to all students within school.
2. Enhance arts curriculum and instruction by developing a comprehensive arts curriculum that aligns with state standards and encourages creativity, critical thinking and self-expression. Arts lessons will also be integrated into core curriculum aligned with Common Core State Standards and Universal Design for Learning. By providing professional learning opportunities to instructional staff, the instructional materials created by the Visual and Performing Arts department will be utilized by students both synchronously and asynchronously, depending on the needs of the students.
3. Foster student engagement and participation by increasing student participating in arts classes and/or art instructional sessions. This will allow for students to explore various art forms and discover their passions.

2. Number of full-time equivalent teachers (certificated) providing arts education programs with Arts and Music in Schools (AMS) funds: .25

3. Number of full-time equivalent personnel (classified) providing arts education programs with AMS funds: 0

4. Number of full-time equivalent teaching aides providing arts education programs with AMS funds: 0

5. Number of students served with AMS funds: 49

6. Number of school sites providing arts education programs with AMS funds: 3

Date of Approval by Governing Board/Body: 06/24/25

Annual Report Data URL (direct PDF link to document on local educational agency website)

California Department of Education, January 2025

Altus SCHOOLS SOUTHERN CALIFORNIA

Altus Board Prop 28 Expenditure Report

Altus Schools North County Charter School Prop 28 Arts Education Plan aims to enhance arts education access and quality. The plan outlines three main goals: increasing arts education access, enhancing the arts curriculum and instruction, and fostering student engagement.

1. **Increase access** to arts education by ensuring that every student has access to arts instruction, regardless of their course selection and expanding the arts programs to all students within school.
2. **Enhance arts curriculum and instruction** by developing a comprehensive arts curriculum that aligns with state standards and encourages creativity, critical thinking and self-expression. Arts lessons will also be integrated into core curriculum aligned with Common Core State Standards and Universal Design for Learning. By providing professional learning opportunities to instructional staff, the instructional materials created by the Visual and Performing Arts department will be utilized by students both synchronously and asynchronously, depending on the needs of the students.
3. **Foster student engagement and participation** by increasing student participating in arts classes and/or art instructional sessions. This will allow for students to explore various art forms and discover their passions.

Budget Allocation:

- Altus Schools North County Charter School was awarded $17,520 funding to be expended until the 2025-2026 school year
- At least 80% of the allocation, or $14,016 is planned to be spent on personnel costs to expand the Visual and Performing Arts Department.
- 20% of the allocation, or $3,504 is planned to provide professional development and resources/supplies for teachers to implement arts instruction at the Resource Center

Annual Report to be approved and posted on school website":

1. The number of full time equivalent teachers funded through Prop 28 for the 2024-2025 school year was 0.10
2. There were no full time classified personnel funded through Prop 28 for the 2024-2025 school year.
3. There were no full time equivalent teaching aides funded through Prop 28 for the 2024-2025 school year.
4. 43 students were served with arts instruction for the 2024-2025 school year through Prop 28. **This is a 65% increase from the 23-24 school year.**
5. 1 school site provided arts education.

Proposition 28: Arts and Music in Schools Funding
Annual Report
Fiscal Year 2024–25

Name: Altus Schools North County

County-District-School (CDS) Code: 37-68106-0137034

Allocation Year: 2023–24, 2024–25

1. Narrative description of the Proposition 28 arts education programs funded (2500 character limit).

The Prop 28 Arts Education Plan aims to enhance arts education access and quality. The plan outlines three main goals: increasing arts education access, enhancing the arts curriculum and instruction, and fostering student engagement.
1. Increase access to arts education by ensuring that every student has access to arts instruction, regardless of their course selection and expanding the arts programs to all students within school.
2. Enhance arts curriculum and instruction by developing a comprehensive arts curriculum that aligns with state standards and encourages creativity, critical thinking and self-expression. Arts lessons will also be integrated into core curriculum aligned with Common Core State Standards and Universal Design for Learning. By providing professional learning opportunities to instructional staff, the instructional materials created by the Visual and Performing Arts department will be utilized by students both synchronously and asynchronously, depending on the needs of the students.
3. Foster student engagement and participation by increasing student participating in arts classes and/or art instructional sessions. This will allow for students to explore various art forms and discover their passions.

2. Number of full-time equivalent teachers (certificated) providing arts education programs with Arts and Music in Schools (AMS) funds: .10

3. Number of full-time equivalent personnel (classified) providing arts education programs with AMS funds: 0

4. Number of full-time equivalent teaching aides providing arts education programs with AMS funds: 0

5. Number of students served with AMS funds: 43

6. Number of school sites providing arts education programs with AMS funds: 1

Date of Approval by Governing Board/Body: 06/24/25

Annual Report Data URL (direct PDF link to document on local educational agency website)

California Department of Education, January 2025

Altus SCHOOLS SOUTHERN CALIFORNIA

Altus Schools South Bay Board Prop 28 Expenditure Report

Altus Schools South Bay Prop 28 Arts Education Plan aims to enhance arts education access and quality. The plan outlines three main goals: increasing arts education access, enhancing the arts curriculum and instruction, and fostering student engagement.

1. **Increase access** to arts education by ensuring that every student has access to arts instruction, regardless of their course selection and expanding the arts programs to all students within school.
2. **Enhance arts curriculum and instruction** by developing a comprehensive arts curriculum that aligns with state standards and encourages creativity, critical thinking and self-expression. Arts lessons will also be integrated into core curriculum aligned with Common Core State Standards and Universal Design for Learning. By providing professional learning opportunities to instructional staff, the instructional materials created by the Visual and Performing Arts department will be utilized by students both synchronously and asynchronously, depending on the needs of the students.
3. **Foster student engagement and participation** by increasing student participating in arts classes and/or art instructional sessions. This will allow for students to explore various art forms and discover their passions.

Budget Allocation:

- Altus Schools South Bay was awarded $61,951 funding to be expended until the 2025-2026 school year
- At least 68% of the allocation, or $42,127 is planned to be spent on personnel costs to expand the Visual and Performing Arts (VAPA) Department.
- 32% of the allocation, or $19,824 is planned to provide professional development and resources/supplies for teachers to implement arts instruction at the Resource Center

Annual Report to be approved and posted on school website":

1. The number of full time equivalent teachers funded through Prop 28 for the 2024-2025 school year was 0.25
2. There were no full time classified personnel funded through Prop 28 for the 2024-2025 school year.
3. There were no full time equivalent teaching aides funded through Prop 28 for the 2024-2025 school year.
4. 69 students were served with arts instruction for the 2024-2025 school year through Prop 28. **This is a 65% increase from the 23-24 school year.**
5. 4 school sites provided arts education.

Proposition 28: Arts and Music in Schools Funding
Annual Report
Fiscal Year 2024–25

Name: Altus Schools South Bay

County-District-School (CDS) Code: 37-77107-0136473

Allocation Year: 2023–24, 2024–25

1. Narrative description of the Proposition 28 arts education programs funded (2500 character limit).

The Prop 28 Arts Education Plan aims to enhance arts education access and quality. The plan outlines three main goals: increasing arts education access, enhancing the arts curriculum and instruction, and fostering student engagement.
1. Increase access to arts education by ensuring that every student has access to arts instruction, regardless of their course selection and expanding the arts programs to all students within school.
2. Enhance arts curriculum and instruction by developing a comprehensive arts curriculum that aligns with state standards and encourages creativity, critical thinking and self-expression. Arts lessons will also be integrated into core curriculum aligned with Common Core State Standards and Universal Design for Learning. By providing professional learning opportunities to instructional staff, the instructional materials created by the Visual and Performing Arts department will be utilized by students both synchronously and asynchronously, depending on the needs of the students.
3. Foster student engagement and participation by increasing student participating in arts classes and/or art instructional sessions. This will allow for students to explore various art forms and discover their passions.

2. Number of full-time equivalent teachers (certificated) providing arts education programs with Arts and Music in Schools (AMS) funds: .25

3. Number of full-time equivalent personnel (classified) providing arts education programs with AMS funds: 0

4. Number of full-time equivalent teaching aides providing arts education programs with AMS funds: 0

5. Number of students served with AMS funds: 69

6. Number of school sites providing arts education programs with AMS funds: 4

Date of Approval by Governing Board/Body: 06/24/25

Annual Report Data URL (direct PDF link to document on local educational agency website)

California Department of Education, January 2025

Altus SCHOOLS SOUTHERN CALIFORNIA

Mirus Secondary School Board Prop 28 Expenditure Report

Mirus Secondary School Prop 28 Arts Education Plan aims to enhance arts education access and quality. The plan outlines three main goals: increasing arts education access, enhancing the arts curriculum and instruction, and fostering student engagement.

1. **Increase access** to arts education by ensuring that every student has access to arts instruction, regardless of their course selection and expanding the arts programs to all students within school.
2. **Enhance arts curriculum and instruction** by developing a comprehensive arts curriculum that aligns with state standards and encourages creativity, critical thinking and self-expression. Arts lessons will also be integrated into core curriculum aligned with Common Core State Standards and Universal Design for Learning. By providing professional learning opportunities to instructional staff, the instructional materials created by the Visual and Performing Arts department will be utilized by students both synchronously and asynchronously, depending on the needs of the students.
3. **Foster student engagement and participation** by increasing student participating in arts classes and/or art instructional sessions. This will allow for students to explore various art forms and discover their passions.

Budget Allocation:

- Mirus Secondary School was awarded $48,576 funding to be expended until the 2025-2026 school year
- At least 61% of the allocation, or $29,631 is planned to be spent on personnel costs to expand the Visual and Performing Arts Department.
- 39% of the allocation, or $18,945 is planned to provide professional development and resources/supplies for teachers to implement arts instruction at the Resource Center

Annual Report to be approved and posted on school website":

1. The number of full time equivalent teachers funded through Prop 28 for the 2024-2025 school year was 0.25
2. There were no full time classified personnel funded through Prop 28 for the 2024-2025 school year.
3. There were no full time equivalent teaching aides funded through Prop 28 for the 2024-2025 school year.
4. 86 students were served with arts instruction for the 2023-2024 school year through Prop 28. **This was an increase of 291% compared with the 23-24 school year.**
5. 3 school sites provided arts education.

Proposition 28: Arts and Music in Schools Funding
Annual Report
Fiscal Year 2024–25

Name: Mirus Secondary

County-District-School (CDS) Code: 36-75044-0114389

Allocation Year: 2023–24, 2024–25

1. Narrative description of the Proposition 28 arts education programs funded (2500 character limit).

The Prop 28 Arts Education Plan aims to enhance arts education access and quality. The plan outlines three main goals: increasing arts education access, enhancing the arts curriculum and instruction, and fostering student engagement.
1. Increase access to arts education by ensuring that every student has access to arts instruction, regardless of their course selection and expanding the arts programs to all students within school.
2. Enhance arts curriculum and instruction by developing a comprehensive arts curriculum that aligns with state standards and encourages creativity, critical thinking and self-expression. Arts lessons will also be integrated into core curriculum aligned with Common Core State Standards and Universal Design for Learning. By providing professional learning opportunities to instructional staff, the instructional materials created by the Visual and Performing Arts department will be utilized by students both synchronously and asynchronously, depending on the needs of the students.
3. Foster student engagement and participation by increasing student participating in arts classes and/or art instructional sessions. This will allow for students to explore various art forms and discover their passions.

2. Number of full-time equivalent teachers (certificated) providing arts education programs with Arts and Music in Schools (AMS) funds: .25

3. Number of full-time equivalent personnel (classified) providing arts education programs with AMS funds: 0

4. Number of full-time equivalent teaching aides providing arts education programs with AMS funds: 0

5. Number of students served with AMS funds: 86

6. Number of school sites providing arts education programs with AMS funds: 3

Date of Approval by Governing Board/Body: 06/24/25

Annual Report Data URL (direct PDF link to document on local educational agency website)

California Department of Education, January 2025

Purpose
Seek formal adoption by the Altus Schools Southern California ("ASSC") Board of Directors of the Amira and Multitudes reading difficulty screeners as the dyslexia screening instruments for students in grades kindergarten through second, in accordance with California Education Code §53008.

Background
California Education Code §53008 requires that beginning in the 2025–26 school year, all local educational agencies (LEAs), including charter schools, must:

- Adopt one or more state-approved screening instruments by June 30, 2025, and
- Screen all students in Kindergarten, Grade 1, and Grade 2 annually for risk of reading difficulties, including dyslexia.

Screening tools must be culturally, linguistically, and developmentally appropriate, and must assess key literacy domains such as phonological awareness, decoding, oral language, and reading fluency.

Following the release of the state's approved list of screening instruments, Amira Learning (Grades 1–2) and Multitudes (Kindergarten) have been selected based on their strong alignment with the criteria outlined in Education Code §53008, including research-based design, linguistic responsiveness, and coverage of essential early literacy skills. Both tools appear on the official list adopted by the State Board of Education and meet the statutory requirements for implementation beginning in the 2025–26 school year.

Overview of Cost and Rationale for Selected Screening Instruments

Tool	Grade Level(s)	Estimated Cost	Funding Source	Rationale / Key Features
Amira Learning	Grades 1–2	$20 per student per year	Instructional budgets, Title I, or literacy grants	- State-approved - AI-powered oral reading assessments and supports for targeted intervention
Multitudes	Kindergarten	No cost (state-funded access through CDE/UC Berkeley)	State-funded Pilot (Early Literacy Support Grant)	- State-approved - Developed for CA schools

Staff Recommendation
Staff recommends the Altus Schools Southern California Board of Directors approve the adoption of Amira Learning as the dyslexia screening instrument for Grades 1–2 and Multitudes for Kindergarten, both of which are included on the State Board of Education's approved list in accordance with California Education Code §53008.

This recommendation includes the authorization to proceed with the following:

a. Staff training in administration and interpretation of screening results
b. Communication of the screening process and opt-out option to families
c. Integration of screening data into the school's Multi-Tiered System of Supports (MTSS) and Student Study Team (SST) processes
d. Timely reporting of results to families and ongoing progress monitoring
e. Ongoing compliance monitoring with all statutory requirements related to screening administration, family notification, and appropriate use of data to support early literacy intervention.

Assumptions for Preliminary Operational Budget
FY 2025-26

Audeo Charter School II (Audeo II) is an independent study program. Audeo II takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study programs, like Audeo II, are based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (**ADA**) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. Audeo II is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

* **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for Audeo II is 61.51%.

* **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2025-26 May Revision and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo II's Preliminary Operational Budget.

Table 1:

Description	FY 2025-26
Grades 4-6 Adjusted Base Grant	$10,411
Grades 7-8 Adjusted Base Grant	$10,719
Grades 9-12 Adjusted Base Grant	$12,746
Statutory Cost of Living Allowance (COLA)*	2.30%
Audeo II's Unduplicated Pupil Percentage (Rolling Average)	61.51%
District's Unduplicated Pupil Percentage (SDCOE)	25.16%

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2025-26 (Projected P-2)	FY 2024-25 (Actual P-2)	FY 2023-24 (Actual P-2)
P-2 Enrollment	**295**	**293**	**272**
CBEDS Enrollment	**241**	**239**	**237**
Students Served	**560**	**561**	**568**
ADA:			
Grade 4-6	5.53	5.48	8.72
Grade 7-8	40.55	40.20	39.42
Grade 9-12	249.48	247.41	261.08
Total ADA	**295.56**	**293.09**	**309.22**

REVENUE PROJECTIONS

Table 3:

Description	FY 2025-26
LCFF Sources	$4,123,842
Federal Revenues	$445,332
State Revenues Other than LCFF	$702,065
Local Revenues	$168,348
Total Projected Revenues	**$5,439,587**

- **In Lieu of Property Taxes** (ILPT) are no longer a source of revenue, but total LCFF revenues will remain unchanged. With the passage of Senate Bill 75, SBE authorized charter schools will no longer receive ILPT unless the district of residence (for the student of which ADA was claimed) was a basic aid district in the prior year. This means that the LCFF entitlement for most SBE authorized charter schools will be fully funded through state aid (LCFF State Aid and EPA).

- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on November 6, 2012 and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.

- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: $82 for Prop 20 (Lottery: Instructional Materials) and $191 for Non-Prop 20 (Lottery: Unrestricted).

- **Federal Funds**

  Titles I, II and IV are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2024-25.

  ESSA: School Improvement (CSI) Funding for LEAs:

  Audeo II was granted 2024-25 ESSA CSI in the amount of $472,119. The project period for this grant begins on March 18, 2025, and ends on September 30, 2026. Audeo II has included all of its remaining unspent CSI funds in the FY 25-26 budget.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $917.53 per CY P-2 ADA while **Federal IDEA** revenues are projected at $145 per PY California Basic Educational Data System (CBEDS) count.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. Audeo II chose to receive the block grant, which is based on PY P-2 ADA with funding rates of $20.55 for Grades K-8 and $57.11 for Grades 9-12.

- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. Audeo II has included $257,151 of CTE grant in its budget for this fiscal year.

- **Creating Opportunities in Preventing and Eliminating Suicide (COPES)** is a four-year grant initiative which was awarded to the County of San Diego Behavioral Health Services and the San Diego County Office of Education (SDCOE). SDCOE will lead the COPES initiative and build the capacity of LEAs to support school communities that champion mental wellness by targeting efforts in staff and student wellness, stigma reduction, suicide prevention, intervention, and postvention, professional development and programming for educators, staff, students, and families and coordinated referral pathways for students needing mental/behavioral health services. Audeo, Audeo II, and Audeo II will participate in this grant. The schools will submit an invoice to SDCOE at the end of each quarter to get reimbursement for its expenditures, not to exceed $12,000 per calendar year for 4 years beginning 2022 through 2025. Audeo II has included $2,000 in its budget for this FY, which is under local revenue.

- **Proposition 28**, also known as the **Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act**, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. Audeo Charter School II was funded 35,716. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

- The **Local Educational Agency (LEA)** Medi-Cal **Billing Option Program** reimburses Audeo II for providing health-related services to Medi-Cal eligible students. Audeo II participates to recover costs for essential services like speech therapy, counseling, and physical therapy, ensuring these services are accessible to all students. This program helps Audeo II enhance their support for students' health and well-being. Services are reimbursed through a process where the school submits claims to Medi-Cal for covered services and receives interim payments, which are later reconciled with actual costs through a cost report. Audeo II has budgeted $2,000 for FY 2025-26.

- **CYBHI School-Linked Partnership and Capacity Grant**: California is implementing the Children and Youth Behavioral Health Initiative (CYBHI) to transform the systems supporting behavioral health for all children, youth, and families in the state, regardless of payer. Under CYBHI, the Department of Health Care Services (DHCS) is authorized to award School-Linked Partnership and Capacity Grants. Audeo II received a grant of $44,878 to offer mental health services, acquire technology for socio-emotional learning, supply materials for mental health carts at resource centers, and provide training for Healthy Youth School Therapists and support staff. Audeo II included $44,878 in FY 25-26.

- Altus Schools Southern California Corporation which operates and manages Audeo II applied for the **School-Based Medi-Cal Administrative Activities (SMAA) program**. This program allows the school to claim federal reimbursement for a portion of the costs associated with administering Medi-Cal-related activities. These activities include outreach and referral, facilitating Medi-Cal applications, arranging non-emergency/non-medical transportation, program planning and policy development, and claims coordination.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 25-26
Teachers (Gen. Ed, Special Ed*, Instructional Leads)	1100	13.26
Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead)	1200	1.53
Certificated Supervisor & Administrator	1300	1.12
Other Certificated Teacher Resource (CTR)	1900	3.00
Resource Center Associate (RCA)	2100	4.00
Classified Support (Admin Support)	2200	0.09
Classified Supervisor & Administrator	2300	0.42
Clerical, Technical & Office Staff	2400	2.67
Other Classified (Administrative Support)	2900	0.06
TOTAL FTE POSITIONS BUDGETED		**26.15**

* To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseloads. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2025-26, we estimated the Special Ed population at 28.4%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	19.10%	
PERS (Classified Retirement)	3211-12		26.81%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan Monthly Rates - Medical $2,700 - Dental $120 - Vision $27 - Life Ins. .00114	3401-02		
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	1.20%	1.20%

NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. Audeo II has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

Audeo II has allocated $6,595 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is $877,224 representing 16.13% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), Audeo II will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district. The authorizing District has a broad and diverse student population. The budget for marketing will support significant outreach efforts to ensure that the student body of Audeo II reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Audeo II has deployed an integrated marketing plan to support organizational growth. To reach Audeo II's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2025-26, Audeo II has allocated $80,827 for marketing expenses included in the object code 5800 and represents 1.5% of its total budget.

DISTRICT OVERSIGHT FEES

Audeo II will pay its authorizing District (San Diego County of Education) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

Audeo II has budgeted $41,238 for FY 2025-26 for oversight fees, which is included in object code 5800.

RESERVES

Audeo II has allocated reserves of $271,980 for FY 2025-26 representing 5% of total revenues of $5,439,587.

FACILITIES

Audeo II carries out contractual lease agreements with an annual cost of $301,756 for FY 2025-26. The total cost of the current lease contracts from July 2025 through the end of the lease term (Year 2029) is $1,079,844.33. Audeo II has allocated reserves for this amount.

Audeo II Charter School

PRELIMINARY OPERATIONAL BUDGET
FY 2025 - 2026

REVENUES

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
LOCAL CONTROL FUNDING FORMULA - LCFF		
LCFF State Aid	8011	$ 4,064,730.00
Education Protection Account	8012	59,112.00
TOTAL, LCFF ENTITLEMENT		**$ 4,123,842.00**
FEDERAL REVENUES		
Special Ed: Federal IDEA	8181	$ 34,655.00
Title I, Part A - Basic Grants Low-Income & Neglected	8290	55,750.00
Title II, Part A - Improving Teacher Quality Program	8290	7,974.00
Title IV - Part A Student Support and Academic Enrichment	8290	10,000.00
ESSA: Comprehensive School Improvement (CSI) Funding for LEAS	8290	336,953.00
TOTAL, FEDERAL REVENUES		**$ 445,332.00**
STATE REVENUES OTHER THAN LCFF		
Mandate Block Grant	8550	$ 17,804.00
State Lottery Revenue - Non Prop-20	8560	55,396.00
State Lottery Revenue - Prop-20	8560	25,313.00
Special Ed: State	8792	283,719.00
Special Ed: Mental Health Level II	8590	26,966.00
Proposition 28: Arts and Music in Schools	8590	35,716.00
Career Technical Education Incentive Grant	8590	257,151.00
TOTAL, STATE REVENUES		**$ 702,065.00**
LOCAL REVENUES		
Interest Income	8660	$ 94,673.00
All Other Local Revenue	8699	22,441.00
Creating Opportunities in Preventing & Eliminating Suicide (COPES)	8689	2,000.00
LEA BOP	8699	2,000.00
SMAA	8699	2,356.00
Capacity Grant	8699	44,878.00
TOTAL LOCAL REVENUES		**$ 168,348.00**
TOTAL, REVENUES		**$ 5,439,587.00**

Audeo II Charter School

PRELIMINARY OPERATIONAL BUDGET
FY 2025 - 2026

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
CERTIFICATED SALARIES		
Teachers' Salaries	1100	$ 1,322,485.00
Certificated Pupil Support Salaries	1200	172,764.00
Certificated Supervisor & Adm. Salaries	1300	193,292.00
Other Certificated Salaries	1900	80,183.00
TOTAL, CERTIFICATED SALARIES		**$ 1,768,724.00**
CLASSIFIED SALARIES		
Instructional Aides' Salaries	2100	$ 88,601.00
Classified Support Salaries	2200	5,055.00
Supervisors' and Administrator's Salaries	2300	72,932.00
Clerical,Technical, and Office Staff	2400	171,629.00
Other Classified Salaries	2900	6,553.00
TOTAL, CLASSIFIED SALARIES		**$ 344,770.00**
EMPLOYEE BENEFITS		
STRS Retirement	3100	$ 342,348.00
PERS Retirement	3200	86,086.00
Social Security/Medicare	3300	50,554.00
Health and Welfare	3400	582,915.00
Unemployment Insurance	3500	1,057.00
Workers Compensation Insurance	3600	25,362.00
TOTAL EMPLOYEE BENEFITS		**$ 1,088,322.00**
TOTAL PERSONNEL COST		**$ 3,201,816.00**

Audeo II Charter School

PRELIMINARY OPERATIONAL BUDGET
FY 2025 - 2026

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		PRELIMINARY BUDGET
BOOKS AND SUPPLIES			
Textbooks	4100	$	30,624.00
Books and Other Reference Materials	4200		13,227.00
Instructional Materials and Supplies	4300		125,107.00
Edgenuity	4312		66,629.00
Research and Development	4313		6,595.00
Non-Capitalized Equipment	4400		153,055.00
Food	4700		7,540.00
TOTAL, BOOKS AND SUPPLIES		**$**	**402,777.00**
SERVICES, OTHER OPERATING EXPENSES			
Travel and Conference	5200	$	26,008.00
Dues and Memberships	5300		14,301.00
Liability Insurance	5400		29,901.00
Operations and Housekeeping Services	5500		117,198.00
Rental, Leases & Repairs	5600		415,160.00
Prof/Consulting Services/Oper. Expenses	5800		796,397.00
Marketing Fees	5812		80,827.00
Communication	5900		30,194.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		**$**	**1,509,986.00**
CAPITAL OUTLAY			
Depreciation - Leasehold Improvement	6900	$	49,373.00
Depreciation - Equipment	6900		2,843.00
TOTAL, CAPITAL OUTLAY			**52,216.00**
OTHER OUTGO			
Debt Service Payment - Interest (Capitalized Leases)	7438	$	812.00
TOTAL, OTHER OUTGO		**$**	**812.00**
RESERVES			
Operational Reserve	9730	$	135,990.00
Reserve for Economic Uncertainties	9770	$	135,990.00
TOTAL, RESERVES		**$**	**271,980.00**
%			**5%**
TOTAL, EXPENDITURES		**$**	**5,439,587.00**

Audeo II Charter School

Education Protection Account

Expenditure Plan for FY 2025-26

Expenditures Through: June 30, 2026

For Fund 01, Resource 1400: Education Protection Account

Description	Object Codes	Amount
Projected Amount Available for this Fiscal Year:	8012	$ 59,112.00
Total Projected EPA Entitlement		$ **59,112.00**
Projected Expenditures:		
For Teachers' Salaries and Benefits Only		
Teachers' Salaries	1100	$ 40,051.63
Retirement: STRS	3111	$ 7,649.81
Medicare	3321	$ 584.19
Health & Welfare	3401	$ 10,087.89
Unemployment Insurance	3501	$ 20.04
Workers' Compensation Insurance	3601	$ 483.49
Mileage Allowance	5200	$ 234.95
Total Projected Expenditures		$ **59,112.00**
Balance (Total Available minus Total Expenditures)		**-**

Audeo II Charter School

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the community college district, county office of education, school district, or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit

requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of **Audeo Charter School II**;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the **Audeo Charter School II** has determined to spend the monies received from the Education Protection Act as attached.

DATED:

June 24, 2025

_____
Secretary

Altus SCHOOLS
AUDEO VALLEY



Audeo Valley Charter

Dashboard Alternative School Status (DASS) Renewal Application

2025, 2026, 2027 Dashboards

Dashboard Alternative School Status Application

The following documents are included in this item:

1. **Dashboard Alternative School Status Program:** This document is an overview of the DASS program, the eligibility criteria, and DASS participation instructions.
2. **Dashboard Alternative School Status Eligibility Summary:** This document provides a summary of the school's eligibility to participate in the DASS program.
3. **Dashboard Alternative School Status (DASS) Eligibility Certification:** This form certifies that the percentages of high-risk students stated on the DASS Participation Form are true and correct. Signatures of the school principal, county or district superintendent or charter school administrator, and board president are required.

Dashboard Alternative School Status (DASS)
Dashboard Alternative School Status background

In 2013, California's accountability system significantly changed with the adoption of the Local Control Funding Formula (LCFF). This new accountability system, the California School Dashboard (Dashboard), contains state indicators and standards to help identify a school's strengths, weaknesses, and areas in need of improvement. Because these state indicators and standards were developed for traditional (non-alternative) schools, the State Board of Education (SBE) and stakeholders raised concerns that the state indicators and standards did not fairly evaluate the success or progress of alternative schools that serve high-risk students.

The Dashboard Alternative School Status (DASS) program replaced the previously administered Alternative Schools Accountability Model (ASAM).

California *Education Code* (*EC*) Section 52052(d) requires: *The Superintendent, with the approval of the State Board of Education, shall develop an alternative accountability system for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools, . . . and alternative schools serving high-risk pupils, including continuation high schools and opportunity schools . . .*

The California Department of Education (CDE) provides a status label on the Dashboard for all schools with Dashboard Alternative School Status (DASS). Schools qualify for status based on their school type or through an application process with the CDE. In 2022, the U.S. Department of Education (ED) declined California's waiver request that would allow for the use of modified methods within the Accountability system for DASS schools. Therefore, beginning with the 2022 Dashboard, the CDE treats DASS schools the same as all other schools on the Dashboard.

DASS and the Dashboard

Although the DASS modified methods are not used for federal accountability purposes, state accountability permits the continued use of DASS. Therefore, DASS schools will:

- Be identified on the Dashboard with the DASS Status information under the School Details on the Dashboard.

- Receive the label as a "DASS Community of Practice" for those that meet the eligibility for Comprehensive Support and Improvement (CSI) low graduation rate or low performance to distinguish the uniqueness of these schools and the students served, and

- Receive the DASS One-Year Graduation Rate on the Dashboard for informational purposes each Spring in addition to the combined four-and five year graduation rate reported under the Graduation Rate Indicator.

DASS Eligibility Criteria for Charter Schools that Serve High-Risk Students

The DASS criteria requires the school to have an **unduplicated** count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups to be eligible for DASS. The high-risk groups include the following:

- **Expelled** (EC Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (EC Section 48917)
- **Suspended** (EC Section 48925[d]) more than 10 days in a school year
- **Wards of the Court** (Welfare and Institution Code [WIC] Section 601 or 602) or dependents of the court (WIC Section 300 or 654)

- **Pregnant and/or Parenting**
- **Recovered Dropouts** – State Board of Education (SBE) defines recovered dropouts based on EC Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days
- **Habitually Truant** (EC Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (EC Section 48263)
- **Retained more than once** in kindergarten through grade eight

- Students who are **credit deficient** (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)
- Students with a **gap in enrollment** (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
- Students with **high level transiency** (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
- **Foster Youth** (EC Section 42238.01[b])
- **Homeless Youth**

Terms of Dashboard Alternative School Status Participation

All application-based DASS schools must maintain an annual cumulative enrollment of 70 percent of high risk youth. The CDE will conduct annual reviews and failure to meet this threshold may result in termination of the school's DASS.

Additionally, all application-based DASS schools will be required to re-apply every three years (i.e., if a school is approved in 2024 for the 2024–25 school year to participate in DASS, this school must reapply in 2027 for the 2027–28 school year to continue their participation in DASS for the Fall 2028 Dashboard). If a school fails to re-certify its high-risk student enrollment or the school's enrollment of high-risk students falls below 70 percent, the school will be removed from DASS.

Schools participating in the Dashboard Alternative School Status (DASS) program are required to re-certify their high-risk student enrollments every three years. The DASS criteria requires a school to have an unduplicated count of at least 70 percent of the school's total enrollment composed of high-risk student groups.

Audeo Valley Charter has a previously approved DASS Status application that was applicable to the 2022, 2023, and 2024 Dashboards.

Previously, Application/Renewal was a two-step process. For 2025, the CDE has updated the process to a single submission. DASS applications, both for new status and renewals, will be available from April 3, 2025, through July 10, 2025.

Applications require a single application. Completion of the application requires the following:

1. LEA information (through completion of an online survey)
2. Approval of Intent to Apply for DASS from the Local Governing School Board/Charter Governing School Board (Minutes from Board Meeting)
3. For charter schools: Letter to Charter Authorizing Board containing above Documentation

The following percentages in **Table 1** are based on AVCS' cumulative enrollment from July 1, 2024 through May 30, 2025. *The official DASS renewal online survey will be based upon cumulative enrollment for the 2024-25 school year through the submission date*, (approximately June 27th, 2025) after receipt of Approval of Intent to Apply for DASS from the Local Governing School Board/Charter Governing School Board.

Table 1. Unduplicated Students Served by Eligibility Criteria through 5/30/2025

Audeo Valley Charter Percent of Students Cumulatively Enrolled 07/21/2024 through 05/30/2025 by Eligibility Criteria		
	Number of Unduplicated Students	**Percent of Unduplicated Students**
Expelled	0	0.0%
Suspended	0	0.0%
Wards of the Court	0	0.0%
Pregnant and/or Parenting	0	0.00%
Recovered Dropout	3	0.81%
Habitually Truant	86	23.18%
Retained more than once in K-8	0	0.0%
Credit Deficient	179	48.25%
Enrollment Gap	1	0.27%
High Level of Transiency	14	3.77%
Foster Youth	0	0.0%
Homeless Youth	2	0.54%
Total Unduplicated Count	**285**	**76.82%**
Cumulative Enrollment 7/1/24-05/30/25	**371**	

Audeo Valley Charter's cumulative enrollment from 07/01/2024 through 05/30/2025 was 371 students. Audeo Valley Charter's unduplicated YTD percentage of high-risk students as of 5/30 is 76.82%. The top criteria students meet are habitually truant (23.18%) and credit deficient (48.25%).

The DASS application only allows students to count in one high-risk criteria category. However, many students meet multiple criteria.

Table 2. Students Meeting One or More High-risk Criteria

Audeo Valley Charter Students by Number of Eligible Criteria		
	#	**%**
Students who Meet 1 Criteria	285	76.82%
Students that Meet 2 Criteria	100	26.95%
Students that Meet 3 or more Criteria	22	5.93%

Table 2 indicates the percentage of students who qualify in one, two, and three or more high-risk categories. Approximately 27% of unduplicated students counted meet the criteria in two or more categories.

Evidence of students meeting the DASS criteria is collected upon first enrollment at the school. This documentation is reviewed prior to submitting the DASS Survey. Detailed documentation for each student is readily available.

Once the application survey has been submitted, the CDE will confirm receipt within 5 business days.

Following the application deadline, CDE will evaluate the applications to validate that each LEA/school serves and **unduplicated** count of at least 70 percent high-risk students within the school's cumulative enrollment (upon first entry to the school).

CDE will post an updated list of active DASS schools for the 2024-25 school year and 2025 Dashboard on its website in the Fall of 2025.

CDE Use Only
Date Reviewed
Date Approved
Date Denied
Reviewer

This Certification Covers a Three-Year Period

School Type *(check one)*: ☐ Alternative School of Choice ☐ Charter School

School Information

33-10330-0140780	Riverside
County-District-School (CDS) Code	County Name
Audeo Valley Charter	Riverside County Office of Education
School Name	District Name

DASS Coordinator

Aaron Smith	Administrator of Quality Performance and Planning
Coordinator's Name	Title
858 678-3913	asmith@altusschools.net
Area Code and Phone Number	E-mail Address

Signatures of Certification

The undersigned, hereby certify that the percentages of high-risk students stated on the DASS Participation Form are true and correct.

Sharnita Foster	06/26/2025
School Principal's Name	Signature and Date Certified
Tim Tuter	06/26/2025
Superintendent's or Charter School Administrator's Name	Signature and Date Certified
Wayland Myers	
Board President's Name	Signature and Date Certified

Note: This form and all supporting documents must be submitted to CDE for DASS Participation.

Audeo Valley Charter School

Assumptions for Preliminary Operational Budget
FY 2025-26

Audeo Valley Charter School is an independent study program. Audeo Valley takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study programs, like Audeo Valley, are based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (**ADA**) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. Audeo Valley is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

* **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for Audeo Valley is 77.34%.

* **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2025-26 May Revision, and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo Valley's Preliminary Operational Budget.

Table 1:

Description	FY 2025-26
Adjusted Grades 4-6 Base Grant	$10,411
Adjusted Grades 7-8 Base Grant	$10,719
Adjusted Grades 9-12 Base Grant	$12,746
Statutory Cost of Living Allowance (COLA)*	2.30%
Audeo Valley's Unduplicated Pupil Percentage (Rolling Average)	77.34%
District's Unduplicated Pupil Percentage (MVUSD)	83.49%

Revenues were calculated based on the following enrollment and ADA:

Table 2:

Description	FY 2025-26 (Projected P-2)	FY 2024-25 (Actual P-2)	FY 2023-24 (Actual P-2)
P-2 Enrollment	**298**	**285**	**259**
CBEDS Enrollment	**249**	**238**	**241**
Students Served	**425**	**421**	**378**
ADA:			
Grade 4-6	14.22	13.62	15.39
Grade 7-8	68.62	65.71	46.37
Grade 9-12	195.64	187.33	213.12
Total ADA	**278.48**	**266.66**	**274.88**

REVENUE PROJECTIONS

Table 3:

Description	FY 2025-26
LCFF Sources	$4,390,001
Federal Revenues	130,242
State Revenues Other than LCFF	559,507
Local Revenues	50,414
Total Projected Revenues	**$5,130,164**

- **In Lieu of Property Taxes** of $1,340.30 per current year (CY) P-2 ADA is based on FY 2024-25 P-1 rate for Moreno Valley Unified School District.

- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on Nov. 6, 2012 and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.

- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends lottery funding is projected based on CY ADA. Rates used are based on School Services of California's latest estimates: $82 for Prop 20 (Lottery: Instructional Materials) and $191 for Non-Prop 20 (Lottery: Unrestricted).

- **Federal Funds**

  Titles I, II, and IV are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2024-25.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $917.53 per the highest P-2 ADA of the last three years, while **Federal IDEA** revenues are projected at $145 per PY California Basic Educational Data System (CBEDS) count.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. Audeo Valley chose to receive the block grant, which is based on PY P-2 ADA with funding rates of $20.52 for Grades K-8 and $57.04 for Grades 9-12.

- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. Audeo Valley included $150,345 in its budget for this fiscal year.

- **Proposition 28—Arts and Music in Schools Funding** – Proposition 28, also known as the Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. Audeo Valley budgeted $38,921 in FY 2025-26. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

- The **Local Educational Agency (LEA) Medi-Cal Billing Option Program** reimburses Audeo Valley Charter School for providing health-related services to Medi-Cal eligible students. Audeo Valley participates to recover costs for essential services like speech therapy, counseling, and physical therapy, ensuring these services are accessible to all students. This program helps Audeo Valley enhance their support for students' health and well-being. Services are reimbursed through a process where the school submits claims to Medi-Cal for covered services and receives interim payments, which are later reconciled with actual costs through a cost report. Audeo Valley has budgeted $1,843 for FY 2025-26.

- **School-Based Medi-Cal Administrative Activities (SMAA):** Altus Schools Southern California Corporation which operates and manages Audeo Valley applied for the School-Based Medi-Cal Administrative Activities (SMAA) program. This program allows the school to claim federal reimbursement for a portion of the costs associated with administering Medi-Cal-related activities. These activities include outreach and

referral, facilitating Medi-Cal applications, arranging non-emergency/non-medical transportation, program planning and policy development, and claims coordination.

The reimbursement is calculated based on the time and effort our staff dedicate to these activities, as determined by the Random Moment Time Survey (RMTS) methodology. This ensures that we accurately capture the percentage of staff time that qualifies for reimbursement. We expect the SMAA revenue to contribute significantly to offsetting the costs of these essential administrative functions, thereby supporting our overall budget and enhancing our ability to provide comprehensive health and support services to our students. Audeo Valley's reimbursement in the amount of $6,805 is included under local revenue.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 2025-26
Teachers (Gen. Ed, Special Ed*)	1100	13.73
Certificated Pupil Support (Counselor/Nurse/Psychologist)	1200	0.97
Certificated Supervisor & Administrator	1300	1.22
Other Certificated Teacher Resource (CTR)	1900	3.00
Instructional Aide (RCA)	2100	4.00
Classified Support	2200	0.15
Classified Supervisor & Administrator	2300	0.42
Clerical, Technical & Office Staff	2400	2.67
Other Classified	2900	0.06
TOTAL FTE POSITIONS BUDGETED		**26.22**

* To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseload. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2025-26, we estimated the Special Ed population at 21%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	19.10%	
PERS (Classified Retirement)	3211-12		26.81%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan Monthly Rates - Medical $3,000 - Dental $ 120 - Vision $ 27 - Life Ins. .00114	3401-02		
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	1.16%	1.16%

NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Audeo Valley has implemented a meal program that complies with the State Meal Mandate for Non-classroom Based Charter Schools, following the California Department of Education's Universal Meals Program guidelines and California Education Code Section 49501.5. This code requires charter schools serving grades TK–12 to provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals must be nutritionally adequate and meet federal reimbursement standards. Audeo Valley shall provide each student with adequate time to eat as determined by the Charter School in consideration of available guidance.

RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

Audeo Valley has allocated $17,171 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is $652,236 representing 12.7% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student file audit, advertising, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), Audeo Valley will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of Audeo Valley reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Audeo Valley has deployed an integrated marketing plan to support organizational growth. To reach Audeo Valley's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2025-26, Audeo Valley has allocated $102,603 for marketing expenses included in the object code 5800 and represents 2% of its total budget.

AUTHORIZER OVERSIGHT FEES

Audeo Valley will pay its authorizer (Riverside County Office of Education) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 – Education Protection Account (EPA) Entitlement
- Object Code 8019 – State Aid Prior Years - LCFF
- Object Code 8019 – State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

Audeo Valley has budgeted $43,900 for FY 2025-26 for oversight fees.

RESERVES

Audeo Valley has allocated reserves of $256,508 for FY 2025-26 representing 5% of total revenues of $5,130,164.

FACILITIES

Audeo Valley carries contractual lease agreements with an annual cost of $281,720 for fiscal year 2025-26. The total cost of the current lease contracts from July 2025 through the end of the lease term with extension option (Year 2035) is $3,159,107.

Audeo Valley Charter School

Preliminary Operational Budget
FY 2025-26

REVENUES

DESCRIPTION	ACCOUNT CODES		PRELIMINARY BUDGET
LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES			
LCFF State Aid - Current Year	8011	+	$ 3,355,104.00
Education Protection Account (EPA) - Current Year	8012	+	661,650.00
In Lieu of Property Taxes - Current Year	8096	+	373,247.00
TOTAL, LCFF SOURCES		**=**	**$ 4,390,001.00**
FEDERAL REVENUES			
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	+	$ 34,510.00
Special Ed - Mental Health Average Daily Attendance	8182	+	3,476.00
Title I, Part A - Improving Basic Programs	8290	+	72,696.00
Title II, Part A - Supporting Effective Instruction	8290	+	9,560.00
Title IV, Part A - Student Support and Academic Enrichment	8290	+	10,000.00
TOTAL, FEDERAL REVENUES		**=**	**$ 130,242.00**
STATE REVENUES OTHER THAN LCFF			
Mandate Block Grant	8550	+	$ 12,313.00
Lottery: Unrestricted	8560	+	55,554.00
Lottery: Instructional Materials	8560	+	23,851.00
Career Technical Education Incentive Grant	8590	+	150,345.00
Special Education	8792	+	255,514.00
Special Education: Mental Health Services (State)	8590	+	23,009.00
Arts and Music in Schools (AMS) - Prop 28	8590	+	38,921.00
TOTAL, OTHER STATE REVENUES		**=**	**$ 559,507.00**
LOCAL REVENUES			
Interest Income	8660	+	$ 21,724.00
All Other Local Revenue	8699	+	20,042.00
School-Based Medi-Cal Administrative Activities (SMAA)	8699	+	6,805.00
LEA BOP Reimbursement	8699	+	1,843.00
TOTAL, LOCAL REVENUES		**=**	**$ 50,414.00**
TOTAL, REVENUES			**$ 5,130,164.00**

Audeo Valley Charter School

Preliminary Operational Budget
FY 2025-26

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		PRELIMINARY BUDGET
CERTIFICATED SALARIES			
Certificated Teachers' Salaries	1100	+	$ 1,129,527.00
Certificated Pupil Support Salaries	1200	+	100,752.00
Certificated Supervisors' & Administrators' Salaries	1300	+	209,867.00
Other Certificated Salaries	1900	+	119,305.00
TOTAL, CERTIFICATED SALARIES		**=**	**$ 1,559,451.00**
CLASSIFIED SALARIES			
Classified Instructional Salaries	2100	+	$ 86,412.00
Classified Support Salaries	2200	+	8,875.00
Classified Supervisors' & Administrators' Salaries	2300	+	74,489.00
Clerical,Technical and Office Staff Salaries	2400	+	181,904.00
Other Classified Salaries	2900	+	6,553.00
TOTAL, CLASSIFIED SALARIES		**=**	**$ 358,233.00**
EMPLOYEE BENEFITS			
STRS Retirement	3100	+	$ 302,468.00
PERS Retirement	3200	+	89,567.00
Social Security/Medicare	3300	+	48,520.00
Health and Welfare	3400	+	724,293.00
Unemployment Insurance	3500	+	959.00
Workers Compensation	3600	+	22,245.00
TOTAL, EMPLOYEE BENEFITS		**=**	**$ 1,188,052.00**
TOTAL, PERSONNEL COST			**$ 3,105,736.00**

Audeo Valley Charter School

Preliminary Operational Budget
FY 2025-26

EXPENDITURES

DESCRIPTION	ACCOUNT CODES			PRELIMINARY BUDGET
BOOKS AND SUPPLIES				
Textbooks and Core Curricula Materials	4100	+	$	20,760.00
Books and Other Reference Materials	4200	+		5,750.00
Materials and Supplies	4300	+		149,085.00
On-Line Courses	4312	+		61,579.00
Research and Development	4313	+		4,044.00
Noncapitalized Equipment	4400	+		164,402.00
Food	4700	+		20,700.00
TOTAL,BOOKS AND SUPPLIES		**=**	**$**	**426,320.00**
SERVICES AND OTHER OPERATING EXPENSES				
Travel and Conference	5200	+	$	39,725.00
Research and Development Travel	5202	+		13,127.00
Dues and Memberships	5300	+		13,292.00
Liability Insurance	5400	+		26,776.00
Operations and Housekeeping Services	5500	+		99,292.00
Rental, Leases, Repairs & Noncapitalized Improvements	5600	+		385,913.00
Professional/Consulting Services/Operating Exp.	5800	+		549,633.00
Marketing Fees	5812	+		102,603.00
Communications	5900	+		47,975.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		**=**	**$**	**1,278,336.00**
CAPITAL OUTLAY				
Depreciation - Leasehold Improvement	6900	+		62,467.00
TOTAL, CAPITAL OUTLAY		**=**	**$**	**62,467.00**
OTHER OUTGO				
Debt Service Payment - Interest (Capitalized Leases & CSFA Loan)	7438	+	$	797.00
TOTAL, OTHER OUTGO		=	**$**	**797.00**
RESERVES				
Operational Reserve	9780	+	$	128,254.00
Reserve for Economic Uncertainties	9789	+		128,254.00
TOTAL, RESERVES		**=**	**$**	**256,508.00**
%				**5.0%**
TOTAL, EXPENDITURES			**$**	**5,130,164.00**

Audeo Valley Charter School

Education Protection Account

Expenditure Plan for FY 2025-26

Expenditures Through: June 30, 2026

For Fund 01, Resource 1400: Education Protection Account

Description	Object Codes	Amount
Projected Amount Available for this Fiscal Year:	8012	$ 661,650.00
Total Projected EPA Entitlement		**$ 661,650.00**
Projected Expenditures:		
For Teachers' Salaries and Benefits Only		
Certificated Teachers' Salaries	1100	$ 393,665.00
Retirement: STRS	3111	$ 75,190.00
Medicare	3321	$ 5,763.00
Health & Welfare	3401	$ 178,446.00
Unemployment Insurance	3501	$ 197.00
Workers' Compensation Insurance	3601	$ 4,611.00
Mileage Allowance	5200	$ 3,778.00
Total Projected Expenditures		**$ 661,650.00**
Balance (Total Available minus Total Expenditures)		$ -

Audeo Valley Charter School

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the community college district, county office of education, school district, or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education

Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of **Audeo Valley Charter School**;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the **Audeo Valley Charter School** has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 24, 2025

_____
Secretary

Assumptions for Preliminary Operational Budget
FY 2025-26

Altus Schools Coachella Valley (Coachella Valley) is an independent study program. Coachella Valley takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study program like our school is based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (**ADA**) can be earned. Each student in our program is expected to work 175 instructional days per regular school year; 375 minutes per day and 65,625 minutes annually. Coachella Valley is a year-round program, which adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

* **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for Coachella Valley is 68.71%.

* **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2025-26 May Revision, and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Coachella Valley's FY 2025-2026 Operational Budget.

Table 1:

Description	FY 2025-26
Adjusted Grades 7-8 Base Grant	$10,719
Adjusted Grades 9-12 Base Grant	$12,746
Statutory Cost of Living Allowance (COLA)	2.30%
Coachella Valley's Unduplicated Pupil Percentage (Rolling Average)	68.71%
District's Unduplicated Pupil Percentage (Desert Sands Unified)	79.82%

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2025-26
Projected P-2 Enrollment	185
Projected CBEDS Enrollment	163
ADA:	
Grade 7-8	10.30
Grade 9-12	161.40
Total ADA	**171.70**

REVENUE PROJECTIONS

Table 3:

Description	FY 2025-26
LCFF Sources	$2,658,650
Federal Revenues	41,181
State Revenues Other than LCFF	230,177
Local Revenues	1,500
Total Projected Revenues	**$2,931,508**

- **In Lieu of Property Tax** of $2,902.65 per current year (CY) P-2 ADA is based on FY 2024-25 P-1 rate for Desert Sands Unified School District.

- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on Nov. 6, 2012 and Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.

- **Lottery revenues** are allocated based on current year (CY) annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not yet available until after the fiscal year ends, lottery funding is projected based on CY P-2 ADA. Rates used are based on School Services of California's latest estimates: $82 for Prop 20 (Lottery: Instructional Materials) and $191 for Non-Prop 20 (Lottery: Unrestricted).

- **Federal funds**
  Titles I & II are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2024-25.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $917.53 per CY P-2 ADA.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. Coachella Valley chooses to receive the block grant, which is based on PY P-2 ADA with the funding rates listed below.

    - FY 2025-26: $20.52 for Grades K-8 and $57.04 for Grades 9-12

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 2025-26
Teachers (Gen. Ed, Special Ed*)	1100	8.10
Certificated Pupil Support (Counselor/Psychologist/Nurse)	1200	0.58
Certificated Supervisor & Administrator	1300	0.74
Other Certificated Teacher Resource (CTR)	1900	1.00
Instructional Aide	2100	1.00
Classified Support	2200	0.10
Classified Supervisor & Administrator	2300	0.28
Clerical, Technical & Office Staff	2400	1.44
Other Classified	2900	0.04
TOTAL FTE POSITIONS BUDGETED		**13.28**

- To ensure compliance with Special Ed regulations, FTE positions for Special Ed are one Resource Specialist for every 28 caseload. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2025-26, we estimated the Special Ed population at 15%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

	Object Code	Certificated	Classified
STRS (Teachers Retirement)	3111-12	19.10%	
PERS (Classified Retirement)	3211-12		26.81%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan Monthly Rates - Medical $ 4,500 - Dental $ 120 - Vision $ 27 - Life Ins. .00114	3401-02		
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	1.20%	1.20%

NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Coachella Valley will implement a meal program that complies with the State Meal Mandate for Non-classroom Based Charter Schools, following the California Department of Education's Universal Meals Program guidelines and California Education Code Section 49501.5. This code requires charter schools serving grades TK–12 to provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals must be nutritionally adequate and meet federal reimbursement standards. Coachella Valley will provide each student with adequate time to eat as determined by the Charter School in consideration of available guidance.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is $233,886 representing 8% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student file audit, advertising, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), Coachella Valley will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of Coachella Valley reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Coachella Valley will deploy an integrated marketing plan to support organizational growth. To reach Coachella Valley's target audience, messaging has been tailored for the following mediums: Television, Radio, Billboards, Street Posters, Postcards, Email, Mobile, Facebook and Movie Theater Ads. For FY 2025-26, Coachella Valley has allocated $14,658 for marketing expenses included in the object code 5800 and represents 0.5% of its total budget.

AUTHORIZER'S OVERSIGHT FEES

Coachella Valley will pay its authorizing District (Riverside County Office of Education) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 – Education Protection Account (EPA) Entitlement
- Object Code 8019 – State Aid Prior Years – LCFF
- Object Code 8019 – State Aid Prior Years – EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

Coachella Valley has budgeted $26,587 for FY 2025-26 for oversight fees.

RESERVES

Coachella Valley has allocated reserves of $146,575 for FY 2025-26 representing 5% of total revenues of $2,931,508.

FACILITIES

Coachella Valley has budgeted the following amounts for the lease of its resource center.

Table 6:

Description	FY 2025-26
Facility Leases	$114,011

BEGINNING FUND BALANCE

The Altus Schools Southern California will approve the transfer of funds in the amount of $1,421,270 from Altus Schools Mirus to Altus Schools Coachella Valley for the purpose of continuing the operation of Palm Desert resource center currently operated by Altus Schools Mirus. This will ensure that, when and if Altus Schools Coachella Valley is authorized, it will continue the educational program for students without any disruption.

To appropriately account for the internal transfers, Altus Schools Coachella Valley would record it as a non-operating internal TRANSFER IN (Object Code 8965) and an increase to CASH. Altus Schools Mirus would record it as a non-operating TRANSFER OUT (Object Code 7651) and a decrease to CASH.

Preliminary Operational Budget
FY 2025-26

REVENUES

DESCRIPTION	ACCOUNT CODES		PRELIMINARY BUDGET
LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES			
LCFF State Aid - Current Year	8011	+	$ 2,125,925.00
Education Protection Account (EPA) - Current Year	8012	+	34,340.00
In Lieu of Property Taxes - Current Year	8096	+	498,385.00
TOTAL, LCFF SOURCES		**=**	**$ 2,658,650.00**
FEDERAL REVENUES			
Title I, Part A - Improving Basic Programs	8290	+	36,590.00
Title II, Part A - Supporting Effective Instruction	8290	+	4,591.00
TOTAL, FEDERAL REVENUES		**=**	**$ 41,181.00**
STATE REVENUES OTHER THAN LCFF			
Mandate Block Grant	8550	+	$ 9,418.00
Lottery: Unrestricted	8560	+	34,253.00
Lottery: Instructional Materials	8560	+	14,705.00
Special Education	8792	+	157,540.00
Special Education: Mental Health Services (State)	8590	+	14,261.00
TOTAL, OTHER STATE REVENUES		**=**	**$ 230,177.00**
LOCAL REVENUES			
Interest Income	8660	+	$ 1,000.00
All Other Local Revenue	8699	+	500.00
TOTAL, LOCAL REVENUES		**=**	**$ 1,500.00**
TOTAL, REVENUES			**$ 2,931,508.00**

Preliminary Operational Budget
FY 2025-26

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		PRELIMINARY BUDGET
CERTIFICATED SALARIES			
Certificated Teachers' Salaries	1100	+	$ 807,332.00
Certificated Pupil Support Salaries	1200	+	63,633.00
Certificated Supervisors' & Administrators' Salaries	1300	+	128,247.00
Other Certificated Salaries	1900	+	38,289.00
TOTAL, CERTIFICATED SALARIES		**=**	**$ 1,037,501.00**
CLASSIFIED SALARIES			
Classified Instructional Salaries	2100	+	$ 20,530.00
Classified Support Salaries	2200	+	5,878.00
Classified Supervisors' & Administrators' Salaries	2300	+	49,380.00
Clerical,Technical and Office Staff Salaries	2400	+	82,293.00
Other Classified Salaries	2900	+	4,308.00
TOTAL, CLASSIFIED SALARIES		**=**	**$ 162,389.00**
EMPLOYEE BENEFITS			
STRS Retirement	3100	+	$ 201,237.00
PERS Retirement	3200	+	39,221.00
Social Security/Medicare	3300	+	26,468.00
Health and Welfare	3400	+	423,068.00
Unemployment Insurance	3500	+	600.00
Workers Compensation	3600	+	14,399.00
TOTAL, EMPLOYEE BENEFITS		**=**	**$ 704,993.00**
TOTAL, PERSONNEL COST			**$ 1,904,883.00**



Preliminary Operational Budget
FY 2025-26

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		PRELIMINARY BUDGET
BOOKS AND SUPPLIES			
Textbooks and Core Curricula Materials	4100	+	$ 18,500.00
Books and Other Reference Materials	4200	+	10,175.00
Materials and Supplies	4300	+	54,800.00
On-Line Courses	4312	+	33,501.00
Research and Development	4313	+	2,342.00
Noncapitalized Equipment	4400	+	48,000.00
Food	4700	+	9,600.00
TOTAL,BOOKS AND SUPPLIES		**=**	**$ 176,918.00**
SERVICES AND OTHER OPERATING EXPENSES			
Travel and Conference	5200	+	$ 25,295.00
Research and Development Travel	5202	+	7,026.00
Dues and Memberships	5300	+	5,400.00
Liability Insurance	5400	+	12,976.00
Operations and Housekeeping Services	5500	+	67,320.00
Rental, Leases, Repairs & Noncapitalized Improvements	5600	+	143,236.00
Professional/Consulting Services/Operating Exp.	5800	+	219,228.00
Marketing Fees	5812	+	14,658.00
Communications	5900	+	29,000.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		**=**	**$ 524,139.00**
CAPITAL OUTLAY			
Depreciation - Leasehold Improvement	6900	+	$ 178,616.00
TOTAL, CAPITAL OUTLAY		**=**	**$ 178,616.00**
OTHER OUTGO			
Debt Service Payment - Interest (Capitalized Leases)	7438	+	$ 377.00
TOTAL, OTHER OUTGO		=	**$ 377.00**
RESERVES			
Operational Reserve	9780	+	$ 73,287.00
Reserve for Economic Uncertainties	9789	+	73,288.00
TOTAL, RESERVES		**=**	**$ 146,575.00**
%			**5.0%**
TOTAL, EXPENDITURES			**$ 2,931,508.00**

Altus SCHOOLS COACHELLA VALLEY

Education Protection Account

Expenditure Plan for FY 2025-26

Expenditures Through: June 30, 2026

For Fund 01, Resource 1400: Education Protection Account

Description	Object Codes	Amount
Projected Amount Available for this Fiscal Year:	8012	$ 34,340.00
Total Projected EPA Entitlement		**$ 34,340.00**
Projected Expenditures:		
For Teachers' Salaries and Benefits Only		
Certificated Teachers' Salaries	1100	$ 20,602.89
Retirement: STRS	3111	$ 3,935.11
Medicare	3321	$ 298.71
Health & Welfare	3401	$ 9,245.70
Unemployment Insurance	3501	$ 10.33
Workers' Compensation Insurance	3601	$ 247.26
Total Projected Expenditures		**$ 34,340.00**
Balance (Total Available minus Total Expenditures)		$ -

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the community college district, county office of education, school district, or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit

requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of **Altus Schools Coachella Valley**;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the **Altus Schools Coachella Valley** has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 24, 2025

_____
Secretary

Assumptions for Preliminary Operational Budget
FY 2025-26

Altus Schools East County (ASEC) is an independent study program. ASEC takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study programs, like ASEC, are based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (**ADA**) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. ASEC is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

* **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for ASEC is 72.97%.

* **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2025-26 May Revision and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build ASEC's Preliminary Operational Budget.

Table 1:

Description	FY 2025-26
Grades 7-8 Adjusted Base Grant	$10,719
Grades 9-12 Adjusted Base Grant	$12,746
Statutory Cost of Living Allowance (COLA)*	2.30%
ASEC's Unduplicated Pupil Percentage (Rolling Average)	72.97%
District's Unduplicated Pupil Percentage (GUHSD)	81.07%

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2025-26 (Projected P-2)	FY 2024-25 (Actual P-2)	FY 2023-24 (Actual P-2)
P-2 Enrollment	**311**	**308**	**320**
CBEDS Enrollment	**289**	**287**	**260**
Students Served	**575**	**569**	**512**
ADA:			
Grade 7-8	36.28	36.03	33.57
Grade 9-12	273.51	271.62	277.15
Total ADA	**309.79**	**307.65**	**310.72**

REVENUE PROJECTIONS

Table 3:

Description	FY 2025-26
LCFF Sources	$4,893,192
Federal Revenues	563,880
State Revenues Other than LCFF	696,467
Local Revenues	290,043
Total Projected Revenues	**$6,443,582**

- **In Lieu of Property Taxes (ILPT)** are no longer a source of revenue, but total LCFF revenues will remain unchanged. With the passage of Senate Bill 75, SBE authorized charter schools will no longer receive ILPT unless the district of residence (for the student of which ADA was claimed) was a basic aid district in the prior year. This means that the LCFF entitlement for most SBE authorized charter schools will be fully funded through state aid (LCFF State Aid and EPA).

- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on Nov. 6, 2012 and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.

- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: $82 for Prop 20 (Lottery: Instructional Materials) and $191 for Non-Prop 20 for (Lottery: Unrestricted).

- **Federal Funds**

  Titles I, II, and IV are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2024-25.

  ESSA: School Improvement (CSI) Funding for LEAs:

  ASEC was granted 2024-25 ESSA CSI funds in the amount of $421,191. The project period for this grant began on March 18, 2025, and ends on September 30, 2026. ASEC has included all of its 2024-25 CSI funds in this budget.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $917.53 per CY P-2 ADA while **Federal IDEA** revenues are projected at $145.00 per PY California Basic Educational Data System (CBEDS) count.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. ASEC chose to receive the block grant, which is based on PY P-2 ADA with funding rates of $20.52 for Grades K-8 and $57.04 for Grades 9-12.

- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. CTE funding was increased at the state level from $150M to $300M in 2021-22. ASEC has included $235,825 in its budget for this fiscal year.

- **College and Career Access Pathways Grant (CCAP)** provides ASEC with the opportunity to enhance its college and career readiness program. This grant aims to provide students with necessary resources and support to explore different career pathways and prepare for their post-secondary education. ASEC was granted $25,000 per year for the next four years. Over the course of the grant, ASEC's staff will learn and implement best practices that will streamline processes and improve the dual enrollment partnership with colleges. With the dual enrollment program, ASEC's goal is to improve educational outcomes and expand the current dual enrollment programs. It will also help high school students achieve college and career readiness.

- **Proposition 28**, also known as the **Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act**, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. Altus Schools East County was funded $46,239. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

- The **Local Educational Agency (LEA)** Medi-Cal **Billing Option Program** reimburses Altus Schools East County (ASEC) for providing health-related services to Medi-Cal eligible students. ASEC participates to recover costs for essential services like speech therapy, counseling, and physical therapy, ensuring these services are accessible to all students. This program helps ASEC enhance their support for students' health and well-being. Services are reimbursed through a process where the school submits claims to Medi-Cal for covered services and receives interim payments, which are later reconciled with actual costs through a cost report. ASEC has budgeted $10,837 for FY 2025-26.

- **CYBHI School-Linked Partnership and Capacity Grant:** California is implementing the Children and Youth Behavioral Health Initiative (CYBHI) to transform the systems supporting behavioral health for all children, youth, and families in the state, regardless of payer. Under CYBHI, the Department of Health Care Services (DHCS) is authorized to award School-Linked Partnership and Capacity Grants. ASEC received a grant of $74,797 to offer mental health services, acquire technology for socio-emotional learning, supply materials for mental health carts at resource centers, and provide training for Healthy Youth School Therapists and support staff. ASEC included $73,415 in FY 25-26.

- Altus Schools Southern California Corporation which operates and manages Altus Schools East County applied for the **School-Based Medi-Cal Administrative Activities (SMAA)** program. This program allows the school to claim federal reimbursement for a portion of the costs associated with administering Medi-Cal-related activities. These activities include outreach and referral, facilitating Medi-Cal applications, arranging non-emergency/non-medical transportation, program planning and policy development, and claims coordination.

  The reimbursement is calculated based on the time and effort our staff dedicate to these activities, as determined by the Random Moment Time Survey (RMTS) methodology. This ensures that we accurately capture the percentage of staff time that qualifies for reimbursement. We expect the SMAA revenue to contribute significantly to offsetting the costs of these essential administrative functions, thereby supporting our overall budget and enhancing our ability to provide comprehensive health and support services to our students. Altus Schools East County's reimbursement in the amount of $8,235 is included under local revenue.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	**FY 25-26**
Teachers (Gen. Ed, Special Ed*)	1100	13.74
Certificated Pupil Support (Counselors/Nurse/Psychologist)	1200	1.29
Certificated Supervisor & Administrator	1300	1.14
Other Certificated Teacher Resource (CTR)	1900	4.00
Instructional Aide's Salaries	2100	5.00
Classified Support (Admin Support)	2200	0.11
Classified Supervisor & Administrator	2300	0.49
Clerical, Technical & Office Staff	2400	2.76
Other Classified Salaries	2900	0.07
TOTAL FTE POSITIONS BUDGETED		**28.60**

* To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseload. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2025-26, we estimated the Special Ed population at 28.1%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	19.10%	
PERS (Classified Retirement)	3211-12		26.81%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan Monthly Rates - Medical $ 4,500 - Dental $ 120 - Vision $ 27 - Life Ins. .00114	3401-02		
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	1.16%	1.16%

NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. ASEC has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is $970,755 representing 15.07% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), ASEC will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of ASEC reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. ASEC has deployed an integrated marketing plan to support organizational growth. To reach ASEC's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2025-26, ASEC has allocated $96,654 for marketing expenses included in the object code 5800 and represents 1.5% of its total budget.

DISTRICT OVERSIGHT FEES

ASEC will pay its authorizing agency (State Board of Education) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

ASEC has budgeted $48,932 for FY 2025-26 for oversight fees.

RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

ASEC has allocated $35,204 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

RESERVES

ASEC has allocated reserves of $644,358 for FY 2025-26 representing 10% of total revenues of $6,443,582.

FACILITIES

ASEC carries contractual lease agreements with an annual cost of $191,998 for FY 2025-26. The total cost of the current lease contracts from July 2025 through the end of the lease term (Year 2033) is $1,280,604. ASEC has allocated reserves for this amount.

Altus SCHOOLS EAST COUNTY

PRELIMINARY OPERATIONAL BUDGET
FY 2025-2026

REVENUES

DESCRIPTION	ACCOUNT CODES			PRELIMINARY BUDGET
LOCAL CONTROL FUNDING FORMULA - LCFF				
LCFF State Aid	8011	+	$	4,831,234.00
Education Protection Account	8012	+		61,958.00
TOTAL, LCFF ENTITLEMENT		**=**	**$**	**4,893,192.00**
FEDERAL REVENUES				
Comprehensive Support and Improvement Grant (CSI)	8290	+	$	421,191.00
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	+		41,615.00
Special Ed: IDEA Federal Mental Health	8182	+		3,929.00
Title I, Part A - Improving Basic Programs	8290	+		76,906.00
Title II, Part A - Supporting Effective Instruction	8290	+		10,239.00
Title IV, Part A - Student Support and Academic Enrichment	8290	+		10,000.00
TOTAL, FEDERAL REVENUES		**=**	**$**	**563,880.00**
STATE REVENUES OTHER THAN LCFF				
Arts and Music in Schools (AMS)- Prop 28	8590	+	$	46,239.00
Career Technical Education Incentive Grant	8590	+		235,825.00
Lottery: Instructional Materials	8560	+		26,532.00
Lottery: Unrestricted	8560	+		61,801.00
Mandate Block Grant	8550	+		16,233.00
Special Education	8792	+		284,242.00
Special Education: Mental Health Services	8590	+		25,595.00
TOTAL, STATE REVENUES		**=**	**$**	**696,467.00**
LOCAL REVENUES				
All Other Local Revenue	8699	+	$	606.00
Interest Income	8660	+		196,950.00
CYBHI School Linked Partnership & Capacity Grant	8699	+		73,415.00
LEA BOP	8699	+		10,837.00
SMAA MediCal Reimbursement	8699	+		8,235.00
TOTAL LOCAL REVENUES		**=**	**$**	**290,043.00**
TOTAL, REVENUES			**$**	**6,443,582.00**

Altus SCHOOLS EAST COUNTY

PRELIMINARY OPERATIONAL BUDGET
FY 2025-2026

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		PRELIMINARY BUDGET
CERTIFICATED SALARIES			
Teachers' Salaries	1100	+ $	1,408,955.00
Certificated Pupil Support Salaries	1200	+	169,258.00
Certificated Supervisor & Adm. Salaries	1300	+	196,906.00
Other Certificated Salaries	1900	+	156,426.00
TOTAL, CERTIFICATED SALARIES		= $	**1,931,545.00**
CLASSIFIED SALARIES			
Instructional Aides' Salaries	2100	+ $	110,204.00
Classified Support Salaries	2200	+	8,093.00
Classified Supervisors' and Administrators' Salaries	2300	+	86,415.00
Clerical,Technical, and Office Staff	2400	+	173,648.00
Other Classified Salaries	2900	+	7,645.00
TOTAL, CLASSIFIED SALARIES		= $	**386,005.00**
EMPLOYEE BENEFITS			
STRS Retirement	3100	+ $	350,333.00
PERS Retirement	3200	+	129,584.00
Social Security/Medicare	3300	+	63,572.00
Health and Welfare	3400	+	895,631.00
Unemployment Insurance	3500	+	1,159.00
Workers Compensation Insurance	3600	+	26,883.00
TOTAL EMPLOYEE BENEFITS		= $	**1,467,162.00**
TOTAL PERSONNEL COST		$	**3,784,712.00**

Altus SCHOOLS EAST COUNTY

PRELIMINARY OPERATIONAL BUDGET
FY 2025-2026

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		PRELIMINARY BUDGET
BOOKS AND SUPPLIES			
Textbooks and Core Curricula Materials	4100	+ $	19,800.00
Books and Other Reference Materials	4200	+	6,262.00
Materials and Supplies	4300	+	142,593.00
On-Line Courses	4312	+	90,318.00
Research and Development	4313	+	9,926.00
Noncapitalized Equipment	4400	+	142,829.00
Food	4700	+	23,974.00
TOTAL, BOOKS AND SUPPLIES		= $	**435,702.00**
SERVICES, OTHER OPERATING EXPENSES			
Travel and Conference	5200	+ $	34,537.00
Research and Development Travel	5202	+	25,278.00
Dues and Memberships	5300	+	26,554.00
Liability Insurance	5400	+	31,649.00
Operations and Housekeeping Services	5500	+	130,238.00
Rental, Leases, Repairs & Noncapitalized Improvements	5600	+	284,270.00
Professional/Consulting Services/Operating Exp.	5800	+	874,101.00
Marketing Fees	5812	+	96,654.00
Communications	5900	+	46,561.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		= $	**1,549,842.00**
CAPITAL OUTLAY			
Depreciation - Equipment	6900	+ $	16,802.00
Depreciation - Leasehold Improvement	6900	+	11,114.00
TOTAL, CAPITAL OUTLAY		= $	**27,916.00**
OTHER OUTGO			
Debt Service Payment - Interest (Capitalized Leases)	7438	+ $	1,052.00
TOTAL, OTHER OUTGO		= $	**1,052.00**
RESERVES			
Operational Reserve	9780	+ $	322,179.00
Reserve for Economic Uncertainties	9789	+	322,179.00
TOTAL, RESERVES		= $	**644,358.00**
%			**10%**
TOTAL, EXPENDITURES		$	**6,443,582.00**

Altus SCHOOLS EAST COUNTY

Education Protection Account

Expenditure Plan for FY 2025-26

Expenditures Through: June 30, 2026

For Fund 01, Resource 1400: Education Protection Account

Description		Object Codes	Amount
Projected Amount Available for this Fiscal Year:		8012	$ 61,958.00
Adjusted Total Revenue Limit:	61,958.00		
Less In Lieu of Property Taxes	-		
Total EPA Entitlement	61,958.00		
Total Projected EPA Entitlement			$ **61,958.00**
Projected Expenditures:			
For Teachers' Salaries and Benefits Only			
Teachers' Salaries		1100	$ 36,269.04
Retirement: STRS		3111	$ 6,927.42
Medicare		3321	$ 529.57
Health & Welfare		3401	$ 17,539.19
Unemployment Insurance		3501	$ 18.12
Workers' Compensation Insurance		3601	$ 423.61
Mileage Allowance		5200	$ 251.05
Total Projected Expenditures			$ **61,958.00**
Balance (Total Available minus Total Expenditures)			**-**

Altus SCHOOLS EAST COUNTY

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the community college district, county office of education, school district, or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of **Altus Schools East County**;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of **Altus Schools East County** has determined to spend the monies received from the Education Protection Act as attached.

DATED:
June 24, 2025

_____
Secretary

Attachment "A"

Grossmont-Cuyamaca Community College District and
Altus Schools
2025-2026 CCAP Course List

Cuyamaca College Courses Offered at Altus Schools

1. **Course**: **ASL 120**
   Title: American Sign Language I
   Scope/Nature: Introduction to American Sign Language (ASL) and Deaf culture. The course is designed to give students with little to no experience in or exposure to ASL an emerging conversational and cultural foundation. Students will develop skills in telling about and comprehending common every day activities and asking questions. Students will learn how to use non-manual signs, facial expressions and other culturally appropriate uses of the face and body to interact with, show comprehension, get attention, and form appropriate cultural connections with Deaf people. (CSU/UC) (AA/AS-C, CSU-C2, IGETC-6A)

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2025	TBD	4	25	Online	Asynchronous	3.24	0

Total Sections: 1
Total Enrollment: 25
Total Online FTES: 3.24
Total In-Person FTES: 0

2. **Course: COUN 120**
   Title: College & Career Success
   Scope/Nature: This course teaches academic and career success strategies to enhance lifelong learning and well-being. Students will explore and discover values, interests, and personal strengths to make meaningful choices about their educational, career, and personal goals. Students will learn how to be successful in college by improving study skills and exploring motivation. Success topics include managing stress, developing creativity, improving communications and relationships, and maintaining wellness in a diverse society. COUN 120 and COUN 150 combined; maximum UC credit, one course. (CSU/UC) (CSU-E)

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2025	TBD	3	40	Online	Asynchronous	3.89	0

Spring 2026	TBD	3	30	Online	Asynchronous	2.91	0

Total Sections: 2
Total Enrollment: 70
Total Online FTES: 6.80
Total In-Person FTES: 0

3. **Course**: **ENGL C1000**
Title: Academic Reading and Writing
Scope/Nature: In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. Open to students with credit in ESL 2 or equivalent. Formerly ENGL 120. Not open to students with credit in ENGL 120 or ESL 122.

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Spring 2026	TBD	3	25	Online	Asynchronous	2.43	0

Total Sections: 1
Total Enrollment: 25
Total Online FTES: 2.43
Total In-Person FTES: 0

4. **Course: HIST 118**
Title: U.S. History: Chicano/Chicana Perspectives I
Scope/Nature: Historical survey of Mexican Americans in the United States in which attention is given to social, political and economic background, with an emphasis on the origins of basic American institutions and ideals. Particular emphasis on the development of Spanish-speaking peoples' economic, social, political, and racialized experience in the United States, especially in the Southwest from the pre-contact period to the Mexican American War. (CSU/UC) (AA/AS-D, CSU-D, IGETC-4)

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Spring 2026	TBD	3	20	Online	Asynchronous	1.94	0

Total Sections: 1
Total Enrollment: 20
Total Online FTES: 1.94
Total In-Person FTES: 0

Altus Schools

Total 2025-2026 CCAP Projections	
Courses:	**4**
Sections:	**5**
Enrollments:	**140**
Online FTES:	**14.41**
In-Person FTES:	**0**

Assumptions for Preliminary Operational Budget
FY 2025-26

Altus Schools North County (ASNC) is an independent study program. ASNC takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study programs, like ASNC, are based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (**ADA**) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. ASNC is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

* **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for ASNC is 72.91%.

* **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2025-26 May Revision and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build ASNC's Preliminary Operational Budget.

Table 1:

Description	FY 2025-26
Grades 4-6 Adjusted Base Grant	$10,411
Grades 7-8 Adjusted Base Grant	$10,719
Grades 9-12 Adjusted Base Grant	$12,746
Statutory Cost of Living Allowance (COLA)	2.30%
ASNC's Unduplicated Pupil Percentage (Rolling Average)	72.91%
District's Unduplicated Pupil Percentage (EUHSD)	82.31%

Revenues were calculated based on the following enrollment and ADA:

Table 2:

Description	FY 2025-26 (Projected P-2)	FY 2024-25 (Actual P-2)	FY 2023-24 (Actual P-2)
P-2 Enrollment	**206**	**183**	**183**
CBEDS	**167**	**149**	**138**
Students Served	**316**	**292**	**302**
ADA:			
Grade 4-6	5.69	5.07	7.27
Grade 7-8	27.56	24.53	13.37
Grade 9-12	157.75	140.41	149.15
Total ADA	**191.00**	**170.01**	**169.79**

REVENUE PROJECTIONS

Table 3:

Description	FY 2025-26
LCFF Sources	$2,985,611
Federal Revenues	453,010
State Revenues Other than LCFF	420,571
Local Revenues	99,991
Total Projected Revenues	**3,959,183**

- **In Lieu of Property Taxes** of $6,005.09 per current year (CY) P-2 ADA is based on 2024-25 P-2 property tax rate for Escondido Union High School District.

- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on November 6, 2012 and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.

- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: $82 for Prop 20 (Lottery: Instructional Materials) and $191 for Non-Prop 20 (Lottery: Unrestricted).

- **Federal Funds**

  Titles I, II and IV are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2024-25.

  ESSA: School Improvement (CSI) Funding for LEAs:
  ASNC was granted 2024-25 ESSA CSI fund is the amount of $472,119. The project period for this grant begins on July 1, 2025, and ends on September 30, 2026. Audeo II has included all its 25-26 CSI funds in this budget.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $917.52 per CY P-2 ADA while **Federal IDEA** revenues are projected at $145 per PY California Basic Educational Data System (CBEDS) count.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. ASNC chose to receive the block grant, which is based on PY P-2 ADA with funding rates of $20.55 for Grades K-8 and $57.11 for Grades 9-12.

- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. ASNC has included $145,439 of CTE grant in this budget.

- **Proposition 28,** also known as the **Arts and Music in Schools (AMS)** Funding Guarantee and Accountability Act, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. ASNC was funded $22,804. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

- The **Local Educational Agency (LEA)** Medi-Cal **Billing Option Program** reimburses Audeo II for providing health-related services to Medi-Cal eligible students. Audeo II participates to recover costs for essential services like speech therapy, counseling, and physical therapy, ensuring these services are accessible to all students. This program helps Audeo II enhance their support for students' health and well-being. Services are reimbursed through a process where the school submits claims to Medi-Cal for covered services and receives interim payments, which are later reconciled with actual costs through a cost report. Audeo II has budgeted $1,000 for FY 2025-26.

- **CYBHI School-Linked Partnership and Capacity Grant**: California is implementing the Children and Youth Behavioral Health Initiative (CYBHI) to transform the systems supporting behavioral health for all children, youth, and families in the state, regardless of payer. Under CYBHI, the Department of Health Care Services (DHCS) is authorized to award School-Linked Partnership and Capacity Grants. Audeo II received a grant of $44,878 to offer mental health services, acquire technology for socio-emotional learning, supply materials for mental health carts at resource centers, and provide training for Healthy Youth School Therapists and support staff. Audeo II included $37,399 in FY 25-26.

- Altus Schools Southern California Corporation which operates and manages Audeo II applied for the **School-Based Medi-Cal Administrative Activities (SMAA) program**. This program allows the school to claim federal reimbursement for a portion of the costs associated with administering Medi-Cal-related activities. These activities include outreach and referral, facilitating Medi-Cal applications, arranging non-emergency/non-medical transportation, program planning and policy development, and claims coordination.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 25-26
Teachers (Gen. Ed, Special Ed*, Instructional Leads)	1100	11.67
Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead)	1200	0.54
Certificated Supervisor & Administrator	1300	0.53
Other Certificated Teacher Resource (CTR)	1900	3.00
Resource Center Associate (RCA)	2100	2.00
Classified Support (Admin Support)	2200	0.04
Classified Supervisor & Administrator	2300	0.28
Clerical, Technical & Office Staff	2400	1.95
Other Classified (Administrative Support)	2900	0.04
TOTAL FTE POSITIONS BUDGETED		**20.05**

* To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseloads. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2025-26, we estimated the Special Ed population at 27.5%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	19.10%	
PERS (Classified Retirement)	3211-12		26.81%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan Monthly Rates - Medical $4,500 - Dental $120 - Vision $27 - Life Ins. .00114	3401-02		
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	1.24%	1.24%

NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. ASNC has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

ASNC has allocated $11,800 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is $555,178 representing 14.02% of the Operational Budget. Included in this object code are SDCOE charter fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), ASNC will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district. The authorizing District has a broad and diverse student population. The budget for marketing will support significant outreach efforts to ensure that the student body of ASNC reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. ASNC has deployed an integrated marketing plan to support organizational growth. To reach ASNC's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2025-26, ASNC has allocated $79,182 for marketing expenses included in the object code 5800 and represents 2.0% of its total budget.

RESERVES

ASNC has allocated reserves of $395,918 for FY 2025-26 representing 10% of total revenues of $3,959,183.

FACILITIES

ASNC carries out contractual lease agreements with an annual cost of $238,870 for FY 2025-26. The total cost of the current lease contracts from July 2025 through the end of the lease term (Year 2029) is $876,041. ASNC has allocated reserves for this amount.

Altus SCHOOLS NORTH COUNTY

PRELIMINARY OPERATIONAL BUDGET
FY 2025-2026

REVENUES

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
LOCAL CONTROL FUNDING FORMULA - LCFF		
LCFF State Aid	8011	$ 1,800,439.00
Education Protection Account	8012	38,200.00
In-Lieu of Property Taxes	8096	1,146,972.00
TOTAL, LCFF ENTITLEMENT		**$ 2,985,611.00**
FEDERAL REVENUES		
Special Ed - Federal IDEA	8181	$ 18,364.00
Special Ed - IDEA Local Assistance, Part B, Early Intervening Services	8990	3,241.00
Special Ed - Mental Health ADA	8182	2,147.00
ESSA CSI	8290	377,695.00
Title I, Part A - Basic Grants Low-Income & Neglected	8290	36,710.00
Title II, Part A - Improving Teacher Quality Program	8290	4,853.00
Title IV, Part A, Student Support and Academic Enrich.	8290	10,000.00
TOTAL, FEDERAL REVENUES		**$ 453,010.00**
STATE REVENUES OTHER THAN LCFF		
Mandate Block Grant	8550	$ 8,627.00
State Lottery Revenue - Non Prop-20	8560	38,103.00
State Lottery Revenue - Prop-20	8560	16,358.00
Special Education	8792	175,246.00
Special Education - Mental Health Level 2	8590	13,994.00
Career Technical Education Incentive	8590	145,439.00
Arts and Music in Schools (Prop 28)	8590	22,804.00
TOTAL, STATE REVENUES		**$ 420,571.00**
LOCAL REVENUES		
Interest Income	8660	$ 55,650.00
All Other Local Revenue	8699	1,575.00
LEA BOP	8699	1,000.00
School Based MediCal Admin Reimbursement (SMAA)	8699	4,367.00
Capacity Grant	8699	37,399.00
TOTAL LOCAL REVENUES		**$ 99,991.00**
TOTAL, REVENUES		**$ 3,959,183.00**

Altus SCHOOLS NORTH COUNTY

PRELIMINARY OPERATIONAL BUDGET
FY 2025-2026

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
CERTIFICATED SALARIES		
Certificated Teachers' Salaries	1100	$ 956,953.00
Certificated Pupil Support Salaries	1200	70,642.00
Certificated Supervisors' & Administrators' Salaries	1300	98,201.00
Other Certificated Salaries	1900	40,671.00
TOTAL, CERTIFICATED SALARIES		**$ 1,166,467.00**
CLASSIFIED SALARIES		
Instructional Aides' Salaries	2100	$ 71,895.00
Classified Support Salaries	2200	1,820.00
Classified Supervisors' & Administrators' Salaries	2300	49,740.00
Clerical,Technical and Office Salaries	2400	111,050.00
Other Certificated Salaries	2900	4,369.00
TOTAL, CLASSIFIED SALARIES		**$ 238,874.00**
EMPLOYEE BENEFITS		
STRS Retirement	3100	$ 225,870.00
PERS Retirement	3200	59,726.00
Social Security/Medicare	3300	34,190.00
Health and Welfare	3400	504,036.00
Unemployment Insurance	3500	703.00
Workers Compensation Insurance	3600	17,426.00
TOTAL EMPLOYEE BENEFITS		**$ 841,951.00**
TOTAL PERSONNEL COST		**$ 2,247,292.00**

Altus SCHOOLS NORTH COUNTY

PRELIMINARY OPERATIONAL BUDGET
FY 2025-2026

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		PRELIMINARY BUDGET
BOOKS AND SUPPLIES			
Textbooks and Core Curricula Materials	4100	$	10,359.00
Books other than textbooks	4200		1,460.00
Instructional Materials and Supplies	4300		74,681.00
On-line Courses	4312		46,022.00
Research and Development	4313		3,500.00
Non-Capitalized Equipment	4400		102,787.00
Food	4700		3,625.00
TOTAL, BOOKS AND SUPPLIES		**$**	**242,434.00**
SERVICES, OTHER OPERATING EXPENSES			
Travel and Conference	5200	$	21,396.00
Research and Development - Travel	5202		8,300.00
Dues and Memberships	5300		10,217.00
Liability Insurance	5400		16,535.00
Operations and Housekeeping Services	5500		74,729.00
Rental, Leases & Repairs	5600		318,930.00
Prof/Consulting Services/Oper. Exp.	5800		475,993.00
Marketing	5812		79,182.00
Communication	5900		15,881.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		**$**	**1,021,163.00**
CAPITAL OUTLAY			
Depreciation - Leasehold Improvement	6900	$	51,071.00
Depreciation - Equipment	6900		962.00
TOTAL, CAPITAL OUTLAY		**$**	**52,033.00**
OTHER OUTGO			
Debt Service Payment - Interest	7438	$	343.00
TOTAL, OTHER OUTGO		**$**	**343.00**
RESERVES			
Operational Reserve	9730	$	197,959.00
Reserve for Economic Uncertainties	9770	$	197,959.00
TOTAL, RESERVES		**$**	**395,918.00**
%			**10%**
TOTAL, EXPENDITURES		**$**	**3,959,183.00**

Altus SCHOOLS NORTH COUNTY

Education Protection Account

Expenditure Plan for FY 2025-26

Expenditures Through: June 30, 2026

For Fund 01, Resource 1400: Education Protection Account

Description	Object Codes	Amount
Projected Amount Available for this Fiscal Year:	8012	$ 38,200.00
Total Projected EPA Entitlement		$ **38,200.00**
Projected Expenditures:		
For Teachers' Salaries and Benefits Only		
Teachers' Salaries	1100	$ 22,759.90
Retirement: STRS	3111	$ 4,347.10
Medicare	3321	$ 332.21
Health & Welfare	3401	$ 10,317.76
Unemployment Insurance	3501	$ 11.43
Workers' Compensation Insurance	3601	$ 284.01
Mileage Allowance	5200	$ 147.59
Total Projected Expenditures		$ **38,200.00**
Balance (Total Available minus Total Expenditures)		**-**

Altus SCHOOLS NORTH COUNTY

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the community college district, county office of education, school district, or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit

requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of **Altus Schools North County**;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the **Altus Schools North County** has determined to spend the monies received from the Education Protection Act as attached.

DATED:

June 24, 2025

_____
Secretary

Altus SCHOOLS SOUTH BAY

Assumptions for Preliminary Operational Budget
FY 2025-26

Altus Schools South Bay (ASSB) is an independent study program. ASSB takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study programs, like ASSB, are based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (**ADA**) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. ASSB is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

* **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for ASSB is 78.32%.

* **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year. State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2025-26 May Revision and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build ASSB's Preliminary Operational Budget.

Table 1:

Description	FY 2025-26
Adjusted Grades 7-8 Base Grant	$10,719
Adjusted Grades 9-12 Base Grant	$12,746
Statutory Cost of Living Allowance (COLA)	2.30%
ASSB's Unduplicated Pupil Percentage (Rolling Average)	78.32%
District's Unduplicated Pupil Percentage (SUHSD)	65.24%

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2025-26 (Projected P-2)	FY 2024-25 (Actual P-2)	FY 2023-24 (Actual P-2)
P-2 Enrollment	**434**	**430**	**365**
CBEDS Enrollment	**375**	**372**	**374**
Students Served	**687**	**644**	**524**
ADA:			
Grade 7-8	50.76	50.39	49.27
Grade 9-12	366.34	363.65	345.38
Total ADA	**417.10**	**414.04**	**394.65**

REVENUE PROJECTIONS

Table 3:

Description	FY 2025-26
LCFF Sources	$6,377,111
Federal Revenues	$624,939
State Revenues Other than LCFF	$1,011,006
Local Revenues	$285,471
Total Projected Revenues	**8,298,527**

- **In Lieu of Property Taxes (ILPT)** are no longer a source of revenue, but total LCFF revenues will remain unchanged. With the passage of Senate Bill 75, SBE authorized charter schools will no longer receive ILPT unless the district of residence (for the student of which ADA was claimed) was a basic aid district in the prior year. This means that the LCFF entitlement for most SBE authorized charter schools will be fully funded through state aid (LCFF State Aid and EPA).

- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on Nov. 6, 2012 and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.

- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: $82 for Prop 20 (Lottery: Instructional Materials) and $191 for Non-Prop 20 for (Lottery: Unrestricted).

- **Federal Funds**

  Titles I, II, and IV are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2024-25.

  ESSA: School Improvement (CSI) Funding for LEAs:

  ASSB was granted 2024-25 ESSA CSI funds in the amount of $421,191. The project period for this grant began on March 18, 2025 and ends on September 30, 2026.
  ASSB has included all of the 2024-25 CSI funds awarded in this budget.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $917.53 per CY P-2 ADA while **Federal IDEA** revenues are projected at $145 per PY California Basic Educational Data System (CBEDS) count.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. ASSB chose to receive the block grant, which is based on PY P-2 ADA with funding rates of $20.52 for Grades K-8 and $57.04 for Grades 9-12.

- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. CTE funding was increased at the state level from $150M to $300M in 2021-22. ASSB included $345,900 in CTE grant funding for this fiscal year.

- **College and Career Access Pathways Grant (CCAP)** provides ASSB with the opportunity to enhance its college and career readiness program. This grant aims to provide students with necessary resources and support to explore different career pathways and prepare for their post-secondary education. ASSB was granted $25,000 per year for the next four years. Over the course of the grant, ASSB's staff will learn and implement best practices that will streamline processes and improve the dual enrollment partnership with colleges. With the dual enrollment program, ASSB's goal is to improve educational outcomes and expand the current dual enrollment programs. It will also help high school students achieve college and career readiness.

- **Proposition 28**, also known as the **Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act**, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. For FY 2025-26 Altus Schools South Bay was funded $60,659. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

- The **Local Educational Agency (LEA)** Medi-Cal **Billing Option Program** reimburses Altus Schools South Bay (ASSB) for providing health-related services to Medi-Cal eligible students. ASSB participates to recover costs for essential services like speech therapy, counseling, and physical therapy, ensuring these services are accessible to all students. This program helps ASSB enhance their support for students' health and well-being. Services are reimbursed through a process where the school submits claims to Medi-Cal for covered services and receives interim payments, which are later reconciled with actual costs through a cost report. ASSB has budgeted $23,100 for FY 2025-26.

- **CYBHI School-Linked Partnership and Capacity Grant:** California is implementing the Children and Youth Behavioral Health Initiative (CYBHI) to transform the systems supporting behavioral health for all children, youth, and families in the state, regardless of payer. Under CYBHI, the Department of Health Care Services (DHCS) is authorized to award School-Linked Partnership and Capacity Grants. ASSB received a grant of $74,797 to offer mental health services, acquire technology for socio-emotional learning, supply materials for mental health carts at resource centers, and provide training for Healthy Youth School Therapists and support staff. ASSB included $64,689 in FY 25-26.

- Altus Schools Southern California Corporation which operates and manages Altus Schools South Bay applied for the **School-Based Medi-Cal Administrative Activities (SMAA)** program. This program allows the school to claim federal reimbursement for a portion of the costs associated with administering Medi-Cal-related activities. These activities include outreach and referral, facilitating Medi-Cal applications, arranging non-emergency/non-medical transportation, program planning and policy development, and claims coordination.

  The reimbursement is calculated based on the time and effort our staff dedicate to these activities, as determined by the Random Moment Time Survey (RMTS) methodology. This ensures that we accurately capture the percentage of staff time that qualifies for reimbursement. We expect the SMAA revenue to contribute significantly to offsetting the costs of these essential administrative functions, thereby supporting our overall budget and enhancing our ability to provide comprehensive health and support services to our students. Altus Schools South Bay's reimbursement in the amount of $4,447 is included under local revenue.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	**FY 25-26**
Teachers (Gen. Ed, Special Ed*)	1100	20.93
Certificated Pupil Support (Counselor/Nurse/Psychologist/Tech Lead)	1200	1.32
Certificated Supervisor & Administrator	1300	1.46
Other Certificated Teacher Resource (CTR)	1900	4.00
Instructional Aide's Salaries	2100	6.00
Classified Support (Admin Support)	2200	0.13
Classified Supervisor & Administrator	2300	0.63
Clerical, Technical & Office Staff	2400	4.87
Other Classified Salaries	2900	0.09
TOTAL FTE POSITIONS BUDGETED		**39.43**

* To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseload. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2025-26, we estimated the Special Ed population at 24.0%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	19.10%	
PERS (Classified Retirement)	3211-12		26.81%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan Monthly Rates - Medical $ 4,500 - Dental $ 120 - Vision $ 27 - Life Ins. .00114	3401-02		
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	1.16%	1.16%

NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. ASSB has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is $1,038,888 representing 12.52% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), ASSB will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of ASSB reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. ASSB has deployed an integrated marketing plan to support organizational growth. To reach ASSB's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2025-26, ASSB has allocated $124,478 for marketing expenses included in the object code 5800 and represents 1.5% of its total budget.

DISTRICT OVERSIGHT FEES

ASSB will pay its authorizer (State Board of Education) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

ASSB has budgeted $63,771 for FY 2025-26 for oversight fees.

RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

ASSB has allocated $27,600 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

RESERVES

ASSB has allocated reserves of $414,926 for FY 2025-26 representing 5% of total revenues of $8,298,527.

FACILITIES

ASSB carries contractual lease agreements with an annual cost of $376,392 for FY 2025-26. The total cost of the current lease contracts from July 2025 through the end of the lease term (Year 2031) is $1,666,836.

Altus SCHOOLS SOUTH BAY

Preliminary Operational Budget
FY 2025-26

REVENUES

DESCRIPTION	ACCOUNT CODES			PRELIMINARY BUDGET
LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES				
LCFF State Aid - Current Year	8011	+	$	6,293,691.00
Education Protection Account (EPA)	8012	+		83,420.00
TOTAL, LCFF SOURCES		**=**	**$**	**6,377,111.00**
FEDERAL REVENUES				
Comprehensive Support and Improvement Grant (CSI)	8290	+	$	421,191.00
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	+		53,940.00
Special Ed: IDEA Federal Mental Health	8182	+		4,990.00
Title I, Part A - Improving Basic Programs	8290	+		119,314.00
Title II, Part A - Supporting Effective Instruction	8290	+		15,504.00
Title IV, Part A - Student Support and Academic Enrichment	8290	+		10,000.00
TOTAL, FEDERAL REVENUES		**=**	**$**	**624,939.00**
STATE REVENUES OTHER THAN LCFF				
Arts and Music in Schools (AMS)- Prop 28	8590	+	$	60,659.00
Career Technical Education Incentive Grant	8590	+		345,900.00
Lottery: Instructional Materials	8560	+		35,723.00
Lottery: Unrestricted	8560	+		83,208.00
Mandate Block Grant	8550	+		21,938.00
Special Education	8792	+		382,702.00
Special Education: Mental Health Services	8590	+		34,461.00
Special Education: Mental Health NPS	8590	+		46,415.00
TOTAL, OTHER STATE REVENUES		**=**	**$**	**1,011,006.00**
LOCAL REVENUES				
All Other Local Revenue	8699	+	$	11,025.00
Interest Income	8660	+		182,210.00
CYBHI School Linked Partnership & Capacity Grant	8699	+		64,689.00
LEA BOP	8699	+		23,100.00
SMAA MediCal Reimbursement	8699	+		4,447.00
TOTAL, LOCAL REVENUES		**=**	**$**	**285,471.00**
TOTAL, REVENUES			**$**	**8,298,527.00**

Altus SCHOOLS SOUTH BAY

Preliminary Operational Budget
FY 2025-26

EXPENDITURES

DESCRIPTION	ACCOUNT CODES			PRELIMINARY BUDGET
CERTIFICATED SALARIES				
Certificated Teachers' Salaries	1100	+	$	1,965,192.00
Certificated Pupil Support Salaries	1200	+		175,250.00
Certificated Supervisors' & Administrators' Salaries	1300	+		260,800.00
Other Certificated Salaries	1900	+		162,555.00
TOTAL, CERTIFICATED SALARIES		**=**	**$**	**2,563,797.00**
CLASSIFIED SALARIES				
Classified Instructional Salaries	2100	+	$	129,618.00
Classified Support Salaries	2200	+		9,013.00
Classified Supervisors' & Administrators' Salaries	2300	+		116,600.00
Clerical,Technical and Office Staff Salaries	2400	+		256,630.00
Other Classified Salaries	2900	+		9,845.00
TOTAL, CLASSIFIED SALARIES		**=**	**$**	**521,706.00**
EMPLOYEE BENEFITS				
STRS Retirement	3100	+	$	494,396.00
PERS Retirement	3200	+		133,257.00
Social Security/Medicare	3300	+		75,556.00
Health and Welfare	3400	+		1,455,823.00
Unemployment Insurance	3500	+		1,543.00
Workers Compensation	3600	+		35,792.00
TOTAL, EMPLOYEE BENEFITS		**=**	**$**	**2,196,367.00**
TOTAL, PERSONNEL COST			**$**	**5,281,870.00**

Altus SCHOOLS SOUTH BAY

Preliminary Operational Budget
FY 2025-26

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		PRELIMINARY BUDGET
BOOKS AND SUPPLIES			
Textbooks and Core Curricula Materials	4100	+	$ 12,013.00
Books and Other Reference Materials	4200	+	1,630.00
Materials and Supplies	4300	+	152,748.00
On-Line Courses	4312	+	107,753.00
Research and Development	4313	+	6,835.00
Noncapitalized Equipment	4400	+	165,522.00
Food	4700	+	30,031.00
TOTAL,BOOKS AND SUPPLIES		**=**	**$ 476,532.00**
SERVICES AND OTHER OPERATING EXPENSES			
Travel and Conference	5200	+	$ 87,607.00
Research and Development Travel	5202	+	20,765.00
Dues and Memberships	5300	+	20,795.00
Liability Insurance	5400	+	41,951.00
Operations and Housekeeping Services	5500	+	168,053.00
Rental, Leases, Repairs & Noncapitalized Improvements	5600	+	532,231.00
Professional/Consulting Services/Operating Exp.	5800	+	914,410.00
Marketing Fees	5812	+	124,478.00
Communications	5900	+	37,330.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		**=**	**$ 1,947,620.00**
CAPITAL OUTLAY			
Depreciation - Equipment	6900	+	$ 23,172.00
Depreciation - Leasehold Improvement	6900	+	153,012.00
TOTAL, CAPITAL OUTLAY		**=**	**$ 176,184.00**
OTHER OUTGO			
Debt Service Payment - Interest (Capitalized Leases)	7438	+	$ 1,395.00
TOTAL, OTHER OUTGO		=	**$ 1,395.00**
RESERVES			
Operational Reserve	9780	+	$ 207,463.00
Reserve for Economic Uncertainties	9789	+	207,463.00
TOTAL, RESERVES		**=**	**$ 414,926.00**
%			**5%**
TOTAL, EXPENDITURES			**$ 8,298,527.00**

Altus SCHOOLS SOUTH BAY

Education Protection Account

Expenditure Plan for FY 2025-26

Expenditures Through: June 30, 2026

For Fund 01, Resource 1400: Education Protection Account

Description	Object Codes	Amount
Projected Amount Available for this Fiscal Year:	8012	$ 83,420.00
Total Projected EPA Entitlement		**$ 83,420.00**
Projected Expenditures:		
For Teachers' Salaries and Benefits Only		
Certificated Teachers' Salaries	1100	$ 49,271.34
Retirement: STRS	3111	$ 9,410.77
Medicare	3321	$ 716.25
Health & Welfare	3401	$ 23,091.27
Unemployment Insurance	3501	$ 24.65
Workers' Compensation Insurance	3601	$ 575.37
Mileage Allowance	5200	$ 330.35
Total Projected Expenditures		**$ 83,420.00**
Balance (Total Available minus Total Expenditures)		$ -

Altus SCHOOLS SOUTH BAY

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the community college district, county office of education, school district, or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of **Altus Schools South Bay**;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of **Altus Schools South Bay** has determined to spend the monies received from the Education Protection Act as attached.

DATED:
June 24, 2025

_____
Secretary

Assumptions for Preliminary Operational Budget
FY 2025-26

Altus Schools Mirus (Mirus) is an independent study program. Mirus takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study programs, like Mirus are based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (**ADA**) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. Mirus is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

* **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for Mirus is 76.71%.

* **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan,

which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2025-26 May Revision, and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Mirus' Preliminary Operational Budget.

Table 1:

Description	FY 2025-26
Adjusted Grades 7-8 Base Grant	$10,719
Adjusted Grades 9-12 Base Grant	$12,746
Statutory Cost of Living Allowance (COLA)*	2.30%
Mirus' Unduplicated Pupil Percentage (Rolling Average)	76.71%
District's Unduplicated Pupil Percentage (HUSD)	79.85%

Revenues were calculated based on the following enrollment and ADA:

Table 2:

Description	FY 2025-26 (Projected P-2)	FY 2024-25 (Actual P-2)	FY 2023-24 (Actual P-2)
P-2 Enrollment	**251**	**348**	**315**
CBEDS Enrollment	**195**	**292**	**290**
Students Served	**537**	**804**	**577**
ADA:			
Grade 7-8	22.87	34.26	32.12
Grade 9-12	213.40	319.75	288.76
Total ADA	**236.27**	**354.01**	**320.88**

REVENUE PROJECTIONS

Table 3:

Description	FY 2025-26
LCFF Sources	$3,838,477
Federal Revenues	478,900
State Revenues Other than LCFF	762,244
Local Revenues	119,012
Total Projected Revenues	**$5,198,633**

- **In Lieu of Property Taxes** of $448.86 per current year (CY) P-2 ADA is based on FY 2024-25 P-1 rate for Hesperia Unified School District.

- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on Nov. 6, 2012 and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.

- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is projected based on CY P-2 ADA. Rates used are based on School Services of California's latest estimates: $82 for Prop 20 (Lottery: Instructional Materials) and $191 for Non-Prop 20 (Lottery: Unrestricted).

- **Federal Funds**

  Titles I, II, and IV are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2024-25.

  ESSA: Comprehensive Support and Improvement (CSI) Funding for LEAs:
  The CSI program, of the Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act (ESSA) (Public Law 114-95), apportions funds to LEAs to improve student outcomes in schools that meet the criteria for CSI. Mirus' allocation amount for 2024-25 is $472,119 and of that amount, $13,705 was planned in FY 2024-25, $355,166 is included in this budget, and the remaining balance of $103,248 is included in FY 2026-27. The project period for this grant began March 18, 2025 and ends on September 30, 2026.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $917.53 per the highest P-2 ADA of the last three years,

while **Federal IDEA** revenues are projected at $145 per PY California Basic Educational Data System (CBEDS) count.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. Mirus chose to receive the block grant, which is based on PY P-2 ADA with funding rates of $20.52 for Grades K-8 and $57.04 for Grades 9-12.

- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. Mirus included $284,013 in its budget for this fiscal year.

- **Proposition 28—Arts and Music in Schools Funding** – Proposition 28, also known as the Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. Mirus budgeted $47,583 in FY 2025-26. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

- The **Local Educational Agency (LEA) Medi-Cal Billing Option Program** reimburses Mirus Secondary School for providing health-related services to Medi-Cal eligible students. Mirus participates to recover costs for essential services like speech therapy, counseling, and physical therapy, ensuring these services are accessible to all students. This program helps Mirus enhance their support for students' health and well-being. Services are reimbursed through a process where the school submits claims to Medi-Cal for covered services and receives interim payments, which are later reconciled with actual costs through a cost report. Mirus has budgeted $4,564 for FY 2025-26.

- **CYBHI School-Linked Partnership and Capacity Grant:** California is implementing the Children and Youth Behavioral Health Initiative (CYBHI) to transform the systems supporting behavioral health for all children, youth, and families in the state, regardless of payer. Under CYBHI, the Department of Health Care Services (DHCS) is authorized to award School-Linked Partnership and Capacity Grants. Mirus received a grant of $26,978 to offer mental health services, acquire technology for socio-emotional learning, supply materials for mental health carts at resource centers, and provide training for Healthy Youth School Therapists and support staff. Mirus included $10,442 in FY 2024-25 and $16,536 in FY 2025-26.

- **School-Based Medi-Cal Administrative Activities (SMAA):** Altus Schools Southern California Corporation which operates and manages Mirus Secondary School applied for the School-Based Medi-Cal Administrative Activities (SMAA) program. This program

allows the school to claim federal reimbursement for a portion of the costs associated with administering Medi-Cal-related activities. These activities include outreach and referral, facilitating Medi-Cal applications, arranging non-emergency/non-medical transportation, program planning and policy development, and claims coordination.

The reimbursement is calculated based on the time and effort our staff dedicate to these activities, as determined by the Random Moment Time Survey (RMTS) methodology. This ensures that we accurately capture the percentage of staff time that qualifies for reimbursement. We expect the SMAA revenue to contribute significantly to offsetting the costs of these essential administrative functions, thereby supporting our overall budget and enhancing our ability to provide comprehensive health and support services to our students. Mirus' reimbursement in the amount of $10,053 is included under local revenue.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 2025-26
Teachers (Gen. Ed, Special Ed*)	1100	10.24
Certificated Pupil Support (Counselor/Psychologist/Nurse)	1200	1.27
Certificated Supervisor & Administrator	1300	1.40
Other Certificated Teacher Resource (CTR)	1900	3.00
Instructional Aide	2100	4.00
Classified Support	2200	0.68
Classified Supervisor & Administrator	2300	0.28
Clerical, Technical & Office Staff	2400	2.59
Other Classified	2900	0.04
TOTAL FTE POSITIONS BUDGETED		**23.50**

* To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseload. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2025-26, we estimated the Special Ed population at 15%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	19.10%	
PERS (Classified Retirement)	3211-12		26.81%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan Monthly Rates - Medical $2,700 - Dental $ 120 - Vision $ 27 - Life Ins. .00114	3401-02		
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	1.20%	1.20%

NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Mirus has implemented a meal program that complies with the State Meal Mandate for Non-classroom Based Charter Schools, following the California Department of Education's Universal Meals Program guidelines and California Education Code Section 49501.5. This code requires charter schools serving grades TK–12 to provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals must be nutritionally adequate and meet federal reimbursement standards. Mirus shall provide each student with adequate time to eat as determined by the Charter School in consideration of available guidance.

RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

Mirus has allocated $26,547 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the Altus Schools Southern California's mission and purpose.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is $682,389 representing 13.1% of the Operational Budget. Included in this object code are the district's oversight fees, marketing

fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), Mirus will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of Mirus reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Mirus has deployed an integrated marketing plan to support organizational growth. To reach Mirus' target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2025-26, Mirus has allocated $103,973 for marketing expenses included in the object code 5800 and represents 2% of its total budget.

DISTRICT OVERSIGHT FEES

Mirus will pay its authorizing District (Hesperia Unified School District) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 – Education Protection Account (EPA) Entitlement
- Object Code 8019 – State Aid Prior Years - LCFF
- Object Code 8019 – State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

Mirus has budgeted $38,385 for FY 2025-26 for oversight fees.

RESERVES

Mirus has allocated reserves of $259,932 for FY 2025-26 representing 5% of total revenues of $5,198,633.

FACILITIES

Mirus carries contractual lease agreements with an annual cost of $319,689 in FY 2025-26. The total cost of the current lease contracts from July 2025 through the end of the lease term with extension option (Year 2033) is $1,742,313.

TRANSFER OUT

The Altus Schools Southern California will approve the transfer of funds in the amount of $1,421,270 from Altus Schools Mirus to Altus Schools Coachella Valley for the purpose of continuing the operation of Palm Desert resource center currently operated by Altus Schools Mirus. This will ensure that, when and if Altus Schools Coachella Valley is authorized, it will continue the educational program for students without any disruption.

To appropriately account for the internal transfers, Altus Schools Coachella Valley would record it as a non-operating internal TRANSFER IN (Object Code 8965) and an increase to CASH. Altus Schools Mirus would record it as a non-operating TRANSFER OUT (Object Code 7651) and a decrease to CASH.

Altus SCHOOLS MIRUS

Preliminary Operational Budget
FY 2025-26

REVENUES

DESCRIPTION	ACCOUNT CODES			PRELIMINARY BUDGET
LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES				
LCFF State Aid - Current Year	8011	+	$	3,173,875.00
Education Protection Account (EPA) - Current Year	8012	+		558,550.00
In Lieu of Property Taxes - Current Year	8096	+		106,052.00
TOTAL, LCFF SOURCES		**=**	**$**	**3,838,477.00**
FEDERAL REVENUES				
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	+	$	42,340.00
Special Ed - Mental Health Average Daily Attendance	8182	+		4,058.00
Title I, Part A - Improving Basic Programs	8290	+		59,700.00
Title II, Part A - Supporting Effective Instruction	8290	+		7,636.00
Title IV, Part A - Student Support and Academic Enrichment	8290	+		10,000.00
ESSA: Comprehensive Support and Improvement (CSI) Funding for LEAs	8290	+		355,166.00
TOTAL, FEDERAL REVENUES		**=**	**$**	**478,900.00**
STATE REVENUES OTHER THAN LCFF				
Mandate Block Grant	8550	+	$	18,942.00
Lottery: Unrestricted	8560	+		47,134.00
Lottery: Instructional Materials	8560	+		20,236.00
Career Technical Education Incentive Grant	8590	+		284,013.00
Special Education	8792	+		324,815.00
Special Education: Mental Health Services (State)	8590	+		19,521.00
Arts and Music in Schools (AMS) - Prop 28	8590	+		47,583.00
TOTAL, OTHER STATE REVENUES		**=**	**$**	**762,244.00**
LOCAL REVENUES				
Interest Income	8660	+	$	85,859.00
All Other Local Revenue	8699	+		2,000.00
School-Based Medi-Cal Administrative Activities (SMAA)	8699	+		10,053.00
LEA BOP Medi-Cal Reimbursement	8699	+		4,564.00
CYBHI School-Linked Partnership and Capacity Grant	8699	+		16,536.00
TOTAL, LOCAL REVENUES		**=**	**$**	**119,012.00**
TOTAL, REVENUES			**$**	**5,198,633.00**

Altus SCHOOLS MIRUS

Preliminary Operational Budget
FY 2025-26

EXPENDITURES

DESCRIPTION	ACCOUNT CODES			PRELIMINARY BUDGET
CERTIFICATED SALARIES				
Certificated Teachers' Salaries	1100	+	$	1,044,939.00
Certificated Pupil Support Salaries	1200	+		155,730.00
Certificated Supervisors' & Administrators' Salaries	1300	+		230,189.00
Other Certificated Salaries	1900	+		110,756.00
TOTAL, CERTIFICATED SALARIES		**=**	**$**	**1,541,614.00**
CLASSIFIED SALARIES				
Classified Instructional Salaries	2100	+	$	82,118.00
Classified Support Salaries	2200	+		76,820.00
Classified Supervisors' & Administrators' Salaries	2300	+		49,659.00
Clerical,Technical and Office Staff Salaries	2400	+		170,724.00
Other Classified Salaries	2900	+		4,369.00
TOTAL, CLASSIFIED SALARIES		**=**	**$**	**383,690.00**
EMPLOYEE BENEFITS				
STRS Retirement	3100	+	$	297,524.00
PERS Retirement	3200	+		98,551.00
Social Security/Medicare	3300	+		50,708.00
Health and Welfare	3400	+		615,406.00
Unemployment Insurance	3500	+		963.00
Workers Compensation	3600	+		23,104.00
TOTAL, EMPLOYEE BENEFITS		**=**	**$**	**1,086,256.00**
TOTAL, PERSONNEL COST			**$**	**3,011,560.00**

Altus SCHOOLS MIRUS

Preliminary Operational Budget
FY 2025-26

EXPENDITURES

DESCRIPTION	ACCOUNT CODES			PRELIMINARY BUDGET
BOOKS AND SUPPLIES				
Textbooks and Core Curricula Materials	4100	+	$	24,057.00
Books and Other Reference Materials	4200	+		5,932.00
Materials and Supplies	4300	+		218,198.00
On-Line Courses	4312	+		34,869.00
Research and Development	4313	+		6,588.00
Noncapitalized Equipment	4400	+		126,000.00
Food	4700	+		14,400.00
TOTAL,BOOKS AND SUPPLIES		**=**	**$**	**430,044.00**
SERVICES AND OTHER OPERATING EXPENSES				
Travel and Conference	5200	+	$	50,506.00
Research and Development Travel	5202	+		19,959.00
Dues and Memberships	5300	+		17,017.00
Liability Insurance	5400	+		37,281.00
Operations and Housekeeping Services	5500	+		125,878.00
Rental, Leases, Repairs & Noncapitalized Improvements	5600	+		411,704.00
Professional/Consulting Services/Operating Exp.	5800	+		578,416.00
Marketing Fees	5812	+		103,973.00
Communications	5900	+		69,663.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		**=**	**$**	**1,414,397.00**
CAPITAL OUTLAY				
Depreciation - Equipment	6900	+	$	1,752.00
Depreciation - Leasehold Improvement	6900	+		79,749.00
TOTAL, CAPITAL OUTLAY		**=**	**$**	**81,501.00**
OTHER OUTGO				
Debt Service Payment - Interest (Capitalized Leases)	7438	+	$	1,199.00
TOTAL, OTHER OUTGO		=	**$**	**1,199.00**
RESERVES				
Operational Reserve	9780	+	$	129,966.00
Reserve for Economic Uncertainties	9789	+		129,966.00
TOTAL, RESERVES		**=**	**$**	**259,932.00**
%				**5.0%**
TOTAL, EXPENDITURES			**$**	**5,198,633.00**

Altus SCHOOLS MIRUS

Education Protection Account

Expenditure Plan for FY 2025-26

Expenditures Through: June 30, 2026

For Fund 01, Resource 1400: Education Protection Account

Description	Object Codes	Amount
Projected Amount Available for this Fiscal Year:	8012	$ 558,550.00
Total Projected EPA Entitlement		$ **558,550.00**
Projected Expenditures:		
For Teachers' Salaries and Benefits Only		
Certificated Teachers' Salaries	1100	$ 360,228.00
Retirement: STRS	3111	$ 68,803.00
Medicare	3321	$ 5,224.00
Health & Welfare	3401	$ 119,792.00
Unemployment Insurance	3501	$ 180.00
Workers' Compensation Insurance	3601	$ 4,323.00
Total Projected Expenditures		$ **558,550.00**
Balance (Total Available minus Total Expenditures)		$ -

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the community college district, county office of education, school district, or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit

requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of **Altus Schools Mirus**;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the **Altus Schools Mirus** has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 24, 2025

_____
Secretary