ALTUS SCHOOLS SAN DIEGO

DBA – ALTUS SCHOOLS AUDEO · ALTUS SCHOOLS CHARTER SCHOOL OF SAN DIEGO

(A California Non-Profit Public Benefit Corporation)

Tim Morton – Chairman, Len Hering RADM, USN (ret) – Vice Chair and Member,
Scott Barton – Member, Chris Megison – Member, Eric Schweinfurter - Member

SPECIAL BOARD OF DIRECTORS MEETING

Tuesday, July 29, 2025, 10:30 a.m.

Via Teleconference at

6965 El Camino Real, Suite D202, Carlsbad, CA 92009,
1063 Cactus Cut Rd, Middleburg, FL, 32068, 722 W California Avenue, Vista, CA 92083, 5183 Mercury Pt, San Diego, CA 92111
and at
Clairemont RC 4340 Genesee Avenue, Suite 109, SD 92117, College Avenue RC 4585 College Drive, Suite C, SD, 92115, Downtown RC 1095 K Street Suite A, SD 92101, Euclid RC 220 Euclid Avenue, Suite 80, SD 92114, Lake Murray RC 8776 Lake Murray Blvd., SD, 92119, Mira Mesa RC 8290 B, Mira Mesa Blvd., SD 92126, North Park RC 2940 North Park Way, SD 92104, Northgate RC 4125 Alpha Street, Suite C, SD, 92113, Old Town RC , 2245 San Diego Avenue, Suite 115, SD 92110, Petco RC 1091 K Street, Suite A101, SD 92101, Point Loma RC 3145 Rosecrans Street, Suite D, SD 92110, Scripps Ranch RC 9910 Mira Mesa Blvd, Suite A2, SD 92131, Sorrento Mesa RC 10170 Huennekens Street, SD, 92121, Tierrasanta RC 10425 Tierrasanta Blvd, Suite 101, SD 92124, Woodman RC 2939 Alta View Drive, Suite B/C, SD 92139, and Kearny Mesa RC 7520 Mesa College Drive, SD 92111, La Jolla RC 7458 Girard Avenue, SD 92037, Pacific Beach RC 959 Hornblend Street, SD 92109, Tierrasanta K5 Home School RC 10725 Tierrasanta Boulevard, CA 92124

Access to the live video conference will be accessible prior to the start of the meeting at
Audeo: https://www.altusaudeo.com/about/board-of-directors
CSSD: https://www.altuscssd.com/about/board-of-directors

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

1.0 OPEN SESSION

1.1 Call to Order
1.2 Roll Call
1.3 Establishment of Quorum
1.4 Pledge of Allegiance
1.5 Approval of Agenda **P.1-2**

2.0 PUBLIC COMMENT

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

2.1 Non-Agenda Public Comment
2.2 Agenda Public Comment

3.0 ADMINISTRATIVE ITEMS

3.1 Consideration and Approval of Altus Schools Charter School of San Diego Charter Renewal Petition **P.3 - 1716**

4.0 BOARD ANNOUNCEMENTS AND COMMENTS

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

5.0 ADJOURNMENT

Next Board Meeting: September 4, 2025, 4:30 p.m.

Meeting Agenda available at:

www.altusaudeo.com, www.altuscssd.com

Accommodation – Altus Schools San Diego (School's), does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Angela Neri, has been designated to receive requests for disability-related modifications or accommodation in order to enable individuals with disabilities to participate in School's open and public meetings. Please notify Angela Neri at (858) 678-2020 twenty-four (24) hours or more prior to disability accommodations being needed in order to participate in the meeting. Translation services are available by notifying Angela Neri at (858) 678-2045 twenty-four (24) hours or more prior to the board meeting. In compliance with Government Code Section 54957.5, non-exempt writings that are distributed to a majority or all of the board in advance of a meeting may be viewed at 10170 Huennekens Street, San Diego, CA 92121, or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Angela Neri (858) 678 -2020.

Certification of Posting

I, Angela Neri, hereby certify that this agenda is posted at the Altus Schools Resource Centers noted on this agenda and has been posted on the Altus Schools Audeo and Altus Schools Charter School of San Diego respective webpages on July 23, 2025.

Altus SCHOOLS
CHARTER SCHOOL OF SAN DIEGO

CHARTER PETITION

Submitted to the San Diego Unified School District Board of Education on August 1, 2025

Charter Term: July 1, 2026 - June 30, 2031

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Charter Petition

ALTUS SCHOOLS CHARTER SCHOOL OF SAN DIEGO

CHARTER RENEWAL PETITION

Submitted to the San Diego Unified School District Board of Education

August 1, 2025

Charter Term: July 1, 2026 – June 30, 2031

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LL. Baldrige Award Letter
MM. Charter School of San Diego Day Proclamation
NN. NWEA Data Directly from Publisher
OO. Day in the Life of a CSSD Student
PP. CSSD and Audeo Board Resolution of Approved Merger

Affirmations And Declaration

I, Tim Tuter, hereby certify that the information submitted in this petition for the renewal of a California public charter school to be named *Altus Schools Charter School of San Diego* ("CSSD" or the "Charter School"), operated by Altus Schools San Diego ("Altus Schools"), a California non-profit public benefit corporation and authorized by the San Diego Unified School District ("SDUSD" or the "District") is true to the best of my knowledge and belief; I also certify that this renewal petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]

- Altus Schools San Diego declares that it shall be deemed the exclusive public-school employer of the employees of *Altus Schools Charter School of San Diego* for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]

- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973

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

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Sections 47605(l)(1) and 47605.4(a)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or require a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the California Public Records Act, Government Code Section 7920, *et seq.* ("CPRA").

- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").

- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").

- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").

- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").

- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

_____ 08-01-2025

Tim Tuter, Deputy Superintendent School Services and Founding Director
Altus Schools Charter School of San Diego

Date

Introduction

BACKGROUND

Altus Schools Charter School of San Diego was initially developed from a San Diego Unified School District ("SDUSD" or "District") program called the Educational Clinic Alternatives ("ECA"). This program was originally funded by SB 65 to curb the dropout rate by recovering students who had been absent from school for more than 45 days. In 1991, the ECA programs were storefront classrooms with the mission to reengage students in their education. From 1991 to 1993, these non-traditional "mini schools" changed radically. A system of community partnerships and relationships supported rapid expansion. In response to requests from the community, ECA locations were conveniently located citywide. A non-traditional school calendar was adopted, and flexible scheduling for students was incorporated to strengthen academic and career options.

In April 1993, the San Diego Unified School District Board of Education approved a proposal for the development of a charter school sponsored by The Greater San Diego Chamber of Commerce, Business Roundtable for Education. This approval granted the Chamber one year to develop a program consistent with the concept for change, and that would commit to becoming a charter school. After research and study, the Chamber of Commerce invited staff of Educational Clinic Alternatives to consider a charter school option. After many months of work on a program description, the transition of the Educational Clinic Alternatives to the Charter School of San Diego ("CSSD" or the "Charter School") was submitted as a charter establishment petition to SDUSD Board of Education and approved. This historic approval marked the first time a charter school was granted in SDUSD and in San Diego County. CSSD was the 28th charter school authorized in California, making it one of the oldest charter schools in the nation. CSSD came to be operated by Student Success Programs corporation.

Subsequently, the District Board of Education has unanimously approved the renewal of CSSD for five additional five-year terms, from July 1, 1998, through June 30, 2003; from July 1, 2003, to June 30, 2008; from July 1, 2008, through June 30, 2013; from July 1, 2013, to June 30, 2018; and from July 1, 2018, through June 30, 2023. The current charter term was thereafter extended by operation of law for two years through June 30, 2025, and one additional year through June 30, 2026, by Education Code Section 47607.4

On November 14, 2023, the governing board of SDUSD approved the corporation's – which, by then operated two charter schools – name changed from Students Success Programs to Altus Schools San Diego ("Altus Schools" or "ASSD"), one charter school's name change from Audeo Charter School to Altus Schools Audeo **("Audeo")** and The Charter School of San Diego's name change to Altus Schools Charter School of San Diego **("CSSD"**). Both Audeo and CSSD are operated by Altus Schools.

The San Diego Unified School District approved the initial charter for Audeo Charter School on June 12, 2001, for a five-year term. Subsequently, the District Board of Education has unanimously

approved the renewal of Audeo Charter School for four additional five-year terms, from July 1, 2006, through June 30, 2011; from July 1, 2011, through June 30, 2016; and from July 1, 2016, through June 30, 2021; and from July 1, 2021, through June 30, 2026. The current term was thereafter extended by the operation of law for one additional year through June 30, 2027, by Education Code Section 47607.4.

Organizational Update: Merger of Altus Schools Audeo and Altus Schools Charter School of San Diego

Audeo and CSSD, both hybrid and independent study charter schools authorized by SDUSD, are in the process of merging. Upon approval of the renewal charter petition by the District, CSSD will be the surviving charter school, and Audeo will be consolidated into its operations. Audeo will close, effective June 30, 2026.

This organizational transition reflects a strategic effort to enhance operational efficiency and strengthen support systems across the Charter School. The merger will maintain the educational program, mission, and instructional approach that have defined Audeo, while benefiting from shared resources and leadership under CSSD.

Both schools have historically served students through flexible, standards-based, independent study programs that provide personalized academic support and individualized learning plans. This model remains in place, and all students and staff will continue to be supported without disruption to services or access to educational opportunities. This renewal charter petition has been updated to reflect this merger, which is being conducted in full compliance with applicable legal requirements and in consultation with SDUSD. The leadership, faculty, and staff of both charter schools are committed to a smooth and transparent transition that ensures continued academic success for all students. The surviving charter school, CSSD will continue to meet all charter school requirements and uphold high standards of accountability and performance expected by the SDUSD.

Audeo currently serves students in transitional kindergarten ("TK") through grade 12. CSSD serves students in grades 6 through 12. On July 1, 2026, CSSD will serve students in grades TK through grade 12.

On June 26, 2025, Altus Schools San Diego Board of Directors approved Resolution No. 2025062601 **to merge Audeo and CSSD**. See **Appendix PP**.

Audeo and CSSD are both non-classroom-based charter schools, with academic intervention programs currently serving TK through grade 12 and grades 6 through 12, respectively. Every student enjoys the benefits of a custom-built course plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. Charter School teachers are committed to partnering with parents to provide a personalized and rigorous academic experience for each student.

These charter schools serve a unique student population. Students choose to enroll at Audeo and CSSD because they have not been successful in the traditional school system. For the 2024-2025

school year, approximately 68 percent of CSSD students in grades 6-12 are credit deficient upon enrollment, 73.7 percent are socio-economically disadvantaged, and 77 percent represent a minority student population. Additionally, approximately 24 percent have been identified as Special Education students. Audeo's student demographics are 64.4 percent socioeconomically disadvantaged, 69 percent minority, 24 percent Special Education with 69.3 percent of students in grades 6-12 credit deficient upon enrollment.

This validates that the student demographics of the Charter School closely resemble the student demographics of the District.

The focus of the Charter School is to improve student learning, offer a safe learning environment, and provide highly trained and qualified teachers to predominantly at-promise student population. Charter School students will be offered access to specially trained teachers who are held directly accountable for their students' progress. This infuses high expectations for each student and helps teachers become partners in the process of transforming the lives of students.

Since 1994, CSSD has been a popular option for families in the District. Additionally, since 2001 Audeo has been another popular option for families in the District.

Figure 19: Combined Number of Students Served from San Diego Unified School District from 2018 to 2025 for both Audeo and CSSD.

Number of Students Served from San Diego Unified School District							
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025*
CSSD/Audeo Students Served from SDUSD	3,281	3,173	2,998	2,923	2,823	2,753	2,316

*YTD as of Spring 2025

Shown in Figure 19 above is the total number of students from SDUSD served by both Audeo and CSSD by fiscal year. The Charter Schools have served an average of almost 1500 unduplicated students from SDUSD annually between 2018 and 2025.

Figure 20 in Element A and shown below shows the number of students redirected back to SDUSD.

Number of Students Redirected to San Diego Unified School District							
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025*
CSSD/Audeo Students Redirected to SDUSD	756	742	602	620	531	652	228

*YTD as of Spring 2025

Solid Financial Plan

The reserves reflected in the Solid Financial Plan section of this charter renewal petition represent the *combined financial strength of both Audeo and CSSD*. As the petition outlines a four-year fiscal projection and the operational budget, it is important to note that these figures incorporate the financial position of both Audeo and CSSD in anticipation of the merger of the two schools. With CSSD serving as the surviving school following the merger, the consolidated reserves and budget demonstrate the financial sustainability and operational viability of the single charter school moving forward. The projected enrollment and Average Daily Attendance (ADA) are likewise consolidated to depict the single fiscal plan of the merged charter schools.

As part of the merger, Audeo's assets and liabilities will be fully transferred to CSSD's books – with the understanding that the same nonprofit public benefit corporation operates both charter schools. This consolidation ensures that the financial position, obligations, and resources of Audeo will continue under Altus Schools Charter School of San Diego, supporting a stable and sustainable educational program for both students across both schools' service areas. It also ensures that the financial resources remain with the students to whom they were apportioned.

The five-year period from July 1, 2019, through June 30, 2024, has shown steady growth in both Audeo and CSSD's reserve, from $40,356,263 as of June 30, 2019, to $51,446,653 as of June 30, 2024. The combined reserve amounts represent an average contribution to the Charter School's reserve of $2,218,078 per year.

Looking forward, the four-year budget prepared by CSSD's experienced financial team is fiscally sound with very conservative revenue assumptions and a healthy reserve contribution of $1,951,254 in FY 2026-2027, $2,113,020 in FY 2027-2028, $2,302,562 in FY 2028-2029 and $2,506,662 in FY 2029-2030.

The budgetary and financial results, which reflect the value of using business principles to manage the organization, demonstrate a fiscally sound charter school. It provides the resources to support a highly engaged staff and meet the educational needs of students. The revenues all trend favorably from FY 2018-19 through FY 2023-2024. The Charter School maintains financial stability through prudent monitoring of budgeted expenses and forecasted revenues to ensure adequate reserves are built and maintained when closing a fiscal year.

The Charter School prepares cash flow of financial resources with a focus on the annual operating budget and current liabilities. The Board of Directors and Senior Leaders compare the actual revenues and expenditures with the adopted budget three times a year. Tracking costs and resources allows the Charter School to make effective decisions and to ensure fiscal solvency. CSSD develops a budget that supports the goals of the Charter School. When developing the annual budget, factors such as student populations, past years' experience and trends, need for new services, expansion and curtailment of existing services, estimated revenues and proposed expenditures, as well as strategic initiatives are considered. The budget is monitored and revised through the fiscal year to ensure that it depicts the financial operations, current obligations, and goals are met.

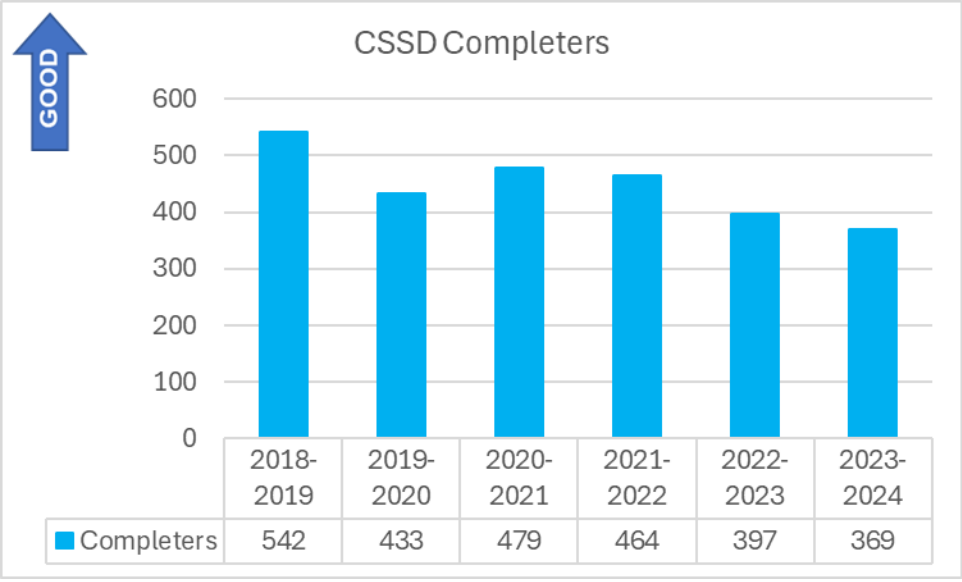
In addition, since CSSD opened its doors in 1994, the operational and financial audits have been consistently clean with no audit findings. Similarly, Audeo's operation and financial audits have been consistently clean with no audit findings.

ACCOMPLISHMENTS OF THE PRIOR CHARTER SCHOOL (ALTUS SCHOOLS CHARTER SCHOOL OF SAN DIEGO)

- Altus Schools Charter School of San Diego is the only K–12 educational organization in the nation to receive the prestigious Malcolm Baldrige National Quality Award twice—first in 2015 and again in 2021. Under the Office of the President and presented by the U.S. Department of Commerce, this award honors organizations that demonstrate excellence through innovation, visionary leadership, and a relentless commitment to continuous improvement. This rare distinction highlights CSSD as a national leader in high-quality education and operational excellence.

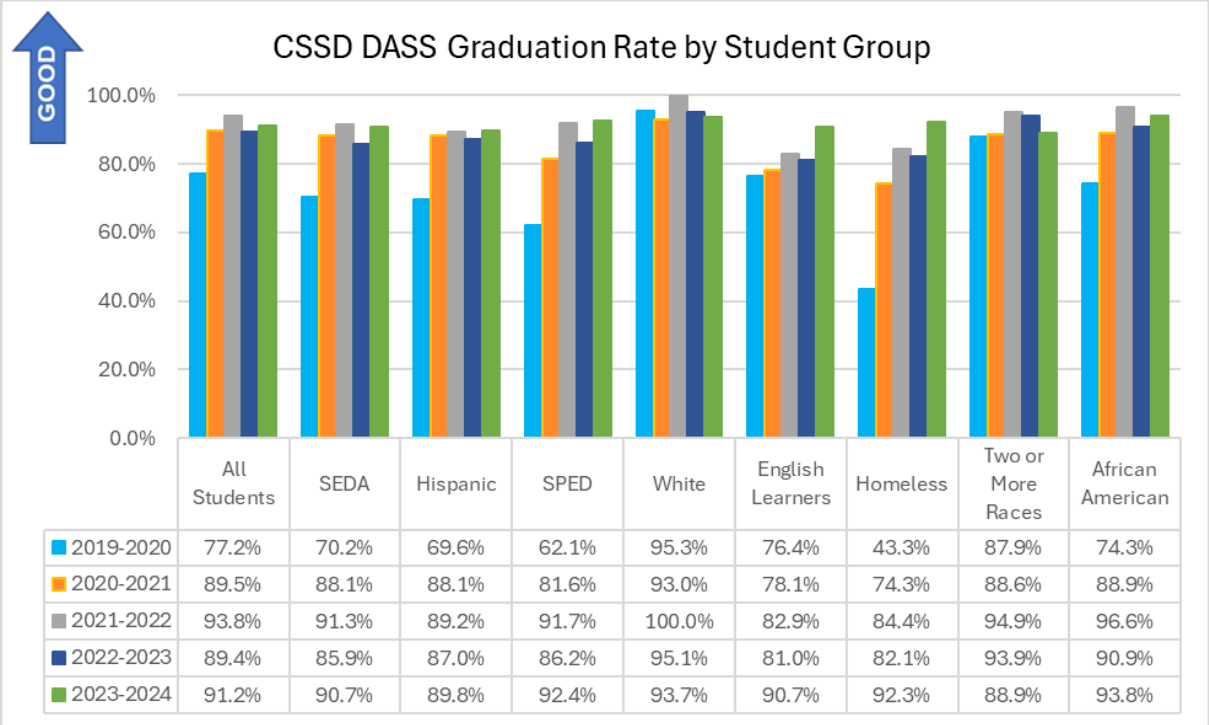
- In August 2024, CSSD was unanimously approved by the CTC to begin it's own, in house, employer paid, Teacher Induction Program for teachers and Education Specialists to clear their preliminary credentials. This will help The Charter School with building the teacher workforce and teacher retention, both necessary for the sustainability of CSSD.

- In the last six years, almost 2,700 CSSD students (the majority not on track to graduate upon enrollment) have completed their high school requirements by receiving a diploma or passing one of the California CDE approved equivalency certificates (General Equivalency Diploma ("GED"), High School Equivalency Test ("HiSET") or California Proficiency Exam ("CPE") **(See Below).**



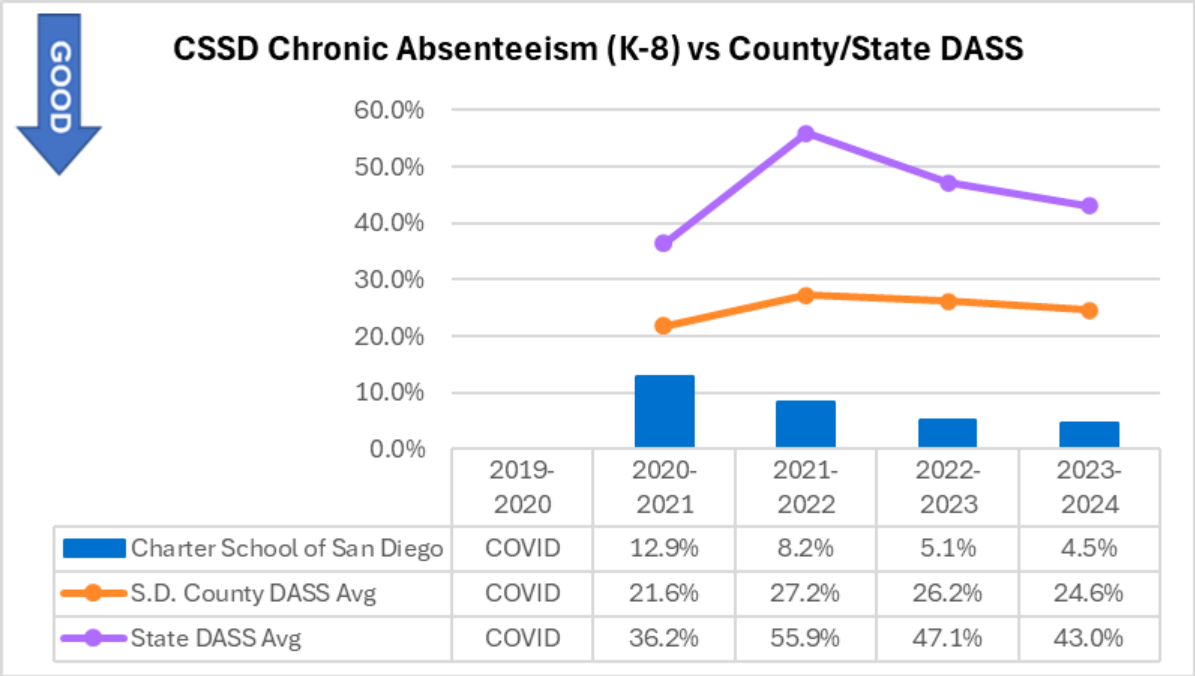
- SDUSD has determined that CSSD is in compliance with the CSSD charter petition and the Operations Agreement between the District and CSSD each year since its establishment.
- CSSD has consistently Met all Local Indicators on the Dashboard **(Figure 5)**.

- CSSD outperformed comparable DASS schools (schools students may otherwise attend in the district or communities served) in the CAASPP SBA Assessments in English Language Arts/Literacy and Mathematics in both Distance from Standard and proficiency rates **(Figures 1-4)**.
- CSSD exceeds the San Diego County DASS schools average and the state DASS schools average for the Academic Indicators in ELA and Math **(Figures 1-4)**.
- One of the greatest accomplishments for CSSD over the preceding five years has been raising the DASS Graduation Rate for All Students (14.0%), Hispanic students (20.2%), SED students (20.5%), Students with Disabilities (30.3%), English Learners (14.3%) and African American (19.5%) **(See Figure Below)**.



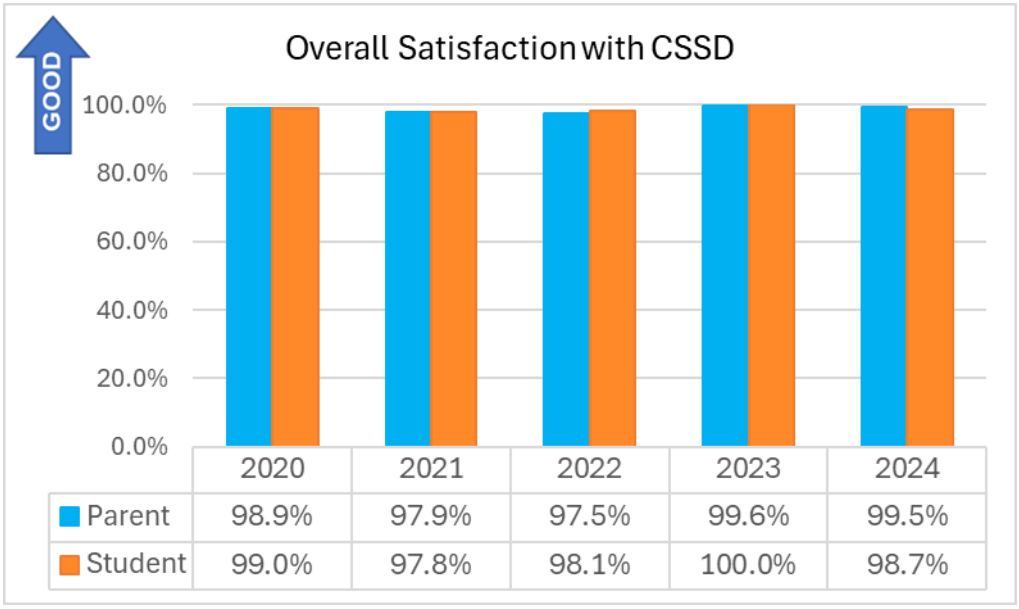
	All Students	SEDA	Hispanic	SPED	White	English Learners	Homeless	Two or More Races	African American
2019-2020	77.2%	70.2%	69.6%	62.1%	95.3%	76.4%	43.3%	87.9%	74.3%
2020-2021	89.5%	88.1%	88.1%	81.6%	93.0%	78.1%	74.3%	88.6%	88.9%
2021-2022	93.8%	91.3%	89.2%	91.7%	100.0%	82.9%	84.4%	94.9%	96.6%
2022-2023	89.4%	85.9%	87.0%	86.2%	95.1%	81.0%	82.1%	93.9%	90.9%
2023-2024	91.2%	90.7%	89.8%	92.4%	93.7%	90.7%	92.3%	88.9%	93.8%

- As a DASS school, CSSD has maintained a low One-Year Dropout Rate below 5.0%. This is an outstanding achievement given that the majority of CSSD students who enroll are behind in credits, not on track to graduate within 4 years, 1-2 grade levels behind in English, and 2-3 grade levels behind in math. **(Figure 8)**.
- Over the last five years, CSSD has exceeded the 84% participation target rate for All Students every year and in 2021-22, 2022-23, and 2023-2024 for All significant subgroups **(Figure 9)**.
- Over the last five years, CSSD significantly reduced the Dashboard Chronic Absenteeism Rate for students in grades 6-8. In 2024, CSSD's 4.5% Chronic Absenteeism Rate was over 80% lower than the San Diego County Rate for DASS Schools and almost 90% lower than the DASS rate across California **(Figure 10)**.
- In 2024 CSSD achieved a 4.5% Chronic Absenteeism rate. This was 20.1% lower than the San Diego County DASS Schools Average and 38.56% lower than the State DASS average. **(See Figure Below).**



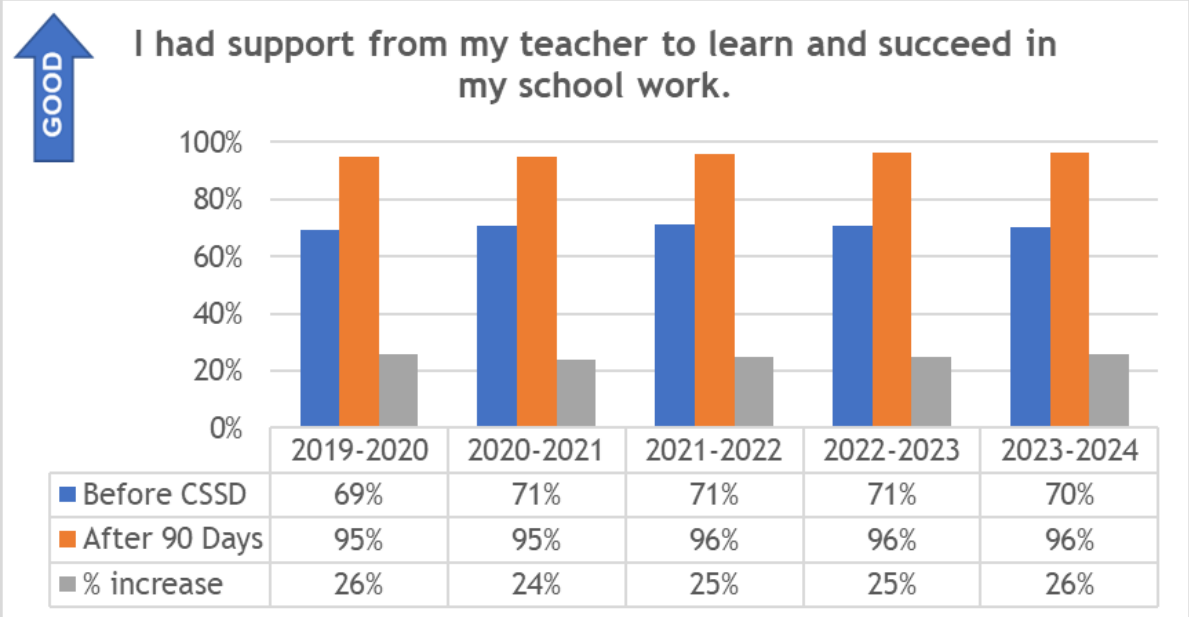
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Charter School of San Diego	COVID	12.9%	8.2%	5.1%	4.5%
S.D. County DASS Avg	COVID	21.6%	27.2%	26.2%	24.6%
State DASS Avg	COVID	36.2%	55.9%	47.1%	43.0%

- CSSD continues to provide a safe and supportive learning environment for all the students it serves. CSSD' educational setting allows students to focus on academics and learn positive behaviors as reflected by CSSD's 0% suspension and 0.03% expulsion rates over the last five years **(Figures 10-11)**.
- Over the last five years, CSSD students expressed double digit increases in self-confidence after just 90 days of enrollment versus how they felt prior to enrolling. **(Figures 13-13.1)**.
- CSSD annually surveys its parents and students as one of many ways to gather feedback on their experience at CSSD. Overwhelmingly, CSSD students and parents continue to indicate their satisfaction with CSSD **(See Figure Below)**.

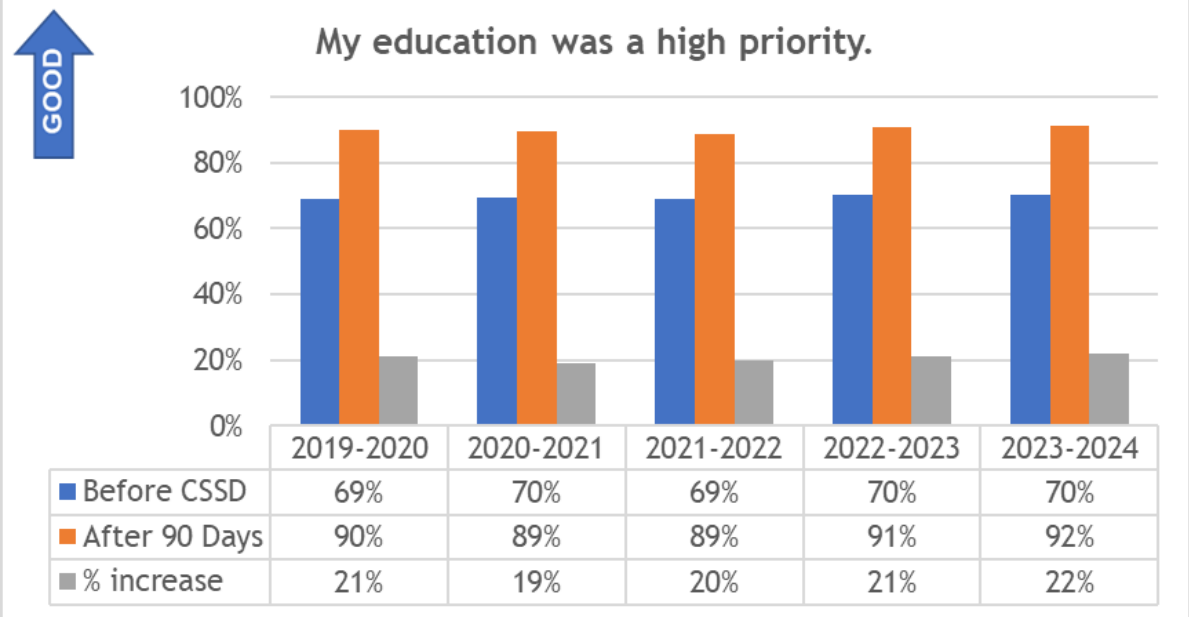


	2020	2021	2022	2023	2024
Parent	98.9%	97.9%	97.5%	99.6%	99.5%
Student	99.0%	97.8%	98.1%	100.0%	98.7%

- Increases in student confidence, as shown in the charts below, apply to their ability and skills to succeed, receiving support from their teacher, prioritizing their education and outlook that their education at CSSD will improve their future **(See Figures Below)**.



	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Before CSSD	69%	71%	71%	71%	70%
After 90 Days	95%	95%	96%	96%	96%
% increase	26%	24%	25%	25%	26%



	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Before CSSD	69%	70%	69%	70%	70%
After 90 Days	90%	89%	89%	91%	92%
% increase	21%	19%	20%	21%	22%

- In 2024 CSSD's Dashboard result for the English Learner Progress Indicator was 11.7% higher than the county DASS average and 9.8% higher than the state DASS average. **(Figure 12)**
- Over the past five years CSSD has maintained stellar Safety Satisfaction rates among students who rated their safety satisfaction at or above 96% **(Figure 14)**
- Over the past five years CSSD has maintained stellar Safety Satisfaction rates among parents who rated their safety satisfaction at or above 97% **(Figure 15)**

- In April 2023, CSSD received a 6-year "Clear" Western Association of Schools and Colleges ("WASC") term. This is the highest term granted by WASC **(Appendix N)**.
- CSSD has a fully approved set of University of California ("UC") A-G courses. UC has approved several new and revised CSSD courses during the current charter term **(Appendix O)**.
- CSSD has 11 fully developed CTE Career Pathways which includes the following:
    - Design, Visual and Media Arts
    - Business Management
    - Environmental Resources
    - Hospitality, Tourism and Recreation
    - Software and Systems Development
    - Patient Care
    - Public Safety
    - Child Development
    - Animal Science
    - Teacher Education
    - Retail Sales and Marketing
- CSSD currently has 10 courses articulated for college credit:
    - Entrepreneurship 1, 2
    - Child Development 1, 2
    - Design Careers 1, 2
    - Environmental Sustainability 1, 2
    - Hospitality Management 1, 2
    - Information and Communication Technology 1, 2
    - Health Science Concepts 1, 2
    - Teacher Education 1,2
    - Retail Sales and Marketing 1, 2
    - Veterinary Science 1, 2
- The National Collegiate Athletic Association ("NCAA") has approved several new and revised courses during the current charter term **(Appendix P).**
- CSSD has implemented 9 AP Courses **(Appendix Q).** The following AP courses are open to all students:
    - AP World History 1, 2
    - AP US History 1, 2
    - AP Human Geography 1, 2
    - AP Psychology 1, 2
    - AP Environmental Science 1, 2
    - AP Calculus AB 1, 2
    - AP Literature & Composition 1, 2
    - AP Language & Composition 1, 2
    - AP United States Government and Politics 1, 2
- In June 2021, CSSD implemented the AVID program both as an AVID Elective and AVID Schoolwide Program CSSD LCAP was developed and unanimously approved by its Board of

Directors. CSSD consistently meets the schools' targets that are aligned to the 8 state LCAP priorities **(Appendix E)**.

- CSSD has achieved student success without sacrificing fiscal responsibility. Resources and processes are utilized in ways that directly support teaching and learning. CSSD was granted 100 percent state funding by the State Board of Education for 4 years for exceeding the criteria prescribed by the SB 740 Funding Determination. Four years is the greatest number of years granted for DASS schools **(Appendix X)**.
- CSSD was granted 100 percent state funding by the State Board of Education for 4 years for exceeding the criteria prescribed by the SB 740 Funding Determination. Four years is the greatest number of years granted for DASS schools **(Appendix X)**.
- CSSD's LCAP was developed and unanimously approved by its Board of Directors. CSSD consistently meets the schools' targets that are aligned to the 8 state LCAP priorities **(Appendix E)**.

Altus Schools Audeo is not applying for renewal, however **Appendix AA** demonstrates that Audeo consistently meets the DASS Charter Renewal Criteria established with SDUSD.

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

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

Altus Schools Charter School of San Diego has been approved for Dashboard Alternative School Status ("DASS") by the California Department of Education ("CDE"). The DASS program replaces the previously administered Alternative Schools Accountability Model ("ASAM") and holds alternative schools and alternative schools of choice accountable for modified methods of measurement for accountability indicators, when appropriate. Charter schools that serve at-promise students and have an unduplicated count of at least 70 percent of the school's total enrollment comprised of at-promise student groups are qualified for certification as a DASS school. DASS schools need to re-certify every three years. The at-promise groups include the following: Expelled, Suspended, Wards of the Court, Pregnant and/or Parenting, Recovered Dropouts, Habitually Truant, Retained more than once in kindergarten through grade eight, Students who are credit deficient, Students with a gap in enrollment, Students with high level transiency, Foster Youth, and Homeless Youth.

The focus of CSSD is to improve student learning, offer a safe learning environment, and provide well-qualified faculty and staff to a majority of at-promise student population. CSSD students are offered access to specially trained teachers who are held directly accountable for their students'

progress. This infuses high expectations for each student and helps teachers become partners in the process of transforming the lives of students.

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

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria—Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term — Education Code Section 47607.2(a).
- Middle Performing – Renewal unless closure is in the best interest of students, evaluated using the California School Dashboard (the "Dashboard") and Education Code Section 47607.2(b).
- DASS – Presumptive renewal with consideration of performance on the Dashboard and applicable alternative metrics, with nonrenewal only in the event that the chartering authority finds that closure is in the best interest of students – Education Code Section 47607(c)(7).

CSSD is a DASS school, entitled to presumptive approval because it met the agreed-upon alternative metrics.

The 2024 Dashboard was the very first to include colors for schools' status and change for *every* state indicator (on prior year dashboards CCI was status only or not reported). The 2023 Dashboard was the first since 2019 to display the intended red, orange, yellow, green, and blue colors for schools' status and change scores in the state indicators (excluding CCI, which was status only). The 2022 Dashboard used one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021–22 school year data.

The state indicators include the following:

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

Altus Schools Charter School of San Diego Dashboard State and Local Indicators (2023 and 2024)

The following charts reflect the Charter School's 2023 and 2024 Dashboard performance indicators.

The Charter School's Dashboard State Indicators – 2023

Priority	State Indicator	Status	Dashboard Color
Academic Engagement	Chronic Absenteeism	Medium	Green
Academic Engagement	Graduation Rate	Very Low	Red
Academic Performance	English Learner Progress	Medium	Green
Academic Performance	College/Career	Low	N/A
Academic Performance	English Language Arts	Low	Yellow
Academic Performance	Mathematics	Very Low	Red
Conditions & Climate	Suspension Rate	Very Low	Blue

The Charter School's Dashboard State Indicators – 2024

Priority	State Indicator	Status	Dashboard Color
Academic Engagement	Chronic Absenteeism	Low	Green
Academic Engagement	Graduation Rate	Very Low	Red
Academic Performance	English Learner Progress	Low	Red
Academic Performance	College/Career	Low	Yellow
Academic Performance	English Language Arts	Low	Orange
Academic Performance	Mathematics	Very Low	Red
Conditions & Climate	Suspension Rate	Very Low	Blue

The Charter School's Dashboard Local Indicators –2023

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

The Charter School's Dashboard Local Indicators –2024

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

Dashboard Alternative Status School Renewal Criteria

CSSD has been approved for the Dashboard Alternative School Status (DASS) program and shall comply with all applicable requirements under the state accountability system, including the California School Dashboard. CSSD has been a DASS Active School for the 2018, 2019, 2020, 2021, 2022, 2023 and 2024 Dashboards. CSSD is currently listed as a DASS Active School by the California Department of Education **(Appendix K).**

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

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

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

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

DASS Charter School MOU Criteria #1	
State and Local Measure	CAASPP (SBA) ELA Dashboard Distance from Standard
The target has been	**MET**

Figure 1: Academic Indicator ELA (All Students) Distance from Standard

CAASPP Dashboard Academic Indicator ELA DFS--All Students					
School	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
Charter School of San Diego	**COVID**	**COVID**	**-20.5**	**-7.7**	**-15.7**
Garfield High	**COVID**	**COVID**	-276.7	-326.6	-317
Ingenuity	**COVID**	**COVID**	-62.8	-27.4	-99.6
Riley/New Dawn	**COVID**	**COVID**	-148.3	-153	-153.1
Twain High	**COVID**	**COVID**	-139.6	-126.4	-120.6
SD County DASS Avg	**COVID**	**COVID**	**-109.8**	**-135.9**	**-123.4**
State DASS Avg	**COVID**	**COVID**	**-114.7**	**-118.2**	**-112.6**

(Please note that there was no Dashboard and no Dashboard Indicator in 2020 & 2021 due to COVID)
Source: California Dashboard Data Files (2024); https://caaspp-elpac.ets.org/caaspp/

In accordance with the criteria identified in the CSSD's DASS Renewal MOU, addressing results on the CAASPP SBA English Language Arts (ELA) assessments Distance from Standard (DFS) for students enrolled as of CBEDS the schools' target is to either exceed the county DASS schools Average *(excluding Altus Schools)* or exceed the state DASS schools' average. CSSD calculates its results against the San Diego County average for DASS schools as well as the State average for DASS schools utilizing the CDE's Dashboard Data Files on the California School Dashboard and System of Support website. CSSD has exceeded the target set forth in the DASS Renewal MOU for CAASPP DFS in ELA each year of the charter term.

CSSD received a -15.7 DFS for all students on the 2024 Dashboard Academic Indicator in ELA. CSSD's DFS on CAASPP ELA far exceeded the County and State DASS averages each year throughout the Charter term. CSSD's 2024 ELA DFS result on the Dashboard was over 107 pts higher than the San Diego County DASS average and almost 97 pts higher than the DASS state average **(Figure 1)**. **This result significantly outperforms the other comparable DASS schools serving SDUSD students, such as Garfield High, Ingenuity Charter, Twain High, and Riley/New Dawn.**

DASS Charter School MOU Criteria #2	
State and Local Measure	CAASPP (SBA) Mathematics Dashboard Distance from Standard
The target has been	**MET**

Figure 2: Academic Indicator Math (All Students) Distance from Standard

CAASPP Dashboard Academic Indicator Math DFS--All Students					
School	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
Charter School of San Diego	**COVID**	**COVID**	**-99.1**	**-101.6**	**-113.4**
Garfield High	**COVID**	**COVID**	-245.4	-345.7	-344.3
Ingenuity	**COVID**	**COVID**	-165.4	-157.2	-188.1
Riley/New Dawn	**COVID**	**COVID**	-159.4	-168.2	-181.2
Twain High	**COVID**	**COVID**	-233.1	-246.2	-219.6
SD County DASS Avg	**COVID**	**COVID**	**-172.4**	**-203.3**	**-193.0**
State DASS Avg	**COVID**	**COVID**	**-164.6**	**-192.8**	**-183.1**

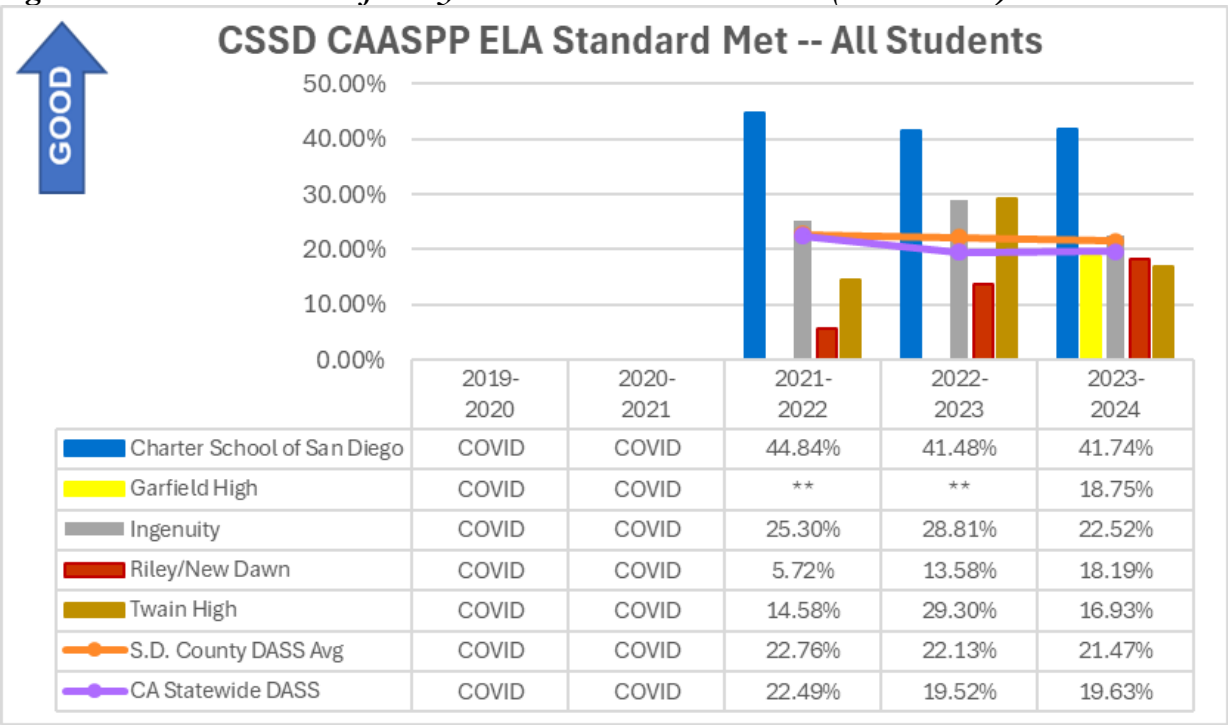
(Please note that there was no Dashboard and no Dashboard Indicator in 2020 & 2021 due to COVID)
Source: California Dashboard Data Files (2024); https://caaspp-elpac.ets.org/caaspp/

In accordance with the criteria identified in the CSSD's DASS Renewal MOU addressing results on the CAASPP SBA Mathematics assessments Distance from Standard (DFS) for students enrolled as of CBEDS the schools' target is to either exceed the county DASS schools Average *(excluding Altus Schools)* or exceed the state DASS schools' average. CSSD calculates its results against the San Diego County average for DASS schools as well as the State average for DASS schools utilizing the CDE's Dashboard Data Files on the California School Dashboard and System of Support website. CSSD has exceeded the target set forth in the DASS Renewal MOU for CAASPP DFS in Mathematics each year of the charter term.

CSSD received a -113.4 DFS for all students on the 2024 Dashboard Academic Indicator in Mathematics. CSSD's DFS on CAASPP Mathematics far exceeded the County and State DASS averages each year throughout the Charter term. CSSD's 2024 Math DFS result on the Dashboard was over 79 pts higher than the San Diego County DASS average and almost 70 pts higher than the DASS state average **(Figure 2)**. **This result significantly outperforms the other comparable DASS schools serving SDUSD students, such as Garfield High, Ingenuity Charter, Twain High, and Riley/New Dawn.**

DASS Charter School MOU Criteria #3	
State and Local Measure	CAASPP SBA Assessments ELA Proficiency Rate
The target has been	**MET**

Figure 3: CAASPP ELA Proficiency – Standard Met or Exceeded (All Students)



	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Charter School of San Diego	COVID	COVID	44.84%	41.48%	41.74%
Garfield High	COVID	COVID	**	**	18.75%
Ingenuity	COVID	COVID	25.30%	28.81%	22.52%
Riley/New Dawn	COVID	COVID	5.72%	13.58%	18.19%
Twain High	COVID	COVID	14.58%	29.30%	16.93%
S.D. County DASS Avg	COVID	COVID	22.76%	22.13%	21.47%
CA Statewide DASS	COVID	COVID	22.49%	19.52%	19.63%

(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)
Source: CDE CAASPP Results (2023-2024); https://caaspp-elpac.cde.ca.gov/caaspp/
*** = fewer than 11 students*

CAASPP SBA results are published by the CDE on the CAASPP Results website. These results include all students who were enrolled on the first day of testing versus continuously enrolled students accounted for in the Distance from Standard calculations. Students are proficient if they receive a performance level of Standard Met or Standard Exceeded.

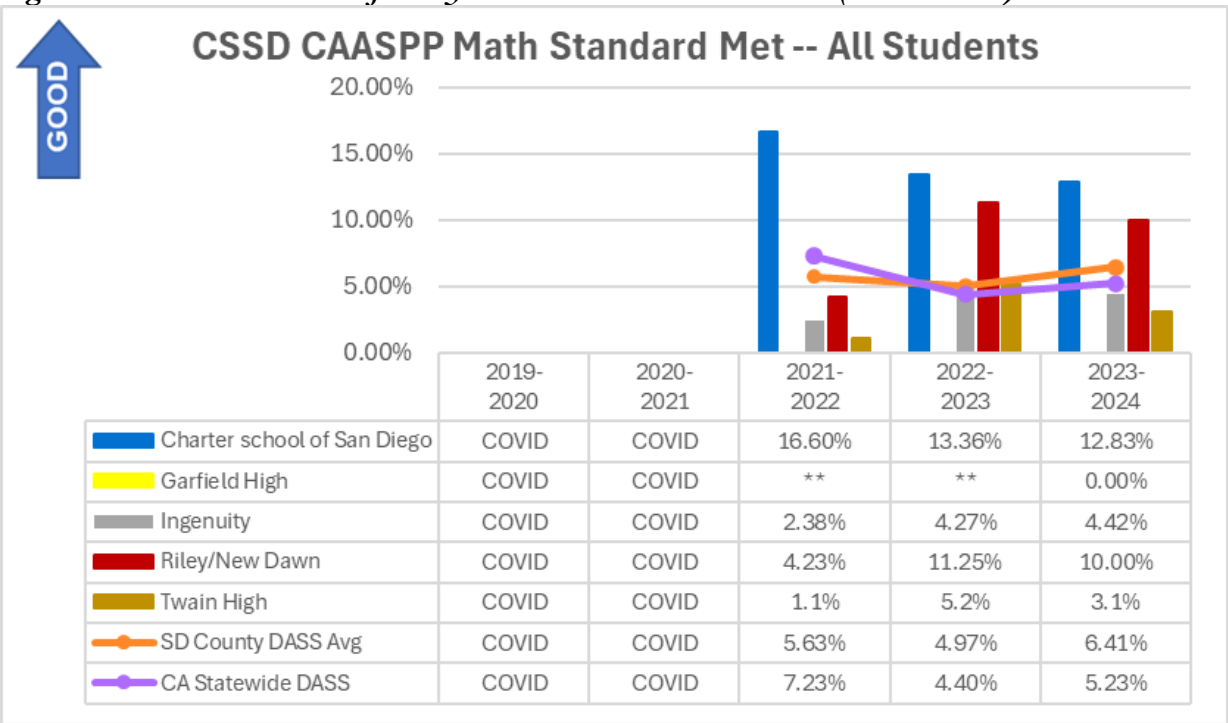
The target identified in CSSD's DASS Renewal MOU addressing results on the CAASPP SBA ELA assessments proficiency results in English Language Arts (ELA) is for students enrolled as of the first day of the school CAASPP window to either exceed the county DASS schools' Average proficiency in ELA *(excluding Altus Schools)* or exceed the state DASS schools' average proficiency in ELA.

In 2024, San Diego County DASS schools' average proficiency rate for ELA was 21.47% and statewide the rate was 19.63%. CSSD's ELA Proficiency rate in 2024 was 41.74%, significantly outperforming both the County and Statewide DASS results.

For the years with school and county/state data *(unavailable due to COVID for 2019-2020—NO State Testing or 2020-2021 –very limited state testing),* in addition to CSSD outperforming both the San Diego County and statewide DASS averages in ELA proficiency, CSSD also significantly outperformed the other comparable DASS schools serving SDUSD students, such as **Garfield High, Ingenuity Charter, Twain High, and Riley/New Dawn High (Figure 3)**.

DASS Charter School MOU Criteria #4	
State and Local Measure	CAASPP SBA Assessments Math Proficiency Rate
The target has been	**MET**

Figure 4: CAASPP Math Proficiency – Standard Met or Exceeded (All Students)



	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Charter school of San Diego	COVID	COVID	16.60%	13.36%	12.83%
Garfield High	COVID	COVID	**	**	0.00%
Ingenuity	COVID	COVID	2.38%	4.27%	4.42%
Riley/New Dawn	COVID	COVID	4.23%	11.25%	10.00%
Twain High	COVID	COVID	1.1%	5.2%	3.1%
SD County DASS Avg	COVID	COVID	5.63%	4.97%	6.41%
CA Statewide DASS	COVID	COVID	7.23%	4.40%	5.23%

(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)
Source: CDE CAASPP Results (2023-2024); https://caaspp-elpac.cde.ca.gov/caaspp/
*** = fewer than 11 students*

CAASPP SBA results are published by the CDE on the CAASPP Results website. These results include all students who were enrolled on the first day of testing versus continuously enrolled students accounted for in the Distance from Standard calculations. Students are proficient if they receive a performance level of Standard Met or Standard Exceeded.

The target identified in the CSSD's DASS Renewal MOU addressing results on the CAASPP SBA Math assessments proficiency results in Mathematics is for students enrolled as of the first day of the school CAASPP window to either proficiency in Math.

In 2024, San Diego County DASS schools' average proficiency rate for Mathematics was 6.41% and statewide the rate was 5.23%. CSSD's Math Proficiency rate in 2024 was 12.83%, outperforming both the County and Statewide DASS results.

For the years with school and county/state data *(unavailable due to COVID for 2019-2020—NO State Testing or 2020-2021 –very limited state testing),* in addition to CSSD outperforming both the San Diego County and statewide DASS averages in Math proficiency. **CSSD also outperformed the other comparable DASS schools serving SDUSD students, such as Garfield High, Ingenuity Charter, Twain High, and Riley/New Dawn (Figure 4).**

DASS Charter School MOU Criteria #5	
State and Local Measure	Local Indicators
The target has been	**MET**

Figure 5: Dashboard Local Indicators

Local Indicator	2020 Result	2021 Result	2022 Result	2023 Result	2024 Result
Basics: Teachers, Instructional Materials, Facilities	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met	Standard Met
Implementation of Academic Standards	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met	Standard Met
Local Climate Survey	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met	Standard Met

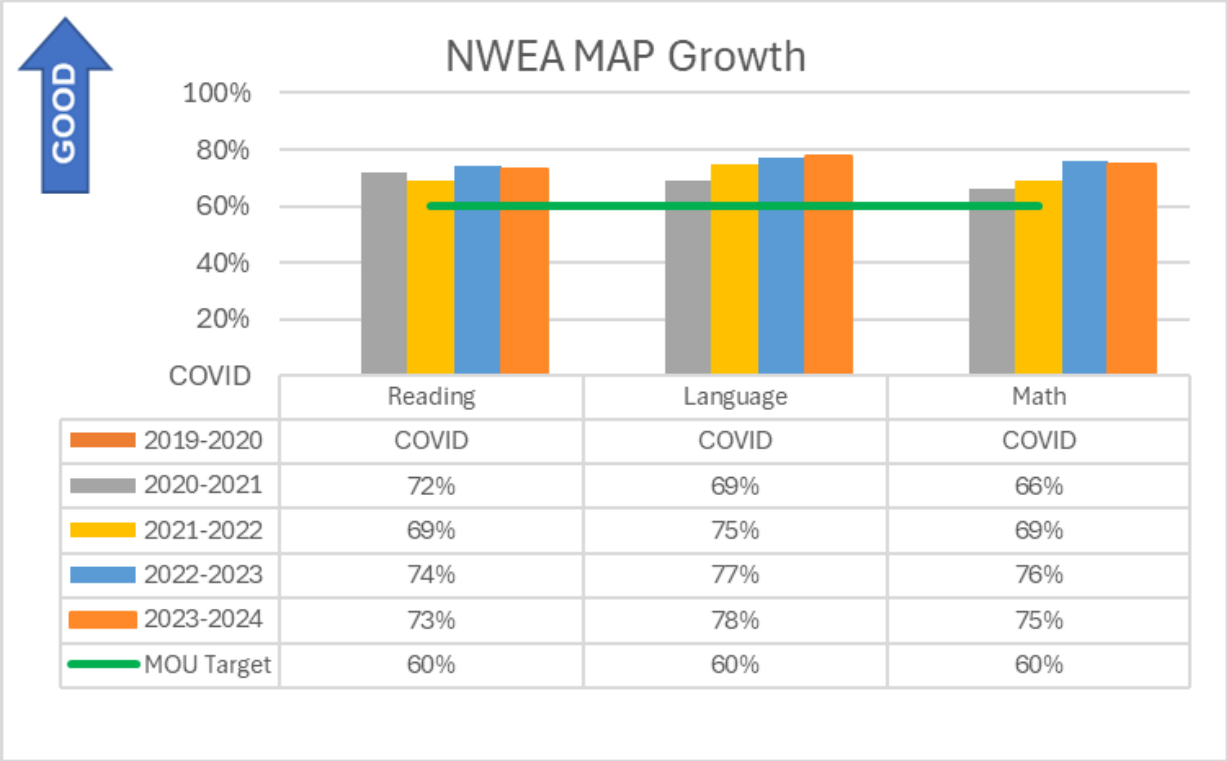
Source: https://www.caschooldashboard.org/

Included in CSSD's DASS Charter School Renewal Criteria is to Meet all Local Indicators on the Dashboard as reflected by receiving Standard Met. *The CDE Suspended Reporting of Local Indicators in 2020 in response to COVID and for 2021, LEAs reported to the CDE but no Standard Met/Not Met were released by the CDE.* As demonstrated above (**Figure 5**), CSSD met standards for all local indicators in 2022, 2023, and 2024.

DASS Charter School MOU Criteria #6	
State and Local Measure	NWEA MAP Results
The target has been	**SUBSTANTIALLY MET**

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

Figure 6: NWEA MAP Growth (Reading, Language Usage, and Mathematics)

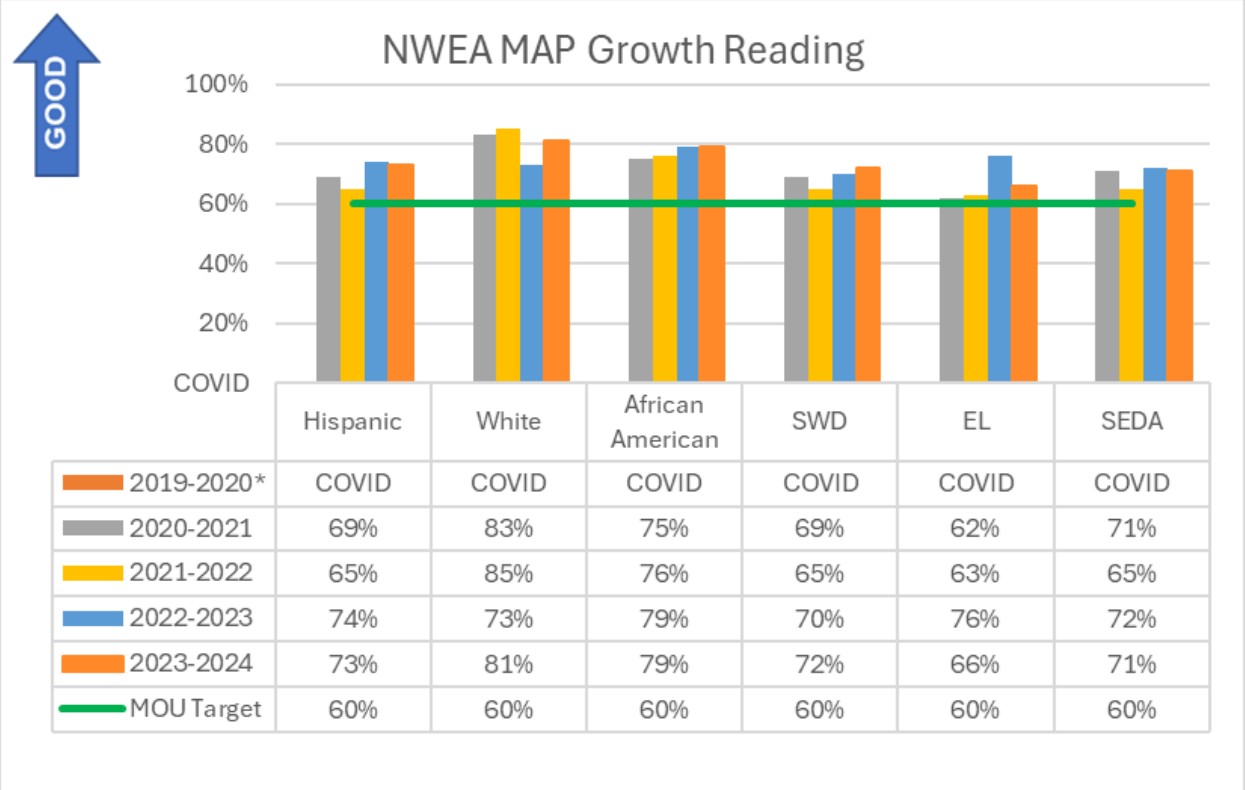


	Reading	Language	Math
2019-2020	COVID	COVID	COVID
2020-2021	72%	69%	66%
2021-2022	69%	75%	69%
2022-2023	74%	77%	76%
2023-2024	73%	78%	75%
MOU Target	60%	60%	60%

Source: NWEA MAP Growth Reports (2019-2024)

Each year, CSSD administers the MAPs Growth assessments in Reading, Language Usage, and Mathematics in the fall and spring semesters. Each year CSSD serves a new group of students making year-to-year comparisons, a one-year outcome as opposed to a longitudinal comparison. Students' fall assessment results are used to set growth targets and identify areas for improvement. These targets and areas are also used to plan and differentiate instruction throughout the year. Students are assessed again in the spring to determine students' growth from the Fall. CSSD's target for MAPs growth as identified in the Charter School's DASS Renewal MOU is that 60% of students will meet their MAPs growth target. CSSD has surpassed this target in Reading, Language Usage, and Mathematics each of the past five years, excluding 2019-20 when spring administration was cancelled due to COVID (**Figure 6**).

Figure 6.1: NWEA MAP Growth (Reading)

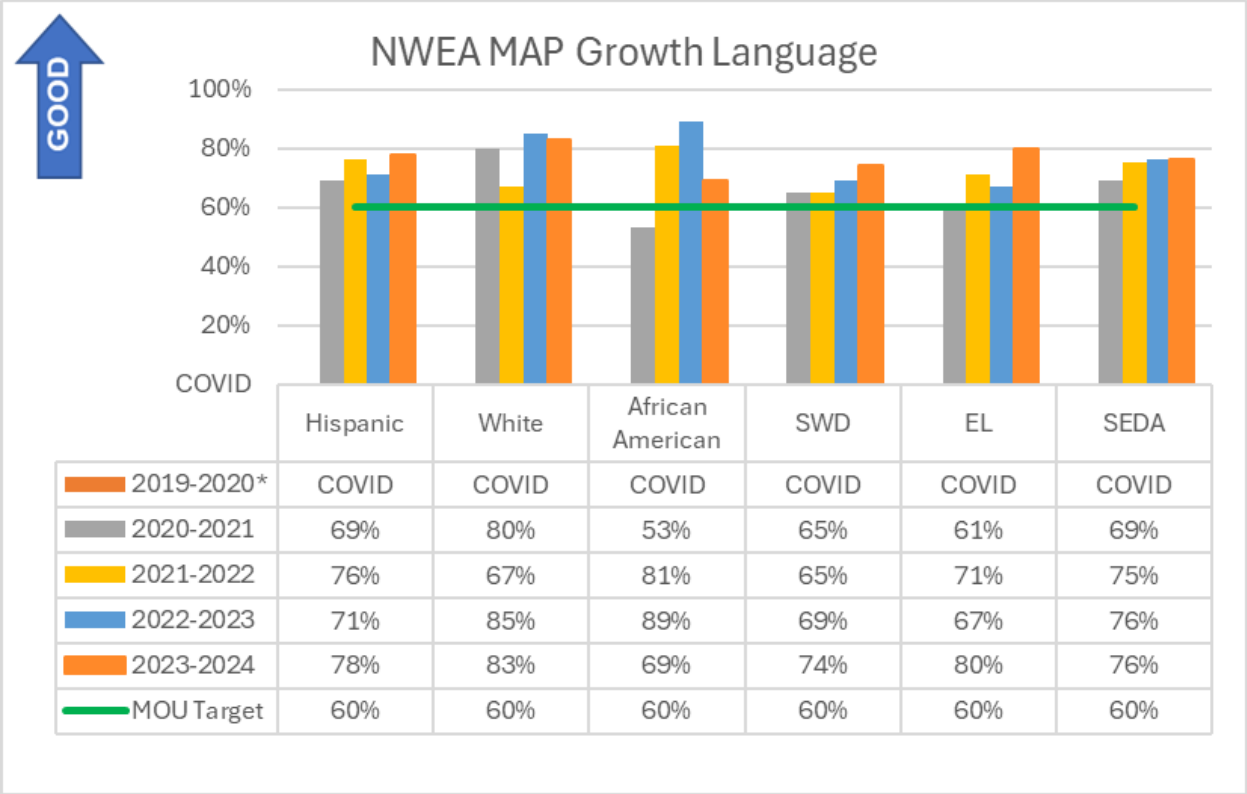


	Hispanic	White	African American	SWD	EL	SEDA
2019-2020*	COVID	COVID	COVID	COVID	COVID	COVID
2020-2021	69%	83%	75%	69%	62%	71%
2021-2022	65%	85%	76%	65%	63%	65%
2022-2023	74%	73%	79%	70%	76%	72%
2023-2024	73%	81%	79%	72%	66%	71%
MOU Target	60%	60%	60%	60%	60%	60%

Source: NWEA MAP Growth Reports (2019-2024)

MAPs Growth results are also disaggregated by student group and results utilized to apply differentiated strategies for significant student populations at CSSD. Overall, from 2019-2020 through 2023-2024, 24 out of 24 (100%) of significant student groups over the past five years met or exceeded the 60% growth target in Reading annually. (**Figure 6.1**).

Figure 6.2: NWEA MAP Growth (Language Usage)

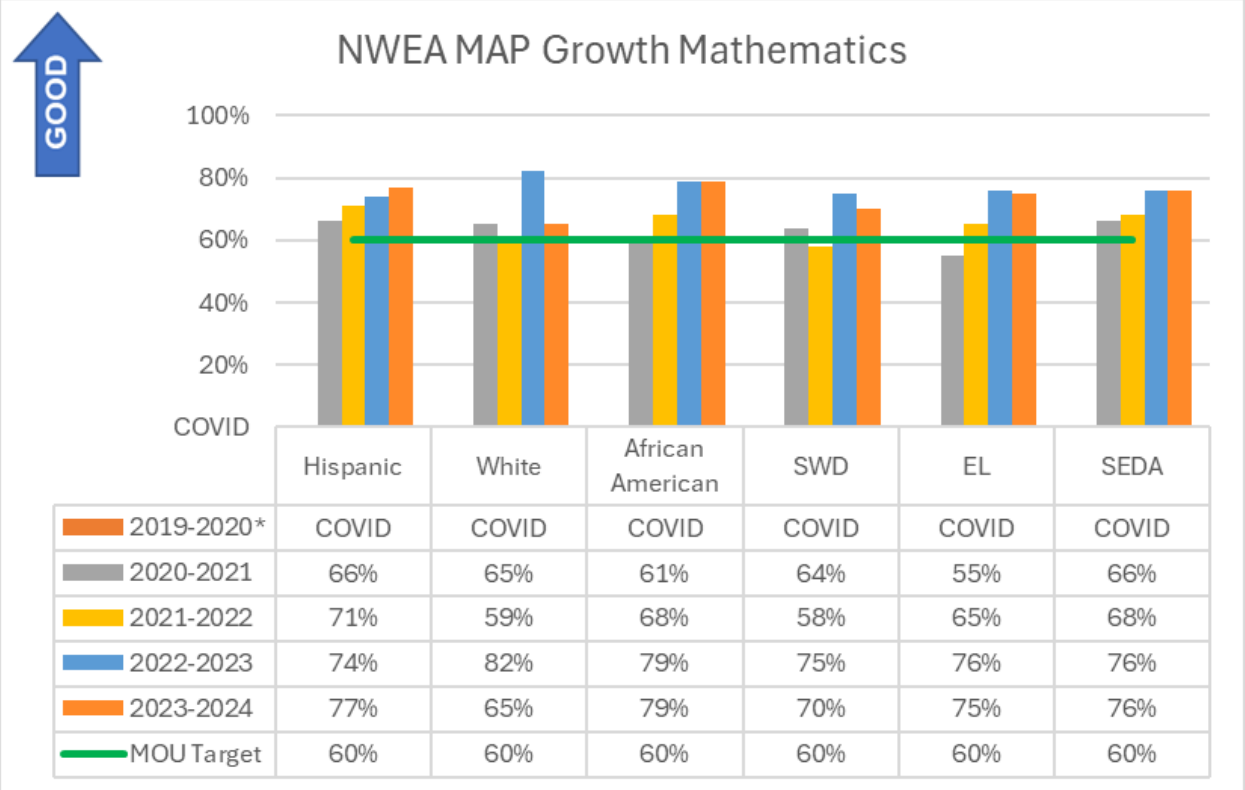


	Hispanic	White	African American	SWD	EL	SEDA
2019-2020*	COVID	COVID	COVID	COVID	COVID	COVID
2020-2021	69%	80%	53%	65%	61%	69%
2021-2022	76%	67%	81%	65%	71%	75%
2022-2023	71%	85%	89%	69%	67%	76%
2023-2024	78%	83%	69%	74%	80%	76%
MOU Target	60%	60%	60%	60%	60%	60%

Source: NWEA MAP Growth Reports (2019-2024)

Over the past five years, 23 of 24 (96%) of all significant student groups at CSSD met or exceeded the 60% DASS Renewal MOU growth target in Language. Hispanic, White, Students with Disabilities, English Learners and Socioeconomically Disadvantaged student groups exceeded the growth target each year while African American exceeded the growth target in 3 of 4 years. In the three most recent years, ALL significant student groups met the Language NWEA growth target **(Figure 6.2)**.

Figure 6.3: NWEA MAP Growth (Mathematics)



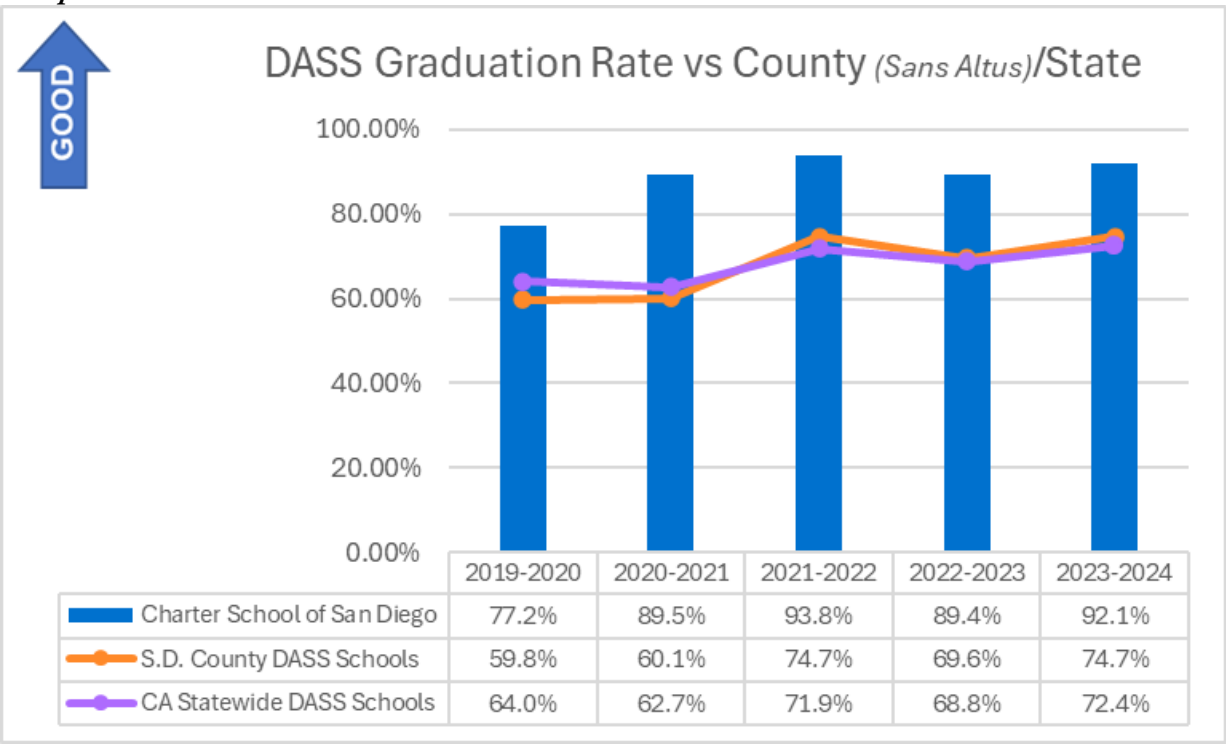
	Hispanic	White	African American	SWD	EL	SEDA
2019-2020*	COVID	COVID	COVID	COVID	COVID	COVID
2020-2021	66%	65%	61%	64%	55%	66%
2021-2022	71%	59%	68%	58%	65%	68%
2022-2023	74%	82%	79%	75%	76%	76%
2023-2024	77%	65%	79%	70%	75%	76%
MOU Target	60%	60%	60%	60%	60%	60%

Source: NWEA MAP Growth Reports (2019-2024)

Over the past five years 21/24 (87%) of significant student groups at CSSD have met or exceeded the 60% growth target in Mathematics. From 2020-2021 through 2023-2024 both Hispanic, African American, and Socioeconomically Disadvantaged student groups all Met or Exceeded the 60% DASS Renewal MOU growth target in Mathematics each year. White, Students with Disabilities and English Learners each met the growth target in 3 of 4 years. In the two most recent years, ALL significant student groups met the Mathematics NWEA growth target (**Figure 6.3**).

DASS Charter School MOU Criteria #7	
State and Local Measure	DASS Graduation Rate
The target has been	**MET**

Figure 7: Multi-Year DASS Graduation Rate –County/State DASS Schools Averages Comparison



	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Charter School of San Diego	77.2%	89.5%	93.8%	89.4%	92.1%
S.D. County DASS Schools	59.8%	60.1%	74.7%	69.6%	74.7%
CA Statewide DASS Schools	64.0%	62.7%	71.9%	68.8%	72.4%

Source: California Dashboard Data Files (2020-2023); https://www.cde.ca.gov/ta/ac/cm/graddatafiles.asp

The DASS Graduation Rate is one of the DASS Schools Renewal MOU Criteria for CSSD. The Charter school may meet this in one of two ways: Exceed the county DASS schools' Average *(excluding Altus Schools)* or exceed the state DASS schools' average. For the past five consecutive years the state has released the DASS 1-Year Graduation rate, 2019-20 through 2023-24, CSSD has significantly exceeded both the county and state DASS averages every year (**Figure 7**). **In 2024, the most recent year available, based on the CDE DASS 1-Year Grad Rate Data file, CSSD exceeded the County DASS average by over 17%, and the 2024 state DASS average by almost 20%.**

DASS Charter School MOU Criteria #8	
State and Local Measure	One-Year Dropout Rate
The target has been	**MET**

Figure 8: One-Year Dropout Rate

CSSD One-Year Dropout Rate					
	2019-2020	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
All Students	4.5%	4.4%	4.8%	4.6%	4.6%
Target	**5.0%**	**5.0%**	**5.0%**	**5.0%**	**5.0%**

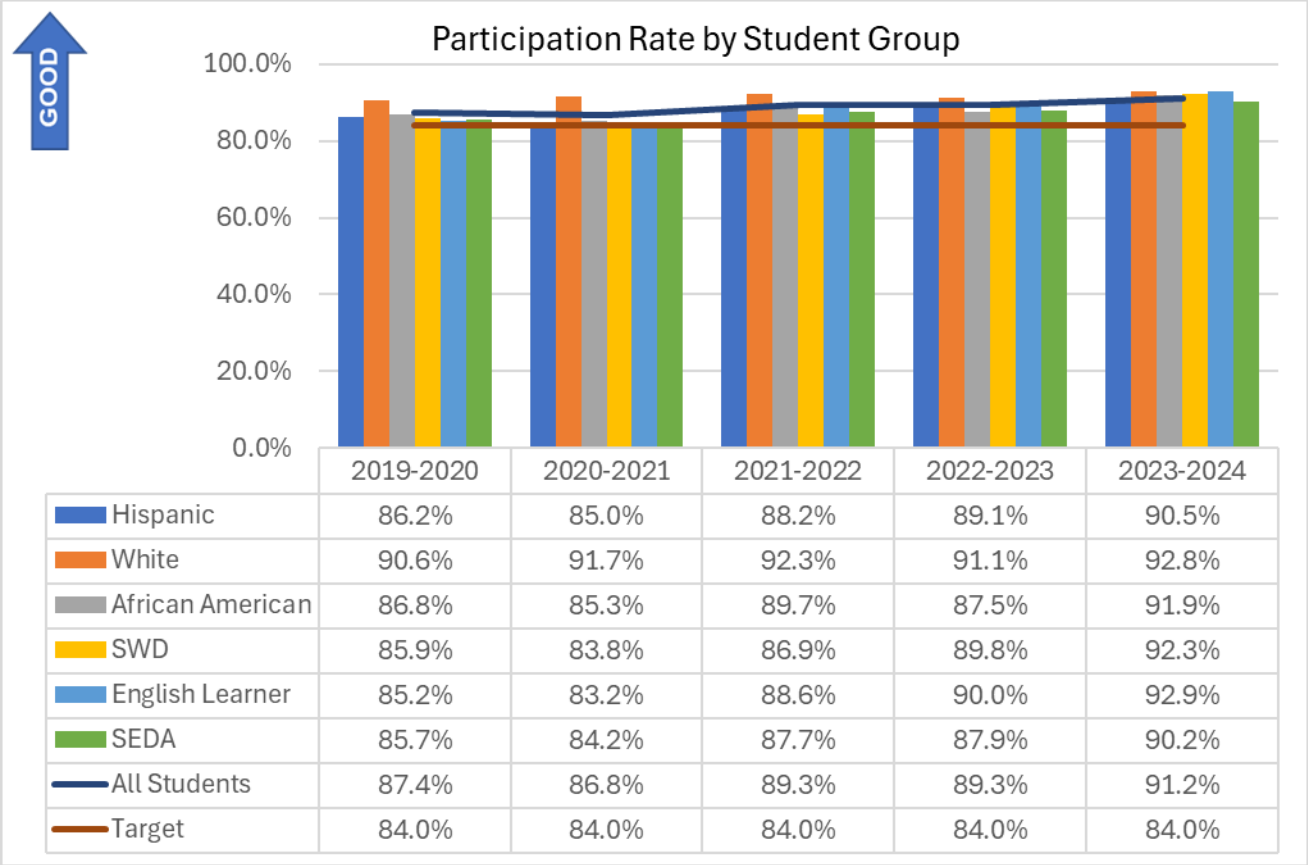
Source: CDE DataQuest and CALPADS Fall 1 Data – Dropouts (2024)

CSSD enrolls a significant number of students who are not on track to complete graduation requirements within the confines of four-years of High School. Despite 68% of CSSD' students enrolling credit deficient *(one or more semesters behind)* and an average of one-to-three grade levels behind in reading and math, the Charter School has maintained a One-Year Dropout Rate below 5% each of the last five years (**Figure 8**).

The Annual Adjusted Grade 9-12 Dropout Rate (One-Year Dropout Rate) is a key measure in demonstrating positive student outcomes. Formerly the One-year Dropout Rate was reported by the CDE annually. The last CDE release of the Annual Adjusted Grade 9-12 Dropout rate was for 2016-2017. CSSD has continued to internally monitor the annual adjusted dropout rates using the same methodology and Data from CALPADS Fall 1 Submission data.

DASS Charter School MOU Criteria #9	
State and Local Measure	Participation Rate
The target has been	**SUBSTANTIALLY MET**

Figure 9: CSSD Participation Rate (All Students and Student Groups)



	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Hispanic	86.2%	85.0%	88.2%	89.1%	90.5%
White	90.6%	91.7%	92.3%	91.1%	92.8%
African American	86.8%	85.3%	89.7%	87.5%	91.9%
SWD	85.9%	83.8%	86.9%	89.8%	92.3%
English Learner	85.2%	83.2%	88.6%	90.0%	92.9%
SEDA	85.7%	84.2%	87.7%	87.9%	90.2%
All Students	87.4%	86.8%	89.3%	89.3%	91.2%
Target	84.0%	84.0%	84.0%	84.0%	84.0%

Source: School Pathways Student Information System (2019-2024)

CSSD measures Participation Rates for students as an evaluation of student engagement and progress. CSSD's target for participation as part of its DASS Renewal MOU Criteria is 84% schoolwide and for significant student groups. Over the last five years, CSSD has exceeded the 84% participation target rate for All Students every year and for the majority (28 of 30, 93%) of student groups (**Figure 9**). In the three most recent years, (2021-22, 2022-23 and 2023-24), the Renewal MOU participation rate was exceeded by ALL student groups.

DASS Charter School MOU Criteria #10	
State and Local Measure	Suspension Rate
The target has been	**MET**

Figure 10: CSSD Suspension Rates

CSSD Suspension Data					
Year	**Suspension Rate**	**San Diego County DASS Rate**	**State DASS Rate**	**MOU Target**	**Target Met**
2019-2020	0.0%	COVID	COVID	< 1.5%	**Yes**
2020-2021	0.0%	0.3%	0.4%	< 1.5%	**Yes**
2021-2022	0.0%	2.4%	2.9%	< 1.5%	**Yes**
2022-2023	0.0%	2.6%	3.9%	< 1.5%	**Yes**
2023-2024	0.0%	1.9%	3.3%	< 1.5%	**Yes**

Source: California School Dashboard (2024); https://www.caschooldashboard.org/ and CDE DataQuest (2024)

CSSD's resource centers provide students with an innovative and engaging educational setting that differs from a traditional environment. CSSD's resource centers and instructional model allow students to focus on academics and insulate students from behavioral triggers and distractions that may occur in a larger comprehensive environment. CSSD's MOU target is to maintain a Suspension rate of 1.5% or less. Over the last five years, CSSD has maintained a perfect 0% suspension rate, well below the DASS Renewal MOU Criteria target (**Figure 10**). These results also outperform the DASS schools in both San Diego County and across California.

DASS Charter School MOU Criteria #11	
State and Local Measure	Expulsion Rate
The target has been	**MET**

Figure 11: CSSD Expulsion Rates

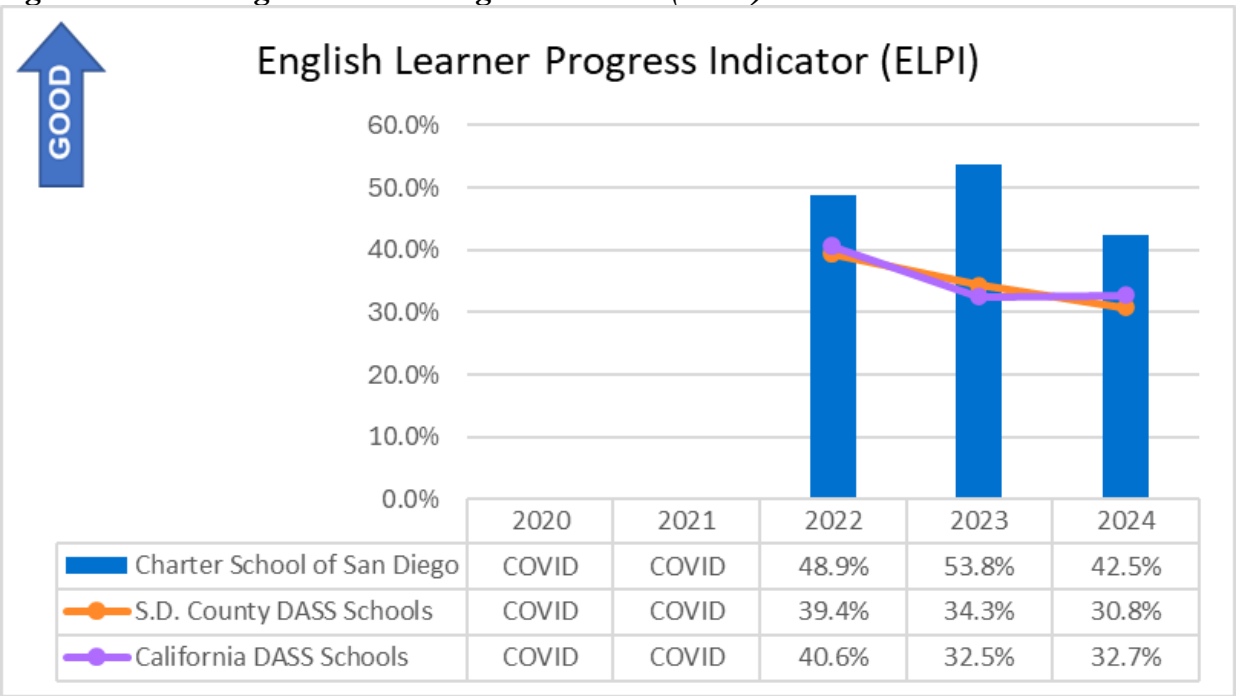
CSSD Expulsion Data					
Year	**Expulsion Rate**	**San Diego County DASS Rate**	**DASS State**	**MOU Target**	**Target Met**
2019-2020	0.03%	COVID	COVID	< 1.0%	**Yes**
2020-2021	0.0%	0.0%	0.0%	< 1.0%	**Yes**
2021-2022	0.0%	0.0%	0.1%	< 1.0%	**Yes**
2022-2023	0.0%	0.0%	0.1%	< 1.0%	**Yes**
2023-2024	0.0%	0.0%	0.1%	< 1.0%	**Yes**

Source: California School Dashboard (2024); https://www.caschooldashboard.org/ and CDE DataQuest (2024)

CSSD's MOU target is to maintain an Expulsion Rate of 1% or less. CSSD has met this target each year of the charter term. In the most recent four years, CSSD has maintained a perfect 0% expulsion rate. These results exceed the target set forth in the SDUSD/CSSD DASS MOU (**Figure 11**).

DASS Charter School MOU Criteria #12	
State and Local Measure	English Learner Progress Indicator
The target has been	**MET**

Figure 12: CSSD English Learner Progress Indicator (ELPI)



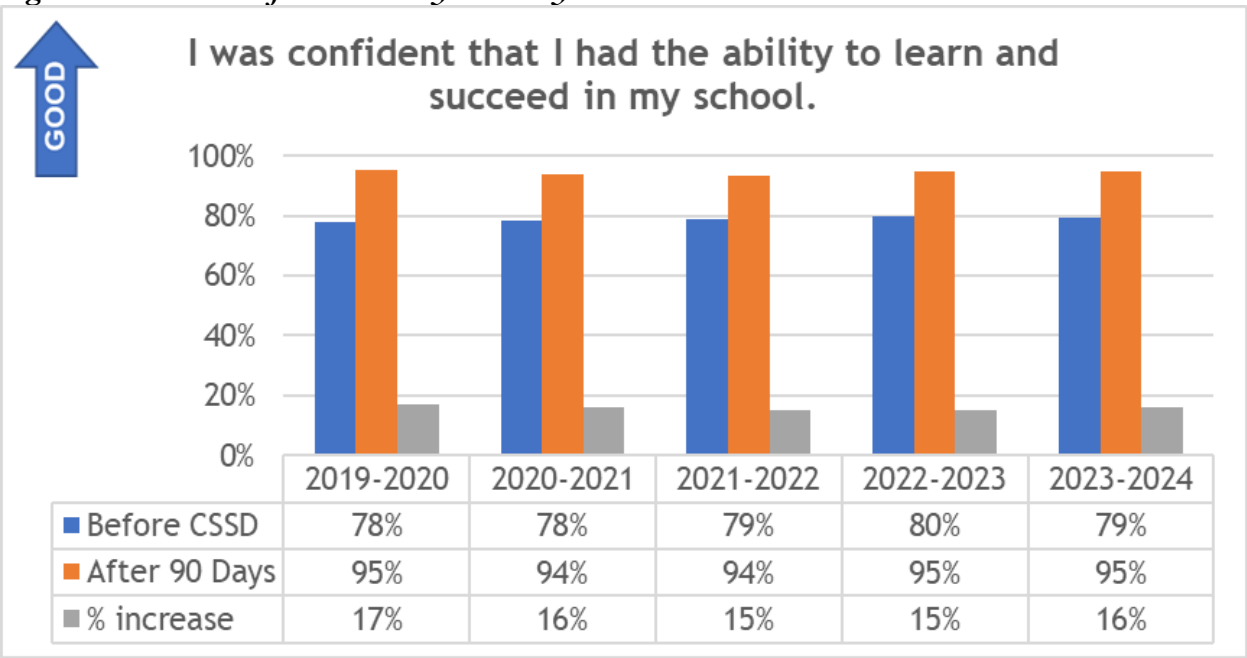
	2020	2021	2022	2023	2024
Charter School of San Diego	COVID	COVID	48.9%	53.8%	42.5%
S.D. County DASS Schools	COVID	COVID	39.4%	34.3%	30.8%
California DASS Schools	COVID	COVID	40.6%	32.5%	32.7%

Source: California School Dashboard https://www.cde.ca.gov/ta/ac/cm/elpidatafiles.asp

The English Learner Progress Indicator (ELPI) debuted on the 2019 California Dashboard. Due to COVID, there are no ELPI results for 2020 or 2021. The ELPI is calculated based on a student's performance on the English Language Proficiency Assessment for California ("ELPAC"). In the DASS Renewal MOU Criteria, the school may meet the ELPI target by either exceeding the San Diego County DASS Schools average *(excluding Altus Schools)* or the state DASS school's average. **CSSD has significantly exceeded the ELPI MOU target each year** (**Figure 12**).

DASS Charter School MOU Criteria #13	
State and Local Measure	Confidence Survey Results
The target has been	**MET**

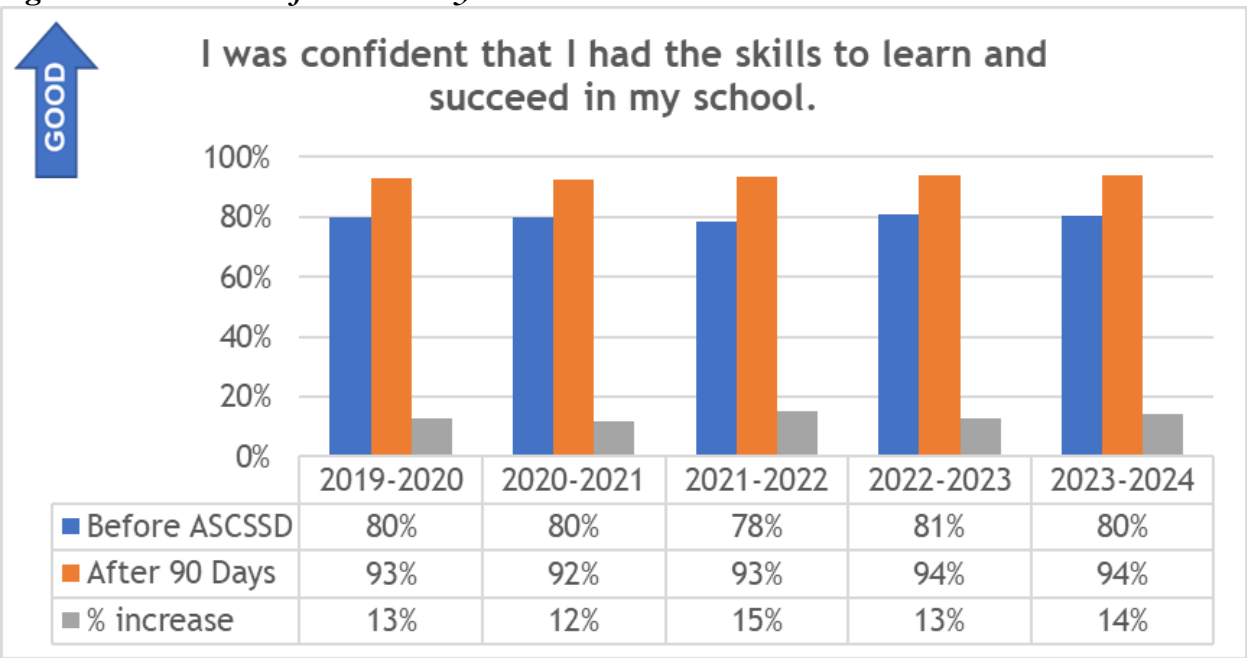
Figure 13: CSSD Confidence Survey – Ability to Learn and Succeed



	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Before CSSD	78%	78%	79%	80%	79%
After 90 Days	95%	94%	94%	95%	95%
% increase	17%	16%	15%	15%	16%

Source: Naviance (2019-2024)

Figure 13.1: CSSD Confidence Survey – Skills to Learn and Succeed



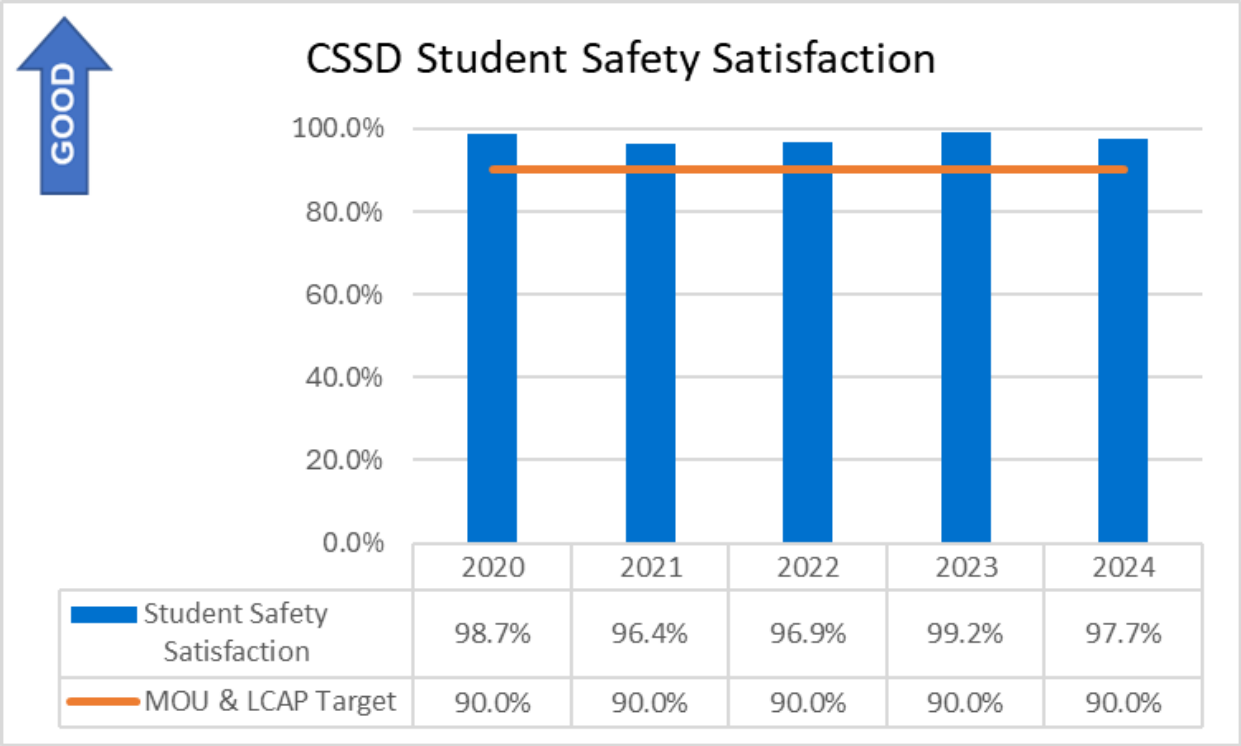
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Before ASCSSD	80%	80%	78%	81%	80%
After 90 Days	93%	92%	93%	94%	94%
% increase	13%	12%	15%	13%	14%

Source: Naviance (2019-2024)

At-promise students often lack the academic confidence needed to successfully engage in school. CSSD is committed to monitoring its effectiveness at immediately engaging at-promise students. New students at CSSD take a Confidence Survey when they first enroll to gauge their confidence levels regarding their academic skills and abilities. After 90 days, these students are surveyed again to determine if their confidence levels have increased to be academically successful in school. This measure is used to demonstrate student engagement for new students. The DASS Renewal MOU target is that new students will achieve a 90% or higher rating on Confidence Survey questions after 90 days of enrollment at CSSD. Overall, the results in 90 days yield a double-digit increase (12-17%) increase in confidence from when students first enroll at CSSD. Each year, CSSD has exceeded the MOU target of 90% of students reporting increased confidence in their ability and skills to learn and succeed in school and skills to learn and succeed in school (**Figures 13-13.1**).

DASS Charter School MOU Criteria #14	
State and Local Measure	Student Safety Satisfaction Survey Results
The target has been	**MET**

Figure 14: Student Engagement Survey – Safety Satisfaction

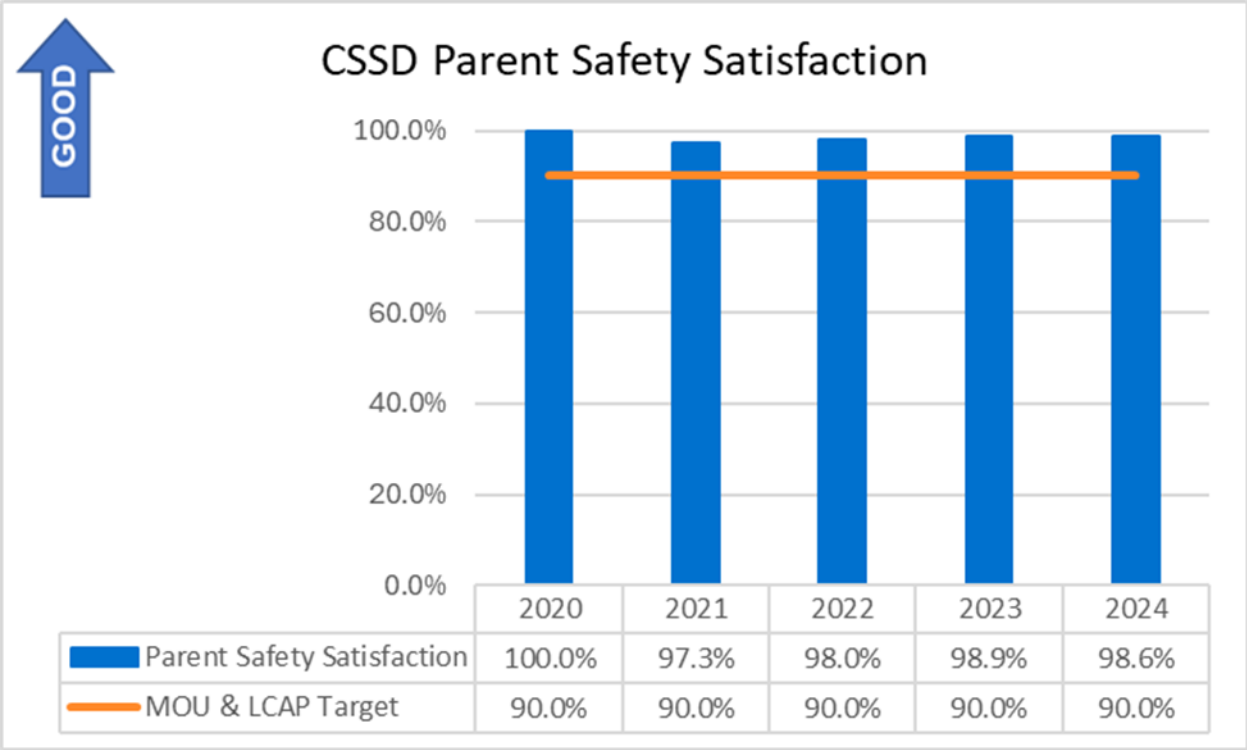


Source: Survey Monkey (2019-2024)

Providing a safe environment and supportive school culture is a key requirement of students at CSSD. Student Safety is one of the elements in the DASS Renewal MOU Criteria with the target to maintain a 90% or higher rating on safety satisfaction rating from students. For the past five years, CSSD's overall student safety satisfaction results indicate that on average over 97% of enrolled students feel safe and supported at CSSD. The Charter School has met the DASS Renewal MOU Criteria target for student safety each year (**Figure 14**).

DASS Charter School MOU Criteria #15	
State and Local Measure	Parent Safety Satisfaction Survey Results
The target has been	**MET**

Figure 15: Parent Engagement Survey – Safety Satisfaction



Source: Survey Monkey (2019-2023)

Providing a safe environment and supportive school culture is a key requirement from parents. Parent Safety is one of the elements in the DASS Renewal MOU Criteria with the target to reach a 90% or higher rating on safety satisfaction rating from Parents. Overall, parent safety satisfaction survey results for the past five years indicate that on average over 98% of CSSD's parents reported feeling that their child is learning in a safe and supportive environment. CSSD has met the DASS Renewal MOU Criteria target for parent safety each year (**Figure 15**).

DASS Charter School MOU Criteria #16	
Academic Indicator	College Persistence and Completion
The target has been	Not Applicable

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

CSSD DASS Renewal MOU Criteria: Target Met Summary						
		19-20	20-21	21-22	22-23	23-24
MOU #1	*CAASPP (SBA) DFS – ELA*	COVID	COVID	Target Met	Target Met	Target Met
MOU #2	*CAASPP (SBA) DFS – Math*	COVID	COVID	Target Met	Target Met	Target Met
MOU #3	*CAASPP (SBA) Proficiency – ELA*	COVID	COVID	Target Met	Target Met	Target Met
MOU #4	*CAASPP (SBA) Proficiency – Math*	COVID	COVID	Target Met	Target Met	Target Met
MOU #5	*Local Indicators on Dashboard*	COVID	COVID	Target Met	Target Met	Target Met
MOU #6	*Verified Assessment Results (NWEA MAPS)*	COVID	Substantially Met	Substantially Met	Target Met	Target Met
MOU #7	*DASS Graduation Rate*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #8	*1-Year Dropout Rate*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #9	*Student Participation Rate*	Target Met	Substantially Met	Target Met	Target Met	Target Met
MOU #10	*Suspension Rate Indicator*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #11	*Expulsion Rate*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #12	*English Learner Progress Indicator*	COVID	COVID	Target Met	Target Met	Target Met
MOU #13	*Student Confidence*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #14	*Student Safety*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #15	*Parent Safety*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #16	*College Persistence Rate and College Completion Rate*	N/A	N/A	N/A	N/A	N/A

Conclusion

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

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

Thus, Altus Schools Charter School of San Diego requests a 5-year renewal term, from July 1, 2026, to June 30, 2031.

Element A: Educational Program

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

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

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

MISSION AND VISION, AND PROGRAM OBJECTIVES

Mission Statement

Altus Schools Charter School of San Diego ("CSSD", "Charter School") will implement personalized educational programs to facilitate student achievement. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach, and students learn in the future.

Vision Statement

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

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

The Charter School is committed to collaborative efforts to improve the quality of life for students, their families, employees, and the San Diego community-at-large.

Strategic Objectives

To respond to its educational partners' requirements and to ensure the organization's long-term sustainability, CSSD will:

- Provide a personalized and rigorous academic experience for its students
- Hire, develop and maintain a well-qualified faculty and staff
- Provide a supportive and safe environment
- Be a role model for reform

Program Objectives

CSSD will achieve these program objectives:

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

OVERVIEW OF EDUCATIONAL PROGRAM

The primary purpose of CSSD's instructional design centers on the need to motivate and inspire students who are academically at-promise or in need of a non-traditional academic environment. The Charter School's efforts focus on helping students to become re-engaged in an instructional setting or in completing their course of study. Students can meet high school completion requirements by earning a diploma, General Equivalency Diploma ("GED"), High School Equivalency Test ("HiSET"), or California Proficiency Program ("CPP").

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

CSSD' education program was originally developed in collaboration with SDUSD, where CSSD provides an educational option for the District. The Charter School acts as an intervention for students at risk of not graduating. This intervention function strongly fulfills the original intent of the California Charter Schools Act.

CSSD will continue to provide an instructional program for students in grades TK-12 through a nonclassroom-based program, utilizing an independent study instructional model. The Charter School is open to all students and will enroll students throughout the year.

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

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

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

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

EDUCATIONAL METHODS

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

CSSD is an independent study program that transforms students into self-motivated, self-disciplined, and accountable learners. CSSD offers students an alternative to the traditional school setting. Credentialed teachers actively engage with and support students along the way, providing enrichment and one-on-one tutoring as needed. Each teacher maintains a roster of no more than 40 students, allowing for individualization of course planning and student-centered instructional strategies. Resource Centers provide a safe and supportive environment that is focused on teaching and conducive to learning, a flexible schedule, and an around-the-year calendar to better serve student needs.

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

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

EDUCATIONAL VISION

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

Altus Schools Charter School of San Diego philosophy:

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

To achieve the Charter School's overarching objectives, it will:

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

Students at Altus Schools Charter School of San Diego will develop important skills that include the abilities to read, write, compute, speak, ask questions, listen, problem-solve, work independently and in teams, use technology, manage time, accept personal responsibility, stay healthy, and comfortably relate with others. The Charter School will promote curiosity, integrity, social responsibility, and self-esteem. Learning best occurs when parents or guardians take an active role in the education of their children, when teachers accommodate the individual learning speeds and modalities revealed by their students, when teachers give students reason to know that they genuinely care about them, when learning fuels personal interests, when rules, rewards, and sanctions are clear-cut, when teachers engage their students in learning activity rather than lecture them, and when teachers see all their students as capable of high achievement and expect it of them. The Charter School will incorporate these maxims into its daily operations. In short, the Charter School will equip its students to become motivated and self-disciplined, productive, socially competent, academically competent, self-sustaining learners, and contributing citizens.

Altus Schools Charter School of San Diego is committed to developing curriculum that is rigorous, relevant, and aligned to the California Common Core State Standards ("CCSS") and Next Generation Science Standards ("NGSS"). Curriculum is designed to foster career and college readiness skill development and citizenship in a global society.

A summary of Altus Schools Charter School of San Diego curriculum is provided below. See **Appendix GG** and **Appendix HH** for the sample scope and sequence of select grade levels.

Altus Schools Charter School of San Diego curriculum departments will be led by credentialed teachers and will be guided and directed by the Dean of Academic Affairs and Altus Studies. The Charter School will use state adopted texts and other materials aligned to the California Common Core State Standards ("CCSS"). Textbooks will be specifically selected utilizing criteria developed from educational partner input. Teachers will use a variety of research-based instructional practices to teach diverse student populations, including technology-based learning. CSSD students will have the opportunity to take online courses and engage in blended (independent study/online) learning opportunities. As CSSD will continue to offer independent study opportunities for students through online learning, the Charter School will encourage its instructional staff to become Leading Edge Certified. This national online teacher certification guides educators through rigorous and engaging curriculum based on the Quality Matters Standards for Online Teaching. This certification gives assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate online courses but also have a solid understanding of how to enhance learning opportunities for all students.

Altus Schools Charter School of San Diego students will demonstrate progress by producing daily work, which will reflect learning consistent with the CCSS, engaging in formative assessments that guide instructional practices, successfully passing end-of-course exams, meeting growth targets set by Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAPs) semester assessments, state assessments, and other formative assessments as developed by the teacher and/or the school.

As a result of the Altus Schools Charter School of San Diego educational experience, successful students will be able, among other outcomes, to do the following commensurate with their age and grade level:

Read and Write

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

Compute

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

Speak, Question, and Listen

- Engage critically and constructively in the oral exchange of ideas.
- Understand spoken instructions and give clear spoken instructions to others.
- Deliver oral presentations which demonstrate coherent sequence of thought, clarity of presentation, suitable vocabulary, and nonverbal communications.

Problem-Solve

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

Work Independently and in Teams

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

Achieve Digital Literacy

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

Manage Time

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

Accept Personal Responsibility

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

Stay Healthy

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

Comfortably Relate with Others

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

TARGET STUDENT POPULATION

Altus Schools Charter School of San Diego welcomes all students who wish to attend the Charter School. The Charter School intends to serve students in grades 6 – 12 as depicted in the table below **(Figure 16)**.

Figure 16: Projected Total Enrollment

Enrollment Projections at P2 ADA reporting				
Description	**2026-27**	**2027-28**	**2028-29**	**2029-30**
Grade: TK	6	6	6	6
Grade: K	14	14	14	14
Grade: 1	17	18	19	20
Grade: 2	19	20	21	22
Grade: 3	17	18	19	20
Grade: 4	19	20	21	22
Grade: 5	19	20	21	22
Grade: 6	71	73	75	77
Grade: 7	132	136	140	144
Grade: 8	179	184	190	196
Grade: 9	623	642	661	681
Grade: 10	608	626	645	664
Grade: 11	251	259	267	275
Grade: 12	321	331	341	351
Total Projected Enrollment at P2 ADA reporting	**2296**	**2367**	**2440**	**2514**

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

Altus Schools Charter School of San Diego serves students coming to the Charter School who are initially identified from referrals by the District's middle and high school counselors. The Charter School will be able to meet the needs of all students (e.g., English Learners, students with disabilities, or GATE) through a personalized education plan. This plan includes formative and summative testing data, which may include, but is not limited to, the California Assessment of Student Performance and Progress ("CAASPP"), the California Alternate Assessments ("CAAs"), English Language Proficiency Assessments for California ("ELPAC"), Northwest Education Association's ("NWEA") Measures of Academic Progress ("MAP") pre/post local assessments, PSAT, SAT, ACT, Advanced Placement ("AP") assessments, end-of-course exams, unit exams or learning checks, Naviance career and learning styles assessments, portfolios, and exhibitions. This data will help to establish each student's needs. Based on each student's needs, and in collaboration with the parent(s)/guardian(s), student, and teacher(s), a set of instructional goals will be developed. These goals will be achieved through a variety of strategies including: one-on-one tutoring, small group tutoring, online courses, projects, seminars, field trips, guest speakers, and supervised study.

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

Figure 17: San Diego Unified School District (SDUSD) Demographics 2024-2025

SDUSD (non-charter) Student Demographics 2024-2025 School Year (CBEDS)		
Ethnicity	**Total**	**Percentage**
African American	6,759	7.1%
American Indian/Alaskan Native	218	0.2%
Asian	9,183	9.6%
Filipino	4,271	4.5%
Hispanic or Latino	42,365	44.5%
Pacific Islander	361	0.4%
White	22,991	24.2%
Two or More Races	8,822	9.3%
Not Reported	205	0.2%
Other Student Groups		
Socioeconomically Disadvantaged	56,888	59.8%
Students with Disabilities	16,149	17.0%
English Learners	14,645	15.4%
Foster Youth	176	0.2%
Homeless Youth	7,492	7.9%
Migrant Education	97	0.1%

Source: CDE DataQuest, 2024-25, accessed June 10, 2025.

Figure 18: Student Demographics for CSSD and SDUSD

Student Demographics 2024-2025 School Year (CBEDS)		
Ethnicity	**AS CSSD**	**SDUSD (non-Charter)**
African American	7.8%	7.1%
American Indian/Alaskan Native	0.7%	0.2%
Asian	1.1%	9.6%
Filipino	1.8%	4.5%
Hispanic or Latino	59.2%	44.5%
Pacific Islander	0.2%	0.4%
White	22.2%	24.2%
Two or More Races	6.5%	9.3%
Not Reported	0.6%	0.2%
Other Student Groups		
Socioeconomically Disadvantaged	73.7%	59.8%
Students with Disabilities	24.0%	17.0%
English Learners	14.4%	15.4%
Foster Youth	0.1%	0.2%
Homeless Youth	12.6%	7.9%
Migrant Education	0.0%	0.1%

Source: CDE DataQuest, 2024-25, accessed June 10, 2025.

CSSD's student demographics schoolwide are comparable to those of SDUSD, including similar significant student groups **(Figure 18)**.

COMMUNITY INTEREST

Over the last seven years, there has been a continued interest from the San Diego community in attending CSSD, as supported by letters from community groups, parents, students, and alumni **(Appendix Y and Z).** The number of students served from San Diego Unified School District each year is displayed in **Figure 19**. CSSD has served nearly 8,000 unduplicated students from SDUSD from 2018-2019 through 2024-2025. Since 2018 more than 190 students have been redirected into SDUSD schools from the CSSD.

Figure 19: Number of Students Served from SDUSD

Number of Students Served from San Diego Unified School District							
	2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025***
Students Served from SDUSD	2,688	2,522	2,345	2,319	2,257	2,098	1,708

**YTD as of 4/9/2025*

Figure 20: Number of Students Redirected to SDUSD

Number of Students Redirected to San Diego Unified School District							
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025*
Students Redirected to SDUSD	554	542	425	435	410	444	203

**YTD as of 4/16/2025*

HOW LEARNING BEST OCCURS

Altus Schools Charter School of San Diego believes that learning best occurs when:

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

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

Altus Schools Charter School of San Diego will help students from the San Diego community acquire the skills to survive and prosper in the 21st century. These skills include the ability to read, write, compute, speak, ask questions, listen, problem solve, work independently and in teams, use technology, manage time, accept personal responsibility, stay healthy, and to comfortably relate to others. Altus Schools Charter School of San Diego will promote curiosity, integrity, social responsibility, and self-esteem.

DESCRIPTION OF THE EDUCATIONAL PROGRAM

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

The premise of Altus Schools Charter School of San Diego's unique education program centers on two key elements:

1. Many students can benefit from flexible scheduling and personalized education that incorporates focused teaching and support.

2. The collaboration of teachers and parents in each student's academic goals is critical to a successful transformation of all students' academic careers.

The Altus Schools Charter School of San Diego educational program is based on the following elements of success:

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

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

home study, blended (independent study/online), and online learning, along with other creative modes of instructional delivery developed by staff in partnership with the community.

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

After completion of enrollment, students are assessed and immediately engaged with a rigorous, technology-enhanced curriculum that is customized to meet their specific academic needs. The parent and teacher build custom plans to meet the individual goals, strengths, and interests of each child. Students in TK-5 are enrolled in all core classes for the entire year to ensure that there is daily and consistent academic progress in all subjects. Students in grades 6-12 take one to two courses at a time, allowing them to focus on mastering the State Standards of one course before moving on to the next. Teachers utilize a variety of instructional modes of delivery to target student engagement and increase achievement. Independent study, online, and blended learning options provide a range of student learning opportunities based on learning styles and pathways. In addition, each student's pathways personalized education plan is enhanced with one-on-one and small group tutoring and enrichment, field trips, volunteer opportunities, cultural events, guest speakers, career days, a wide variety of elective course options, and work experience customized to student interest and pathway choice. Each teacher has the support of a Certificated Teacher Resource who supports the delivery of curriculum.

To ensure the instructional strategies and engagement activities are providing a successful path for individual students, a variety of data is integrated into the personalized education plan. Teachers use instructional software tools such as Naviance, Charter School's college and career software. Teachers will also utilize NWEA MAPs assessment software, School Pathways Student Information System ("SIS"), and Renaissance DnA Data and Assessment platform, and California Educator Reporting System (CERS) to view real time student achievement data. Additionally, instructional staff systematically monitor the academic performance of English Learners through Ellevation, an EL program management platform that integrates student data, monitoring forms, and digital workflow processes to streamline EL team collaboration. Naviance, MAPs, SIS, Renaissance DnA, Ellevation, and CERS data is integrated into the Charter School's instructional data monitoring system. The data is reviewed and analyzed by teachers and Charter School leaders to ensure that the instructional strategies used are truly effective for each student. Based on the instructional data, teachers are able to immediately reconcile and adjust the student's instruction, methods of delivery, and resources. Because the Charter School has purposely designed its program so that teachers work with only a few students at a time, teachers are able to communicate frequently with the family and get to know each student's academic strengths and social needs. The largest differentiator for Altus Schools Charter School of San Diego's program is the ability to go well beyond traditional methods to transform the lives of all students. Teachers and staff conduct home visits, perform and track appropriate interventions, and refer students and families to specific community resources and partnerships.

CSSD has an established Multi-Tiered System of Support ("MTSS"), which is a comprehensive framework that integrates State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students'

academic, behavioral, and social success. These include the personalized education planning process, social-emotional learning programs, community-based partnerships, a Healthy Youth Program to provide mental health services, interventions for high-risk students, supports for Special Education, services for English Learners ("ELs"), and opportunities for Gifted and Talented Education ("GATE"). CSSD has a systematic and integrated process for instructional support and interventions. **See Appendix BB** for a more detailed explanation of supports offered through the MTSS, including the specific tier interventions.

The Charter School utilizes a Response to Intervention ("RTI2") Model to determine how individual students are responding to strategies, interventions, and supports within the multi-tiered system. In an RTI2 Model, instructional staff identify at-risk students, regularly monitor student learning, provide research-based interventions, and utilize a systematic approach to ensuring academic success for all students. This problem-solving approach continually examines student response and adjusts based on data and a documented feedback system.

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

In addition to state mandated trainings, such as but not limited to Blood Borne Pathogens, CPS, Sexual Harassment Prevention, and Workplace Violence Prevention, teachers additionally attend trainings that include guest speakers from law enforcement agencies, community-based organizations, and other supportive agencies in order to assist the teachers in servicing the students' needs. The School Instructional Administrator meets weekly with the Counselor to discuss student outcomes and possible interventions that need to take place or be instituted to assist the teachers or the students. The instructional team utilizes the personalized education planning process to monitor student progress and identify services to support student achievement.

Independent Study Assurances

Altus Schools Charter School of San Diego complies with all applicable independent study laws including, but not limited to, Education Code Sections 51745 *et seq.*, 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705. These laws require, among other things, that Altus Schools Charter School of San Diego operates pursuant to an adopted independent study Board policy; each student has a master agreement; and Altus Schools Charter School of San Diego files for a funding determination as a condition of funding. The Charter School maintains written contemporaneous records that document all student attendance. An annual, independent audit of student records is conducted by a state-approved certified public accountant, which continues to be free of exceptions or qualifications. These records are made available for audit and inspection.

Parent/ Teacher/ Student Master Agreement

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

student; (3) the certificated charter school employee who has been designated as having responsibility for the general supervision of independent study; and (4) the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. This agreement includes all of the elements described in Education Code Section 51747(g).

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

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

School Calendar

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

1. To students in grades K, inclusive, 36,000 minutes.
2. To students in grades 1-3, inclusive, 50,400 minutes.

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

CSSD's 2025-2026 school calendar is attached as **Appendix W.**

CURRICULUM

A summary of CSSD's curriculum is provided below. See **Appendix GG and HH** for CSSD's sample scope and sequence for grades 8 and 10 and **Appendix V** for a Course Catalog. As the State Standards develop and evolve, the curriculum may change to maximize learning. The Charter School shall meet applicable legal requirements for ethnic studies and personal finance courses.

Altus Schools Charter School of San Diego's academic program focuses on academic improvement and high caliber teaching in safe and supportive learning environments. The Charter School's curriculum is rigorous, relevant, student and teacher driven. The opportunities offered at CSSD prepare students for their roles as learners, future employees, and contributing citizens in an ever-changing global society. The Charter School is committed to developing curriculum and assessments that measure the extent to which students possess college, career, and citizen-ready skills and knowledge of the State Standards. CSSD fosters the natural talents and skills of the instructional team to ensure that all learners find success.

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

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

English/Language Arts

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

ENGLISH/LANGUAGE ARTS MATRIX	
Grade Levels	**Course Titles/Semester**
TK	Integrated Language Arts TK (Altus option)
Kindergarten	Integrated Language Arts Kindergarten (Altus option)
First Grade	Integrated Language Arts First Grade (Altus option)
Second Grade	Integrated Language Arts Second Grade (Altus option)
Third Grade	Integrated Language Arts Third Grade (Altus option)
Fourth Grade	Integrated Language Arts Fourth Grade (Altus option)
Fifth Grade	Integrated Language Arts Fifth Grade (Altus option)
Sixth Grade	English 6-1, 6-2 (Altus and online/blended options)
Seventh Grade	English 7-1, 7-2 (Altus and online/blended options)
Eighth Grade	English 8-1, 8-2 (Altus and online/blended options)
Ninth Grade	English 1, 2 (Altus and online/blended options)
Tenth Grade	English 3, 4 (Altus and online/blended options)
Eleventh Grade	American Literature 1, 2 (Altus and online/blended options) **or** Honors American Literature 1, 2 (Altus and online/blended options) **or** AP English Language & Composition 1, 2 (online option) **or** AP English Literature & Composition 1, 2 (online option)
Twelfth Grade	World Literature 1, 2 (Altus and online/blended options) **or** English (British) Literature 1, 2 (Altus and online/blended options) **or** AP English Language & Composition 1, 2 (online option) **or** AP English Literature & Composition 1, 2 (online option)

Mathematics

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

MATHEMATICS MATRIX	
Grade Levels	**Course Titles/Semester**
TK	Mathematics TK (Altus option)
Kindergarten	Mathematics Kindergarten (Altus option)
First Grade	Mathematics First Grade (Altus option)
Second Grade	Mathematics Second Grade (Altus option)
Third Grade	Mathematics Third Grade (Altus option)
Fourth Grade	Mathematics Fourth Grade (Altus option)
Fifth Grade	Mathematics Fifth Grade (Altus option)
Sixth Grade	Math 6-1, 6-2 (Altus and online/blended options)
Seventh Grade	Math 7-1, 7-2 (Altus and online/blended options)
Eighth Grade	Math 8-1, 8-2 (Altus and online/blended options)
Ninth Grade	Algebra 1, 2 (Altus and online/blended options) **or** Integrated Math IA, IB (Altus and online/blended options)
Tenth Grade	Geometry 1, 2 (Altus and online/blended options) **or** Integrated Math IIA, IIB (Altus and online/blended options)
Eleventh Grade	Intermediate Algebra 1, 2 (Altus and online/blended options) **or** Integrated Math IIIA, IIIB (Altus and online/blended options)

Twelfth Grade	Statistics 1, 2 (Altus and online/blended options) **or** Pre-Calculus 1, 2 (Altus and online/blended options) **or** Honors Pre-Calculus 1, 2 (Altus option) **or** AP Calculus A/B (online option)

Science

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

SCIENCE MATRIX	
Grade Levels	**Course Titles/Semester**
TK	Science TK (Altus option)
Kindergarten	Science Kindergarten (Altus option)
First Grade	Science First Grade (Altus option)
Second Grade	Science Second Grade (Altus option)
Third Grade	Science Third Grade (Altus option)
Fourth Grade	Science Fourth Grade (Altus option)
Fifth Grade	Science Fifth Grade (Altus option)
Sixth Grade	Science 6-1, 6-2 (Altus and online/blended options) **or** Integrated Science 6-1, 6-2 (online)
Seventh Grade	Middle School Life Science 1, 2 (Altus and online/blended options) **or** Integrated Science 7-1, 7-2 (online)
Eighth Grade	Middle School Physical Science 1, 2 (Altus and online/blended options) **or** Integrated Science 8-1, 8-2 (online)
Ninth Grade	Earth and Space Science 1, 2 (Altus and online/blended options) **or** Physics 1, 2 (textbook/online/blended options)
Tenth Grade	Biology 1, 2 (Altus and online/blended options) **or** Marine Biology 1, 2 (Altus option)

Eleventh Grade	Chemistry 1, 2 (Altus and online/blended options) **or** Honors Chemistry 1, 2 (Altus option) **or** Physics 1, 2 (textbook/online/blended options)
Twelfth Grade	AP Environmental Science (online) **or** Physics 1, 2 (textbook/online/blended options) **or** Chemistry 1, 2 (Altus and online/blended options)

Social Sciences

All social science courses are aligned to the State Standards and Frameworks while incorporating current real-world issues as they are relevant to CSSD's student population. The middle school students participate in courses about world history and the history of the United States. The Charter School students have UC A- G approved and NCAA course offerings of World History, Geography & Economics, United States History, Government, and Economics. CSSD offers Honors United States History and an online Advanced Placement course in Human Geography, US History, World History: Modern, and Psychology. The teachers incorporate current events into the curriculum at all grade levels through field trips, guest speakers, and virtual field trips.

SOCIAL STUDIES MATRIX	
Grade Levels	**Course Titles/Semester**
TK	History - Social Science TK (Altus option)
Kindergarten	Social Studies Kindergarten (Altus option)
First Grade	Social Studies First Grade (Altus options)
Second Grade	Social Studies Second Grade (Altus options)
Third Grade	Social Studies Third Grade (Altus option)
Fourth Grade	Social Studies Fourth Grade (Altus option)
Fifth Grade	Social Studies Fifth Grade (Altus option)
Sixth Grade	Social Studies (Ancient Civilizations) 6-1, 6-2 (Altus and online/blended options)
Seventh Grade	World History, Geography - Medieval & Early Modern Times 7-1, 7-2 (Altus and online/blended options)
Eighth Grade	United States History & Geography 8-1, 8-2 (Altus and online/blended options)
Ninth Grade	Geography 1 (Altus)
Tenth Grade	World History, Geography & Economics 1, 2 (Altus and online/blended options) **or** AP World History: Modern (online)
Eleventh Grade	United States History 1, 2 (Altus and online/blended options) **or** Honors United States History 1, 2 (Altus and online/blended options) **or** AP Human Geography 1, 2 (online elective)
Twelfth Grade	Government 1 (Altus and online/blended options) **or** AP US Government and Politics (online) **and** Economics 1 (Altus and online/blended options) **or** AP Human Geography 1, 2 (online elective)

World Languages (Languages Other Than English)

Altus Schools Charter School of San Diego will offer a full three years of Spanish (1-6) (UC required/recommended), French (1-6) (UC required/recommended), and German (1-6) (UC required/recommended). The world language curriculum satisfies the UC requirement for admission. The students may take a world language as early as the 6th grade. Altus Schools Charter School of San Diego will seek UC A-G approval for the blended (independent study/online)/online courses, which will integrate a full speaking and listening component in a fun, interactive way using avatars and a token economy system of rewards while learning.

FOREIGN LANGUAGE COURSES MATRIX	
Grade Levels	**Course Titles/Semester**
Sixth Grade	Spanish 1, 2 (Altus and online/blended options) **or** German 1, 2 (Altus and online/blended options) **or** French 1, 2 (Altus and online/blended options)

Seventh Grade	Spanish 1-4 (Altus and online/blended options) **or** German 1-4 (Altus and online/blended options) **or** French 1-4 (Altus and online/blended options)
Eighth Grade	Spanish 1-4 (Altus and online/blended options) **or** German 1-4 (Altus and online/blended options) **or** French 1-4 (Altus and online/blended options)
Ninth Grade	Spanish 1-6 (Altus and online/blended options) **or** German 1-6 (Altus and online/blended options) **or** French 1-6 (Altus and online/blended options)
Tenth Grade	Spanish 1-6 (Altus and online/blended options) **or** German 1-6 (Altus and online/blended options) **or** French 1-6 (Altus and online/blended options)
Eleventh Grade	Spanish 1-6 (Altus and online/blended options) **or** German 1-6 (Altus and online/blended options) **or** French 1-6 (Altus and online/blended options)
Twelfth Grade	Spanish 1-6 (Altus and online/blended options) **or** German 1-6 (Altus and online/blended options) **or** French 1-6 (Altus and online/blended options)

Visual and Performing Arts (VAPA)

Altus Schools Charter School of San Diego offers several visual and performing arts courses "VAPA" and has UC A-G approval for these courses. The students may take Art, Art History, Commercial Art, Drawing, Photography or Music Appreciation to satisfy the UC A-G VAPA requirement. The students may also engage in a Digital Arts Photoshop course as offered on the Career Technical Education course list.

VISUAL AND PREFORMING ARTS COURSES MATRIX	
Grade Levels	**Course Titles/Semester**
Sixth Grade	Middle School Art 1, 2 (Altus option)
Seventh Grade	Middle School Art 1, 2 (Altus option)
Eighth Grade	Middle School Art 1, 2 (Altus option)
Ninth Grade	Art 1, 2 (Altus option) **or** Commercial Art 1, 2 (Altus option) **or** Photography 1, 2 (Altus option) **or** Drawing 1, 2 (Altus option) **or** Art History 1, 2 (online) **or** Music Appreciation 1, 2 (Altus option)
Tenth Grade	Art 1, 2 (Altus option) **or** Commercial Art 1, 2 (Altus option) **or** Photography 1, 2 (Altus option) **or** Drawing 1, 2 (Altus option) **or** Art History 1, 2 (online) **or** Music Appreciation 1, 2 (Altus option)

Eleventh Grade	Art 1, 2 (Altus option) **or** Commercial Art 1, 2 (Altus option) **or** Photography 1, 2 (Altus option) **or** Drawing 1, 2 (Altus option) **or** Art History 1, 2 (online) **or** Music Appreciation 1, 2 (Altus option)
Twelfth Grade	Art 1, 2 (Altus option) **or** Commercial Art 1, 2 (Altus option) **or** Photography 1, 2 (Altus option) **or** Drawing 1, 2 (Altus option) **or** Art History 1, 2 (online) **or** Music Appreciation 1, 2 (Altus option)

Physical Education

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

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

PHYSICAL EDUCATION MATRIX	
Grade Levels	**Course Titles/Semester**
Sixth Grade	Physical Education 6-1, 6-2 (Altus option)
Seventh Grade	Physical Education 7-1, 7-2 (Altus option)
Eighth Grade	Physical Education 8-1, 8-2 (Altus option)
Ninth Grade	Physical Education 1-2 (Altus option) **or** Cadets Corps 1, 2 (Altus option)
Tenth Grade	Physical Education 1-4 (Altus option) **or** Cadets Corps 1-4 (Altus option)
Eleventh Grade	Physical Education 1-4 (Altus option) **or** Cadets Corps 1-4 (Altus option)
Twelfth Grade	Physical Education 1-4 (Altus option) **or** Cadets Corps 1-4 (Altus option)

General Electives

The Charter School offers many semester-length and year-long additional electives courses for the students that will attribute to their becoming a more well-rounded, college and career ready, 21st Century citizen. For Middle School students, they are to "try on" different careers by completing the Career Exploration Virtual Reality course.

GENERAL ELECTIVE COURSES
Grades 6-8
AVID 6a, 6b (Altus option)
AVID 7a, 7b (Altus option)
AVID 8a, 8b (Altus option)
Career Explorations Virtual Reality (Altus option)
ELD MS Language & Literacy 1, 2 (EL Level 1) (Altus and online/blended options)
ELD MS Language & Literacy 3, 4 (EL Level 2) (Altus and online/blended options)
ELD MS Language & Literacy 5, 6 (EL Level 3) (Altus and online/blended options)
ELD MS Language & Literacy 7, 8 (EL Level 4) (Altus and online/blended options)
Empower Math 1a, 1b (Altus option)
Exploring Careers 1, 2 (online)
Literacy 7th 1, 2 (Altus option)
Literacy 8th 1, 2 (Altus option)
Service Learning 1, 2 (Altus option)
Study Skills 7-1, 7-2 (Altus option)
Study Skills 8-1, 8-2 (Altus option)
Grades 9-12
AVID 9a, 9b (Altus option)
AVID 10a, 10b (Altus option)
AVID 11a, 11b (Altus option)
AVID 12a, 12b (Altus option)
Early College Academy 1, 2 (Altus option)
Comprehensive Health (Altus and online/blended options)
Driver's Education (Altus option)
Service Learning 1, 2 (Altus and online/blended options)
Empower Math I A, B (Altus and online/blended options)
Empower Math II A, B (Altus and online/blended options)
Empower Math III A, B (Altus and online/blended options)
Literacy 1, 2 (Altus and online/blended options)
Literacy 3, 4 (Altus and online/blended options)
ELD Language & Literacy 1, 2 (EL Level 1) (Altus and online/blended options)
ELD Language & Literacy 3, 4 (EL Level 2) (Altus and online/blended options)

ELD Language & Literacy 5, 6 (EL Level 3) (Altus and online/blended options)
ELD Language & Literacy 7, 8 (EL Level 4) (Altus and online/blended options)
Asian American Pacific Islander Studies (Ethnic Studies) (Altus option)
Black and African American Studies (Ethnic Studies) (Altus option)
Chicano(a) and Latin(x) Studies (Ethnic Studies) (Altus option)
Native American Studies (Ethnic Studies) (Altus option)
AP Psychology 1, 2 (online)
Sociology 1 (blended)
Study Skills 1, 2 (Altus and online/blended options)

Post High School Pathways

Once a student is enrolled at The Charter School, the student completes personality and career interest surveys on Naviance. Naviance is a comprehensive college and career readiness web-based tool for middle and high schools that helps align student strengths and interests to post-secondary goals and improves student outcomes. The parent/guardian, student, and teacher meet to discuss the results. The results demonstrate the student's learning style as well as career interests. Based on the career interests, the teacher and counselor assist the student with creating a post- high school plan. CSSD's students are placed in one of four post-high school pathways: four-year college/university; two-year college, school-to-work/Career Technical Education, or the military. This allows for the student to have a personalized approach to their education based on their post-high school pathways goals. Since the courses in each pathway are UC a-g approved, students are able to transition from one pathway to another if their goals change throughout the course of their high school experience.

Career Technical Education

CSSD offers 31 Career Technical Education ("CTE") courses for students that have expressed an interest in a specific industry sector, including a general work experience program that is state approved. There are 11 Career Pathways listed below that includes industry level certification such as Adobe certification once the student completes the Photoshop 1, 2 course. In addition, CSSD offers a Virtual Reality Career Exploration and training program that provides students on demand internship-like experiences:

- Animal Science
- Business Management
- Child Development
- Design, Visual and Media Arts
- Environmental Resources
- Hospitality, Tourism and Recreation
- Patient Care
- Public Safety
- Retail Sales and Marketing
- Software and Systems Development
- Teacher Education

CAREER TECHNICAL EDUCATION COURSES
Grades 9-12
Altus Success (blended)
Business Careers 1,2 (Altus option)
Career Explorations 1, 2 (online)
Child Development 1, 2 (Altus option)
Career Planning and Development 1, 2 (online)
Career and Life Management 1, 2 (Altus option)
Computer Science Discoveries 1, 2(Altus option)
Design Careers 1, 2 (Altus option)
Entrepreneurship 1, 2 (Altus option)
Environmental Sustainability (online)
Foundations of Personal Finance 1, 2 (Altus option)
General Work Experience Ed. 1, 2 (Altus and online/blended options)
General Work Experience Ed. 3, 4 (Altus and online/blended options)
Health Science Concepts 1, 2 (online)
Hospitality, Tourism & Recreation 1, 2 (Altus option)
Hospitality Management 1, 2 (Altus option)
Information and Communication Technology 1, 2 (online)
Intro to Business 1, 2 (online)
Intro to Green Technology and Energy 1, 2 (online)
Military Science 1, 2 (Altus option)
Military Science 3, 4 (Altus option)
Nursing Assistant 1, 2 (online)
Nutrition 1, 2 (Altus option)
Pathways Exhibition (blended)
Photoshop 1, 2 (blended)
Psychology 1, 2 (Altus and online/blended options)
Personal Finance 1 (online)
Retail Sales and Marketing 1, 2 (Altus option)
Teacher Education 1, 2 (Altus option)
Veterinary Science 1, 2 (Altus option)
Virtual Reality Career Explorations (Altus option)

California Cadet Corps

CSSD offers several California Cadet Corp Leadership courses, similar to JROTC, to its students. The students who enroll in the California Cadet Corps program also have the option of taking Cadet Corp coursework as electives if they have expressed an interest in applied leadership or joining the military

upon graduation. The students participate in weekly military-style drills, inspections, leadership development, and camps as a part of their Cadet Corps experience.

CALIFORNIA CADET CORPS COURSES	
Grades 6-12	
Sixth – Eighth Grade	MS Cadet Corps 1, 2 (Altus option) MS Cadet Corps Summer Camp 1, 2 (Altus option) MS Cadet Corps 3, 4 (Altus option)
Ninth Grade	CA Cadet Corps 1, 2 (Altus option) CA Cadet Corps Summer Camp 1, 2 (Altus option) CA Cadet Corps Leadership 1, 2 (Altus option) CA Cadet Corps 3, 4 (Altus option)
Tenth Grade	CA Cadet Corps 1, 2 (Altus option) CA Cadet Corps Summer Camp 1, 2 (Altus option) CA Cadet Corps Leadership 1, 2 (Altus option) CA Cadet Corps 3, 4 (Altus option) CA Cadet Corps 5, 6 (Altus option)
Eleventh Grade	CA Cadet Corps 1, 2 (Altus option) CA Cadet Corps Summer Camp 1, 2 (Altus option) CA Cadet Corps Leadership 1, 2 (Altus option) CA Cadet Corps 3, 4 (Altus option) CA Cadet Corps 5, 6 (Altus option)
Twelfth Grade	CA Cadet Corps 1, 2 (Altus option) CA Cadet Corps Summer Camp 1, 2 (Altus option) CA Cadet Corps Leadership 1, 2 (Altus option) CA Cadet Corps 3, 4 (Altus option) CA Cadet Corps 5, 6 (Altus option)

EARLY COLLEGE CREDIT PROGRAM

CSSD encourages students in grades 9-12 to earn college credits while enrolled in high school through the Early College Credit Program. There are three ways that students are able to earn early college credits: AP Program, Articulation, and Dual Enrollment. With one-on-one guidance from instructional staff, students have the support needed to be successful in completing early college credits that fit the goals of their post high school pathway.

Advanced Placement Program

The College Board's Advanced Placement ("AP") Program is an internationally recognized educational initiative that offers high school students the opportunity to engage in college-level coursework and earn college credits. Designed to provide rigorous academic challenges, the program

encompasses a wide range of subjects, including mathematics, sciences, humanities, and world languages. By taking AP courses and exams, students benefit in various ways, both academically and personally. One of the key advantages of participating in the AP Program is the chance to experience college-level instruction while still in high school. AP courses are taught with a level of depth and complexity that mirrors college courses, allowing students to develop the critical thinking, analytical, and problem-solving skills necessary for success at the post-secondary level. This exposure to advanced coursework prepares students for the academic demands they are likely to encounter in college and fosters a smooth transition to higher education. CSSD offers 9 AP courses and administers the AP Exam each May onsite for students, according to the College Board schedule. Students need to earn a passing score on the AP exam to earn college credit, as determined by their post-secondary school.

AP COURSE MATRIX	
Grade Levels	**Advanced Placement Courses Offered**
9-12	AP Human Geography 1, 2 AP U.S. History 1, 2 AP World History Modern 1, 2 AP U.S. Government and Politics 1, 2 AP English Language and Composition 1, 2 AP English Literature and Composition 1, 2 AP Calculus AB 1, 2 AP Environmental Science 1, 2 AP Psychology 1, 2

Articulation

CSSD has agreements with MiraCosta College and Victor Valley College that provide students with the opportunity to earn college credit for coursework completed at CSSD. These courses are designed to provide students with an opportunity to earn both high school and college credit simultaneously. Articulation provides a seamless transfer of credits from high school to college through "credit by exam", allowing students to progress smoothly in their educational journey. By enrolling in these courses, students gain exposure to college-level curriculum and expectations while still in a supportive high school environment. The CSSD courses go through a thorough review by the partnering college, reviewing syllabi, curriculum, learning objectives, and assessments to ensure the level of rigor and college course alignment in each articulated course. In order to receive the college credit, students must complete all college applications by the timeline requested by the partnering college and earn a B or higher on the final exam and overall grade.

ARTICULATION MATRIX	
CSSD Course	**Potential MiraCosta College Credit**
Child Development 1, 2	CHLD 112
Design Careers 1, 2	DESN 100
Entrepreneurship 1, 2	BUS 130

Environmental Sustainability 1, 2	HORT 166
Health Science Concepts 1, 2	NURS 151
Hospitality Management 1,2	HOSP 100
Information and Communication Technology 1, 2	CSIT 101
Retail, Sales and Marketing 1, 2	BUS 132
Teacher Education 1, 2	EDUC 115
CSSD Course	**Potential Victor Valley College Credit**
Veterinary Science 1, 2	AGNR 106

Dual Enrollment

Dual enrollment offers students the opportunity to take college courses with a community college of choice. CSSD has established partnerships with local community colleges to complete dual enrollment courses. By taking college courses online or on campus with a college professor, students are exposed to new ideas, perspectives and intellectual challenges. This exposure promotes critical thinking, analytical reasoning, problem-solving skills and boosts confidence upon successful completion of dual enrollment courses. Although students are able to take any college course that is approved by the CSSD school counselor, CSSD recommends the following courses for students to complete for dual enrollment: College and Career Planning, Career Technical Education courses that lead to certification, Government, Economics, Ethnic Studies, World Language and/or Visual and Performing Arts.

GRADUATION REQUIREMENTS

Students graduating with a High School Diploma from the Charter School must complete 42 semester credits in grades 9-12. Altus Schools Charter School of San Diego Diploma graduation requirements fulfill the University of California ("UC") and California State University ("CSU") admission requirements.

GRADUATION COURSE REQUIREMENTS	
English - 8 semester credits (4 years required)	**Mathematics -** 6 semester credits (3 years required, 4 years recommended)
4 credits – • English 1-4	**2 credits** – • Integrated Math 1 **or** • Algebra
2 credits – • American Literature, **or** • Honors American Literature **or** • AP English Language and Composition **or** • AP English Literature and Composition	**2 credits** – • Integrated Math 2 **or** • Geometry

2 credits – • World Literature **or** • Contemporary Voices in Literature **or** • English Literature **or** • AP English Language and Composition **or** • AP English Literature and Composition	**2 credits** – • Integrated Math 3 **or** • Intermediate Algebra
	Optional 4th Year Credits – • Statistics **or** • Pre- Calculus **or** • Honors Pre-Calculus **or** • AP Calculus AB
Science - 4 semester credits (2 years required, 3 years recommended)	**Social Studies -** 6 semester credits (3 years required)
2 credits – Physical Science • Earth and Space Science **or** • Physics **or** • Chemistry	**2 credits** – • World History, Geography & Economics **or** • AP World History Modern
2 credits – Life Science • Biology • Marine Biology	**2 credits** – • US History **or** • Honors US History **or** • AP US History
Optional 3rd Year Credits – • Honors Chemistry **or** • AP Environmental Science	**1 credit** – • Government **or** • AP US Government and Politics
	1 credit – • Economics
Physical Education - 4 semester credits	**Pathways Portfolio -** 1 semester credit
• Physical Education 1-4	• Pathways Portfolio **or** • Career Explorations 1-2 **or** • Completed Career Pathway with Capstone Course **or** • Approved college credit course
Electives Credits **-** 9 semester credits	
• Students have the option to choose from a wide range of general elective options • UC/CSU: 2 credits – Approved electives in same area	
World Languages and Visual and Performing Arts (VAPA) – 2 semester credits	
<u>Option 1</u>: **2 credits –** • World Language electives (same language)	<u>Option 2</u>: **2 credits –** • VAPA electives

<table>
<tr><td colspan="3">UC/CSU Option:
4 credits –
• World Language electives (all semesters same language; 2 years required, 3 recommended)
2 credits –
• Visual and Performing Arts electives (both semesters need to be the same course)</td></tr>
<tr><td colspan="3">Career & Technical Education (CTE)/Service Learning/
Work Experience Education (WEE)
2 semester credits</td></tr>
<tr><td>Option 1:
2 credits –
Career and
Technical Education</td><td>Option 2:
2 credits –
Service Learning
(120 hours total of
community service)</td><td>Option 3:
2 credits -
Work Experience
(240 hours of paid employment
approved by a School Counselor)</td></tr>
<tr><td colspan="3">Grade Point Average (GPA)</td></tr>
<tr><td colspan="3">All students must have a weighted GPA of 2.0 or higher in scholarship
based on coursework completed in grades 9-12.</td></tr>
</table>

PROFESSIONAL DEVELOPMENT

The Charter School is dedicated to the professional growth of all of its employees, and provides a comprehensive professional learning system for its faculty and staff based on student achievement data, California state mandates, federal regulations and mandates, and the best pedagogical practices. As CSSD focuses on improving the quality of life for students, their families, its employees, and the community at large, the professional development program is designed to assist staff in fulfilling this mission and will provide a rigorous academic experience for teachers, instructional support staff, and office staff. On a holistic level, the professional development program provides support for CSSD's employees to develop skills and techniques crucial to their personal lives as they work toward a healthy work/life balance as aligned to the California Quality Professional Learning Standards and State Priorities. In short, the program is a "school within a school" for the purposes of teaching and learning, and is aimed to increase student achievement results, faculty and staff retention, and the overall well-being of CSSD's employees and students.

The Charter School offers professional learning opportunities Monday-Friday throughout the school year from July-June. The professional development plan includes but is not limited to:

1. **Ethical Responsibilities and Strategic Planning**
    a. Quarterly All Staff Meetings
    b. Quarterly Safety Ambassador Meetings
    c. Quarterly Instructional Meetings
    d. Mandated Trainings: Safety, Blood Borne Pathogens, Child Protective Services, Epi-Pen, and AED Trainings, Opioid Overdose Response Protocols, Sexual Harassment

Prevention, Workplace Violence Prevention, and Human/Sex Trafficking

e. Executive Studies on Educational Leadership

f. Leadership Team Meetings

g. Youth Mental Health First Aid Responder Training

h. Resource Center Professional Learning Communities

i. Special Education Compliance Clinics

j. Signs of Suicide Training

2. Curriculum Content Training

a. Core Content: Math, English Language Arts, English Language Development, Science, Social Studies, Career Technical Education, and World Language: Spanish, French, and German

b. Visual and Performing Arts: Art, Drawing, Photography, and Music Appreciation

c. Gifted and Talented Education: annual cohort trainings for teachers to meet the academic needs of this group of learners

d. Leading Edge Certification: CSSD offers this national online teacher certification that guides educators through rigorous and engaging curriculum based on the Quality Matters Standards for Online Teaching. Upon successful completion, the certification gives schools, districts, and other prospective employers assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate online courses, but also have a solid understanding of how to enhance the learning opportunities for all students enrolled in their courses.

3. Student Engagement

a. Post-High School Pathways Training consists of Naviance training, guest speakers from two- and four-year colleges/universities, the military, and industry.

b. Equity and Inclusion Department offers social-emotional learning trainings, trauma-informed practices in schools trainings, suicide prevention/intervention/postvention trainings, language and literacy training specifically designed for EL students, and teacher training for the LGBTQIA+ community.

c. Partnerships include visiting guest speakers and various educational, medical, and industry entities.

d. Healthy Youth Department provides information on pre- and post-medical care and resources for pregnant/parenting students, health and wellness trainings, and California Healthy Youth Act (CHYA) instruction.

e. Family Learning Series webinars that are geared toward understanding College and Career Readiness opportunities such as AP, articulation, and dual credit courses.

f. Family Learning Series trainings for parents of English Learners and parents of students

with disabilities.

4. **Workforce Efficiency and Effectiveness**

   a. Imagine Edgenuity Training - online curriculum content provider

   b. Training on CSSD teacher created curriculum delivered through Canvas Learning Management System

   c. Audit and Compliance/Rigor, Content, and Quality

   d. Tech Tools such as Office 365 Tools: Excel, PowerPoint, Publisher, Word, Teams, SharePoint, and other technology such as Google, Apple for Educators (InTech), Generative Artificial Intelligence, 3D Printers, and Bulb (blended learning)

   e. Teacher Induction, New Teacher Training, Teacher Induction, and Certificated Teacher Resource and Resource Center Associate Training

ACCREDITATION, TRANSFERABILITY OF COURSES, AND NOTICE TO PARENTS

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

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

CSSD received approval of "A-G" courses from the University of California.

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

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

PLAN FOR STUDENTS ACHIEVING BELOW GRADE LEVEL

CSSD's **Multi-Tiered System of Support ("MTSS")** will engage at-promise students in participating and excelling in school **(Appendix BB)**. CSSD identifies students who are below grade level immediately upon enrollment. At the first student appointment, CSSD administers the Measures of Academic Performance English Language Arts and Math surveys. Counselors review these academic proficiency results along with academic history and records to assess student overall achievement levels and inform the creation of the **Pathways Personalized Education Plan ("PPEP")** and the initiation of MTSS. CSSD's goals in implementing the tiered system of support are to increase student

engagement and increase student achievement for students who are achieving below grade level. The following components of tiered supports are targeted towards at-promise students:

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

Social Emotional Learning Program:

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

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

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

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

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

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

Student and Family Services and Supports through partnerships: Established partnerships that are community-based and free or reduced cost are provided to students as part of their

personalized intervention plan. The Counselor facilitates appropriate referrals and resources for each student.

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

PLAN FOR STUDENTS ACHIEVING ABOVE GRADE LEVEL

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

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

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

Each IGP incorporates essential elements of gifted education:

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

- Postsecondary Education

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

Please see Altus Schools CSSD GATE Program Manual **(Appendix R)**.

PLAN FOR ENGLISH LEARNERS

The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at-promise of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, designated and integrated English Language Development (ELD) instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, standardized testing requirements, and parent/family engagement. The Charter School will fully implement a specially designed English Learner Plan that addresses the needs of the at-promise student population served and:

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

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

English Learner Identification

The Charter School's enrollment process includes a determination of whether or not the student has previously attended a California public school where a Home Language Survey (HLS) was administered. If a student's enrollment at the Charter School is the student's first enrollment in a California public school, then the Charter School will administer the HLS pursuant to EC Section 52164.1. If a language other than English is indicated on the HLS, then the Charter School initiates its process for determining the student's English language proficiency.

The completed HLS responses determine whether the student is given an Initial Language Assessment adopted by the state of California: the English Language Proficiency Assessments for California (ELPAC). If a student does not demonstrate proficiency on the ELPAC, the student will qualify as an English Learner (EL).

English Learner Assessment

All students who enroll at the Charter School as their first California public school and indicate that their home language is other than English in the HLS will be assessed with the state-approved assessment of language proficiency (Initial ELPAC) within 30 days of initial enrollment. Students who are identified as English Learners in the Initial ELPAC will be assessed at least annually with the state-approved Summative ELPAC thereafter until re-designated as fluent English proficient.

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

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

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

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

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

English Learner Reclassification

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

Criteria A. Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
ELPAC results should demonstrate English proficiency in all domain areas with an ELPAC Overall Performance Level (PL): 4 or Alternate ELPAC Overall PL 3.

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

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

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

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

Observation Protocol for Teachers of English Learners (OPTEL)

- Approved by the California State Board of Education in November 2023, the OPTEL will be completed by teachers to evaluate student use of English while engaging in academic content learning, including interactive academic language use with peers and assess language practices across a range of proficiency levels. Students with recommended thresholds of Level 3 or above on expressive and receptive OPTEL ratings will eligible for reclassification.
- For students who take the Alternate ELPAC, instructional staff will use the student's classroom and academic performance based on the student's IEP goals for academic performance and ELD.

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

Parent Consultation

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

Monitoring Reclassified Fluent English Proficient Learners

CSSD will implement a systematic process to monitor the academic progress of all Reclassified Fluent English Proficient (RFEP) students for four years from the year of reclassification, as required by state and federal guidelines. RFEP students will be expected to meet grade-level content standards and academic expectations. Parents will be notified of ongoing progress after reclassification during parent-teacher meetings each semester. Each year, through the PPEP process and the use of Ellevation, an EL program monitoring system, the instructional team will be able to leverage the

integration of student data and efficient processes to determine an informed and strategic instructional approach for each student. Teachers will complete a RFEP Student Monitoring Form to report on academic performance and English language skills and make a recommendation for next steps. For students not meeting proficiency targets, staff will analyze student assessment data and create an instructional intervention plan. Assessment data that is monitored will include:

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

The instructional team, through the PPEP, will collaborate to determine the effectiveness of the program for each student. When students do not make adequate progress, the Multi-Tiered System of Supports will be utilized to determine and apply interventions. These interventions can include ELD instruction, instructional aids and supports, and/or family and community support services to support the academic, behavior, and socio-emotional needs of students.

Intervention measures may include:

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

Comprehensive English Language Development Program

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

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

Teachers will be specifically trained on ELD standards and research-based instructional strategies including Specially Designed Academic Instruction in English ("SDAIE"), the Sheltered Instruction

Observation Protocol ("SIOP") Model to make content comprehensible for English Learners and WRITE Institute focused techniques. The SIOP Model is a research-based framework for planning and delivering instruction that has been empirically validated as a model of sheltered instruction to make grade level content accessible to English Learners while also helping them to develop academic English proficiency. The WRITE Institute is a national Academic Excellence model for professional development that supports schools with systemic, K-12 Literacy implementation in English. WRITE provides research-based professional learning and curriculum, including a focus on the specific needs of English learners and multilingual learners. Instructional strategies that will be commonly embedded into curriculum and utilized in tutoring sessions include: building on prior knowledge, explicitly teaching comprehension strategies, vocabulary, text and language features, sequencing texts and tasks, rereading, structuring discussions, and utilizing supportive tools such as graphic organizers, charts, diagrams, and outlines.

The School shall offer EL students blended learning opportunities and access to instructional resources to support literacy and access to grade-level content. Online courses (Canvas, Imagine Edgenuity) offer many supports for EL students including audio translation of text, explicit instruction of academic vocabulary, Closed Captioning of instruction, and close reading of text. Instructional resources, such as Achieve3000 and BrainPop, may be utilized to support ELs' literacy development and content area knowledge.

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

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

Access to Honors, Advanced/AP Classes, Early College Credit, Special Education, and Gifted and Talented Education

English learners have the same access to the education programs and services as native English-speaking students. At CSSD, a lack of proficiency in English will not be a barrier to enrollment in courses meeting the a–g requirements or in AP/Honors classes in subject areas other than English. English Learners will also have access to the Early College Credit program, in which they can earn college credits through dual enrollment and by completing articulated coursework. Students will be placed in these courses according to the PPEP, teacher recommendation, and the approval of the Learning Lead and Counselor.

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

Additionally, English Learners have access to Gifted and Talented Education (GATE) assessment opportunities and instructional support in accordance with CSSD's GATE program, which has an identification process that ensures access to all students, including those from diverse socioeconomic and cultural backgrounds, language proficiencies, and/or disabilities. The assessment that will be utilized for GATE identification, the Cognitive Abilities Test (CogAT), provides modifications and accommodations to support ELs, including directions administered in a language other than English, repeated directions, read aloud, extended time on the Verbal battery of the assessment, and provision of English/Native language word-to-word dictionary.

PLAN FOR STUDENTS WITH DISABILITIES

General Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the Americans Disability Act ("ADA") and the Individuals with Disabilities Education Act ("IDEA").

The Charter School shall be an independent local educational agency ("LEA") member of the El Dorado County Charter Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). Altus Schools Audeo and Altus Schools Charter School of San Diego, was one of the founding partners of the El Dorado County Charter SELPA ("SELPA") and CSSD is a member in good standing. Pursuant to the SELPA local plan, admission of new schools operated by a current member of the SELPA, is given priority. The letter issued by the Executive Director of the El Dorado Charter SELPA stated that The Charter School has met the approval criteria for acceptance.

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

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

CSSD is strongly committed to serving the needs of all students enrolled in its program. Students with an IEP are welcomed and supported. The Charter School will work closely with the SELPA in order to coordinate services locally. CSSD representatives will attend SELPA organizational meetings on a monthly basis. These meetings are designed to ensure compliance in the administration of the program, delivery of service, and fiscal management. Fully credentialed Education Specialists will be hired locally and as direct CSSD employees, will provide Specialized Academic Instruction ("SAI") to students who have been identified as requiring the service as part of their Free and Appropriate Public Education ("FAPE"). SAI is provided for each student by an Education Specialist either in-person or

through distance learning methods, including virtual and telephonic. Special Education related services will be contracted locally. Related services include, and are not limited to, Speech and Language services, Occupational Therapy, Physical Therapy, Educationally Related Mental Health Services, Vision Therapy, and Social Work services. These services will be provided by CDE-certified Non-public Agencies ("NPA"), and shall also be delivered either in-person or through distance learning methods, including virtual and telephonic. Contracts with these providers will assure adherence to all federal, state, and local requirements for special education compliance during the term of the agreement. SELPA training and professional development for special educations staff will be conducted in San Diego County. Facilities will be compliant with IDEA requirements.

Curriculum is adjusted to ensure full accessibility and standards-based instruction is differentiated for each student through online learning platforms. Education Specialists check in with students regarding academic progress and engagement via online forms, surveys, screencast videos, virtual resource center events, and additional online communication. Education Specialists consult with general education teachers to implement accommodations and modifications in core curriculum and to customize curriculum to ensure accessibility through principles of UDL.

Education Specialists work with students in-person and virtually in both one-on-one sessions and in small group break-out sessions. Students are identified to participate in small group SAI sessions based on IEP goals, social-emotional needs, and grade level/topic assignments. Key components of SAI include: establishing structure/routine, student training on virtual platforms and digital tools, integrated social-emotional learning, use of multiple modalities to engage learning styles virtually, and implementation of accommodations and modifications.

CSSD will be based on a university model of independent study that includes online and tutoring session options for academic support. Within this model, the School will offer various educational pathways for students with special needs. The Education Specialists will collaborate with general education teachers, contracted service providers, and parents to create an individualized plan for each student to meet their post-secondary goals. The School will encourage parents and students to meet with the educational team frequently to communicate changing educational goals and interests.

Education Specialists ensure full student accessibility to virtual SAI and online curriculum through implementing principles of UDL.

Multiple Means of Representation: Use of video lectures, graphic displays, text, simulations, video captioning, and read-aloud support features. Key concepts and tasks are explained using multiple representations (verbal, concrete manipulative, numerical, graphical, and symbolic), and students are guided in mapping meaning among the varied representations. Graphic organizers (web diagrams, hierarchical diagrams, concept maps, T-charts, Venn diagrams, flow charts, timelines, and sequence graphics) are included in instruction, tasks, and assignments.

Multiple Means of Expression: Throughout SAI and assessments, students are provided options to answer multiple choice questions, highlight text, complete surveys, create visual representations, use tactile digital tools, and fill out graphic organizers. These multiple means of expression appeal to multiple learning styles and allow students to demonstrate their knowledge in a variety of ways.

Multiple Means of Engagement: Self-paced coursework that is customized based on student interest is a motivating for students. Teachers present course concepts in ways that are relevant to students' lives. Education Specialists promote self-regulation with creation of visual schedules, weekly calendars, goal-setting activities, and provide regular progress updates.

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

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

Section 504 of the Rehabilitation Act

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

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

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

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

SERVICES FOR STUDENTS UNDER THE "IDEA"

The following description regarding how special education and related services shall be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services shall be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU shall be presented to the District upon request.

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

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

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

Staffing

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

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

Notification and Coordination

CSSD shall follow SELPA policies as they apply to all SELPA schools to respond to the implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

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

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

Assessments

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

IEP Meetings

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

IEP Development

CSSD understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

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

Interim and Initial Placements of New Charter School Students

CSSD shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those

described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time CSSD shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

CSSD may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall respond appropriately in compliance with SELPA polices and procedures.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

Element B: Measurable Pupil Outcomes

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

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

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

STUDENT OUTCOMES

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

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

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

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

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

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

World Language Students will be given the opportunity to gain proficiency in speaking, reading, writing, and listening comprehension in at least one language in addition to their native tongue. Students will understand key aspects of the culture, both past and present, of the second language.

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

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

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

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

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

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

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of all student subgroups who will attend the Charter School, including low-income students, English Learners, and foster youth. The metrics associated with these goals will help CSSD to ensure that these specific subgroups are making satisfactory

progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. Each of the Charter School's goals, actions, and measurable outcomes are listed below, along with the specific metrics that will be used to monitor progress toward achieving these goals.

Local Control and Accountability Plan

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan ("LCAP") pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33(a)(2). The Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting.

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

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

State Priorities:

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

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

1.1: Utilize Academic Achievement Data for All Students to Inform Instructional Planning

Applicable Student Groups: All Students

a) School staff will administer **Measures of Academic Progress by NWEA** to students in the fall and spring semesters. This data will inform targeted adjustments to curriculum and instructional strategies, ensuring we effectively address achievement gaps and support all students' academic success.

b) School staff will administer the **Smarter Balanced Interim Assessments** to students in the fall semester. This data will empower instructional staff to analyze student understanding of grade-level standards and develop systematic strategies for continuous improvement in teaching and

learning.

c) Using the **California Educators Reporting System (CERS)**, teachers will analyze student progress and create targeted interventions to meet the diverse needs of all students, ensuring success in core subjects.

d) To enhance student learning, instructional staff will strategically integrate **Instructure Mastery Connect** formative and summative assessments within the core curriculum. This data-driven approach will enable teachers to analyze student achievement, identify areas for growth, and refine teaching practices to meet the diverse needs of all learners, and inform core curriculum development and adjustments.

e) Teachers will analyze student data from **Naviance**, specifically focusing on career exploration, college interests, and learning styles, to create personalized and engaging instructional plans.

f) **Data and Assessment Department staff** will systematically collect and analyze data on key student achievement metrics, including student participation, chronic absenteeism, credit completion, potential dropout rates, AP course performance, and Naviance student confidence—and disseminate these findings in **Monthly Storybooks.**

1.2: English Learner Assessment and Support Framework

Applicable Student Groups: English Learners

a) School staff will conduct a **Home Language Survey** to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans.

b) Instructional staff will **administer the ELPAC** to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification.

c) Instructional staff will **collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities**, incorporating academic language development goals to ensure comprehensive support.

d) **English Learner Achievement Department (ELAD)** will utilize data analysis to develop evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems.

e) Instructional staff will integrate evidence-based **formative and summative English Language proficiency assessments** in personalized one-on-one or small group settings to accurately measure language acquisition.

f) Instructional staff will implement **Integrated English Language Development (ELD)** strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners.

g) Instructional staff will deliver personalized **Designated ELD instruction, using Summit K12** and blended courses, to develop essential language skills for content learning, tailored to each student's grade, proficiency, and learning needs.

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

1.3: Personalized Academic Instruction and Support for All Students

Applicable Student Groups: All Students

a) To strengthen student support, **Human Resources staff will prioritize the hiring of Resource Center Associates, Learning Associates, and Certificated Teacher Resources**, who will provide tutoring, deliver student learning feedback, and perform other critical instructional support functions.

b) **The Student Services Center (SSC) staff will gather comprehensive student data**, including transcripts, report cards, attendance, behavior, and IEP/504 plans, to create Pathways Personalized Education Plans (PPEPs).

c) **Teachers will create and manage Pathways Personalized Education Plans (PPEPs)** for each student, using educational records, assessments, academic progress, and post-secondary goals to guide student growth.

d) Instructional staff will utilize the **School Pathways Student Information System (SPSIS)** to streamline student support by documenting attendance, tracking MTSS interventions, monitoring progress, and recording grades.

e) **Counselors** will work with students to develop personalized graduation plans**, offering multiple pathways to a diploma or equivalent**, and facilitating successful post-high school transitions.

f) **Teachers will implement live, small-group instruction** designed to provide individualized skill support, enabling students to achieve mastery of course objectives and content standards, and create interactive opportunities to build student connectedness.

g) Instructional staff will implement **Spring Academies in April**, providing targeted test preparation in Math and ELA to equip students with the skills/knowledge needed to maximize their proficiency in key claims and targets.

h) **Learning Leads** and school administrators will offer support and guidance for **effective MTSS implementation**, facilitating timely interventions to meet the diverse academic, behavioral, and social-emotional needs of all students, and systematically monitoring the impact of these interventions.

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

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

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

1.4: Targeted Math Interventions and Resources

Applicable Student Groups: All Students

a) Using data analysis, the **Math Study Group** will identify and prioritize key math standards and themes, informing daily instruction and targeted interventions throughout the school year.

b) To support effective math instruction, the school will create a centralized, web-based **Teacher Math Resource**, offering readily accessible materials including key math themes, test preparation strategies, tutoring and intervention tools, VR integration guides, lesson plans, and targeted resources for English learners.

c) Integrate the interactive features of **Amplify Desmos Curriculum** into weekly math tutorials, enabling students to explore mathematical concepts visually, manipulate variables, and receive immediate feedback, thereby fostering active learning and improved problem-solving skills.

d) **Implement IXL Math** to offer personalized learning paths, immediate feedback, and motivational rewards to enhance student math proficiency. By leveraging IXL's adaptive technology, we aim to accelerate learning and effectively target areas of weakness, significantly improving student outcomes and directly contributing to learning recovery for targeted student groups.

e) Utilize **Prisms Virtual Reality** mathematics to provide students with hands-on, spatial learning experiences, enabling them to visualize and manipulate mathematical concepts, thus building a strong foundation for grade-level math mastery.

1.5: Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates

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

a. **Learning Leads** and school administrators will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and **implementing the school's MTSS with fidelity**.

b. To significantly increase graduation rates, the school will deploy additional **instructional support staff**, including Resource Center Associates, Learning Associates, and Certificated Teacher Resources, who will provide targeted tutoring. This focused support will address specific academic needs, ensuring students successfully complete the required graduation coursework and progress towards their diplomas.

c. Partner with a **community-based organization for high-dosage tutoring throughout the school week**. This tutoring is designed to target unique learner needs, focusing on developing effective study habits and accelerating Math and ELA growth. This approach will directly support improved academic outcomes and contribute to closing identified learning gaps.

d. **Counselors** will facilitate individualized student meetings focused on collaborative course planning and goal setting. These meetings will empower students to identify their academic, social-emotional, and behavioral needs, and work with counselors to develop tailored strategies for success, including **personalized course recommendations and support plans**.

e. To drive increased graduation rates, the **Equity and Inclusion Department will focus on removing barriers to student success**. Through close collaboration with school staff, Equity and Inclusion staff will identify and address the holistic needs of individual students, particularly those facing unique challenges. This includes coordinating academic support, social-emotional resources, and family assistance, ultimately creating a supportive environment that empowers all students to achieve graduation.

f. Full implementation of the **AVID Program** to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness.

1.6: Academic Instruction and Support for Students with Disabilities

Applicable Student Groups: Students with Disabilities

a) **Special Education (SPED) staff** will implement a system of frequent IEP reviews to facilitate timely adjustments and ensure personalized learning for all students with disabilities. These reviews will focus on maintaining alignment between IEPs, students' current needs, and evolving goals, enabling responsive and effective educational support.

b) **Special Education Learning Lead** will offer support and guidance for compliance and specialized instruction for students with disabilities.

c) **Special Education (SPED) staff will collaborate with general education teachers** and support staff to ensure the effective implementation of accommodations, modifications, and supplementary aids as specified in each student's Individualized Education Program (IEP).

d) Provide ongoing professional development for all staff members to ensure understanding of **Free Appropriate Public Education (FAPE) requirements** and best practices for supporting students with disabilities.

e) Education Specialists will provide **Specialized Academic Instruction (SAI)**. This instruction will be tailored to each student's unique learning needs. They will focus on targeted instruction in areas of need. This ensures individualized support for students with disabilities.

f) Education Specialists will coordinate **supplemental services as needed**. Students requiring additional support, such as speech therapy or occupational therapy, will receive services from a nonpublic agency (NPA) certified by the California Department of Education (CDE). This ensures individualized support for students with disabilities.

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

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

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

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

1.7: Systematic Approach to Monitor Academic Performance and Progress for English Learners

Applicable Student Groups: English Learners

a) Instructional staff will use **Ellevation as a comprehensive monitoring system** to support diagnostic, progress monitoring, and benchmark assessments of student learning, enabling timely adjustments to instructional and supplemental supports.

b) Instructional staff will **monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students** through the PPEP Phase Meetings in July, October, January, and other instructional meetings.

c) School leadership will implement a **semesterly ELD progress report**, aligned with the CA EL Roadmap, to track student progress in designated ELD courses, attendance, and reclassification readiness.

d) To support English Learner success, teachers will provide families with ELD progress reports and **facilitate collaborative meetings** to discuss language acquisition, academic growth, and individual student needs.

e) **Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners** performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.

Expected Annual Measurable Outcomes:

- **Independent Study Program: Teacher Credentials –** Greater than 90%
- **Teachers Appropriately Assigned and Credentialed –** Establish baseline results and then exceed annually
- **DASS One-Year Graduation** Rate – Improve annually or exceed the Baseline (2023 Statewide or County DASS school average)
- **Combined Four- and Five-Year Graduation Rate** - Improve annually or exceed the Baseline (2023 Statewide or County DASS school average)
- **Chronic Absenteeism Rate** - Improve annually or exceed the Baseline (2023 Statewide or County DASS school average)
- **CAASPP ELA: Average Distance from Standard** - Improve annually or exceed the Baseline (2023 Statewide or County DASS school average)
- **CAASPP Mathematics: Average Distance from Standard** - Improve annually or exceed the Baseline (2023 Statewide or County DASS school average)
- **Grade 11 CAASPP ELA: Met or Exceeded Standard -** Improve annually or exceed the Baseline (2023 Statewide or County DASS school average)
- **Grade 11 CAASPP Mathematics: Met or Exceeded Standard -** Improve annually or exceed the Baseline (2023 Statewide or County DASS school average)
- **English Learner Progress Indicator (ELPI)** – Improve annually or exceed the Baseline (2023 Statewide or County DASS school average)
- **English Learner Reclassification Rate –** Greater than 10%
- **Measures of Academic Progress by NWEA: Reading** - Greater than 60%
- **Measures of Academic Progress by NWEA: Language** - Greater than 60
- **Measures of Academic Progress by NWEA: Mathematics** - Greater than 60%
- **California Science Test** - Improve annually or exceed the Baseline (2023 Statewide or County DASS school average)
- **Student Attendance/Participation** Rate – Greater than 84%
- **Middle School Dropout Rate –** Less than 5%
- **High School Dropout Rate –** Less than 5%
- **Student Confidence Survey –** Greater than 90%

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

State Priorities:

- Priority 1: Basic Services (Conditions of Learning)
- Priority 2: Implementation of State Standards (Conditions of Learning)

- Priority 4: Student Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Student Outcomes (Pupil Outcomes)

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

2.1: Dynamic, Engaging and Standards-Aligned Curriculum

Applicable Student Groups: All Students

a) The school will develop a tailored **Learning Management System (LMS) on the Canvas platform**. This initiative will focus on designing and implementing interactive content and engaging activities that directly support student learning, promote academic growth, and improve overall achievement.

b) APAC will maintain course alignment with **Common Core, ELD, and NGSS standards** through continuous review and updates.

c) The **Visual and Performing Arts (VAPA) Department** will annually revise its comprehensive arts curriculum to align with state standards and integrate the arts across core subjects. Furthermore, VAPA will explore innovative opportunities, such as virtual reality and local partnerships, to enrich learning through hands-on experiences and cross-curricular projects, ultimately aiming to increase student participation and foster exploration of diverse art forms.

d) APAC will regularly review curriculum to ensure alignment with **Smarter Balanced ELA and Math Assessment blueprints**.

e) APAC will ensure course alignment with **UC a-g and NCAA requirements** to maximize student college and athletic eligibility.

f) APAC will develop and enhance curriculum and instructional resources that integrate **culturally and linguistically responsive content and activities.**

g) Instructional staff and counselors will actively **promote the benefits of advanced coursework** (Accelerated, Honors, AP) to students and families.

2.2: Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students

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

a) Provide **Chromebooks and internet services to families** in need of home technology to increase access and equity to the instructional program – close the digital divide.

b) APAC will develop curriculum that is customized and blended for English Learners, with the **Universal Design Learning (UDL) Guidelines** to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities.

c) Instructional staff will use **Achieve3000**, a differentiated literacy program, tailored to individual reading levels, to accelerate learning gains and build content knowledge for English Learners within the school year.

d) instructional staff will utilize **BrainPop and BrainPop ELL**, a web-based supplemental English language learning platform. This program will provide ELL-specific support, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge.

e) Instructional staff will conduct outreach and recruitment to English Learner, Foster Youth, and Low-Income students with the focus **on providing equitable access to the same educational program** and services as all students, including access to Accelerated, Honors and Advanced Placement (AP), Gifted and Talented Education, and the Early College Credit Program.

2.3: Strategies and Resources for All Students Designed to Increase College and Career Preparedness

Applicable Student Groups: All Students

a) Curriculum and Professional Development staff will regularly evaluate and update the course offerings list to ensure it reflects the current requirements for **college, university, career, and military pathways**.

b) School staff will continue to offer **CTE courses and Certification programs** which are aligned to CTE Model Curriculum Standards.

c) School staff will organize an engaging annual **College and Career Week**, connecting students with field experts and representatives through informational presentations and interactive workshops focused on post-secondary opportunities.

d) Create a comprehensive **Early College Credit Resource Guide**, including a clear vision and mission, to ensure consistent program implementation school wide.

e) Expand **Early College Credit access** for all students through strategic Dual Enrollment and Articulation partnerships with local colleges.

f) Proactively inform students and families about Early College Credit academic and social emotional benefits, deadlines and course offerings through **comprehensive counseling outreach**.

g) Deliver targeted Early College Credit **information and training through diverse platforms**, including Open House, Senior Night, Family Learning Series, and college workshops.

h) **Collaborate with local colleges** to offer comprehensive Early College Credit onboarding, including informational sessions, application support, and orientations.

i) **Track and analyze Early College Credit participation** and outcomes through a comprehensive "storybook" approach, with specific attention to diverse student populations

(Special Education, English Learners, GATE, Homeless).

j) Utilize **professional learning communities to analyze Early College Credit data** ("storybook") and identify trends, strengths, and areas for improvement.

k) Proactively collaborate with support staff and homeless liaison to identify and eliminate barriers, guaranteeing **equitable access to tuition-free Early College Credit** for all students, supported by the College & Careers Access Pathways Grant.

l) Counseling staff will actively promote and educate students on the benefits of work-based learning opportunities, including the **Work Experience Education Program and Service Learning**, to prepare them for future careers.

m) School staff will coordinate and oversee the administration of **Advanced Placement (AP) exams** during designated testing windows, providing students the opportunity to earn college credit and placement.

n) To ensure grade 12 students are effectively prepared for diverse post-high school pathways, including college, university, military, and workforce entry, instructional staff will provide **targeted support in the development of their Pathways Portfolio**. This graduation requirement emphasizes the development of digital literacy and strategic planning.

Expected Annual Measurable Outcomes:

- **Availability of standards aligned instructional materials to every student –** 100%
- **Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Lab Science, World Language, Visual & Performing Arts, College Preparatory Electives, General Electives, Health, Physical Education, Career Technical Education –** 100%
- **Design and implement programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills –** 100%
- **Design and implement programs and services to unduplicated students that promote enrollment in college/career focused courses, successful transitions, and social-emotional skill development-** 100%
- **Increase the annual number of students completing college credit courses –** Increase annually
- **Maintain a comprehensive selection of college-aligned Advanced Placement and Honors course offerings**- Maintain baseline data
- **Maintain High-Quality and relevant established CTE Career Pathways-** Maintain baseline data
- **Core Courses will be aligned to CCSS** – 100%
- **Science Courses will be aligned to** NGSS – 100%
- **ELA and Social Science Courses will be aligned to ELD Standards** – 100%
- **Core Courses will be UC A-G approved** – 100%
- **CTE Courses will be aligned to CTE Model Curriculum Standards** – 100%

- **Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway** – Establish baseline results and exceed annually
- **Increase the annual percentage of All Students and Student Groups completing A-G requirements for entrance to the UC or CSU** – Establish baseline results and exceed annually
- **Increase the annual percentage of All Students and Student Groups completing A-G requirements AND at least one CTE Career Pathway -** Establish baseline results and exceed annually
- **Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher** - Establish baseline results and exceed annually
- **Maintain a compliant and accessible Work Experience Education (WEE) Program** – Fully compliant and accessible WEE Program

Goal 3: Implement a targeted, data-driven professional learning system to enhance teacher effectiveness and ensure high-quality instruction schoolwide.

State Priorities:

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

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

3.1: Professional Learning Focused on Improving Academic Performance for All Students

Applicable Student Groups: All Students

a) Aligning with strategic initiatives, and responding to staff and partner feedback, the Curriculum and Professional Development Department will design and deliver a targeted **Professional Learning Calendar and Catalog**.

b) Altus University (AU) will provide **professional development trainings designed to enhance teacher effectiveness** in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards, ultimately improving student learning outcomes.

c) The school will use **Clifton Strengths** to provide employees with a clear understanding of their unique strengths. Professional development will then be tailored to focus on applying these strengths to enhance instructional practices, improve teaching and learning, and ultimately drive positive student outcomes by fostering a more effective and collaborative learning environment.

d) Learning Leads and school administrators will conduct formal observations using a **Teaching Observation rubric aligned with the 5 Dimensions of Teaching and Learning framework**. These observations will provide teachers with targeted feedback to support the implementation of professional development learnings.

e) Altus University (AU) will provide professional development to increase **staff knowledge of CTE standards and instructional strategies**. This will strengthen CTE programs and

improve student transitions to post-secondary education and employment

f) Altus University (AU) will provide comprehensive professional development designed to improve teacher online instructional delivery. This program will include training on best practices, technology integration, and student engagement, with the added benefit of supporting teachers in achieving **Leading Edge Certification (LEC)**, a national certification demonstrating advanced proficiency in educational technology.

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

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

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

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

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

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

m) Altus University will provide training on **culturally and linguistically responsive teaching and learning**. This training, which integrates evidence-based pupil support through staff training, will provide teachers with the tools and mindset shifts necessary to increase student engagement and learning outcomes.

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

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

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

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

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

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

3.2: Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth

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

a) Instructional staff will **receive training on the CA EL Roadmap** to build understanding and expertise about the needs of ELs and research-based programs and practices.

b) **English Learner Achievement Department (ELAD)** will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Integrated and Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies.

c) Instructional staff will receive **specialized training on effectively implementing Summit K12** designated ELD curriculum, student engagement, and proficiency level growth.

d) Instructional staff will access the **Ellevation Strategies platform, to participate in personalized, on-demand professional learning modules and instructional activities**. These resources include research-based strategies and differentiated instruction techniques, all connected to real-time EL data, enabling targeted and data-informed instruction, and improving performance outcomes.

e) Instructional staff will receive specialized training on how to meet the **unique needs of newcomer, immigrant, and refugee students** who may be new to the country/school system.

f) Instructional staff will receive specialized professional learning, including the San Diego County Office of Education's (SDCOE) **WRITE program, focused on enhancing literacy skills** and academic achievement for underserved students.

g) **Achieve3000 training, coaching and support for instructional staff** which is focused on program integration, best practices, and data analysis which will improve English Learner students' literacy skills.

h) Offer **specialized counselor training to equip low-income, foster youth, and first-generation students** with resources for successful college transitions, including financial aid, scholarships, and academic preparation.

i) The school will implement professional development for staff on research-based strategies and **trauma-informed practices,** specifically designed to increase school engagement and support the unique needs of homeless and foster youth.

3.3: Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth

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

a) The school will implement a **Math Literacy Summit** during the fall semester to enhance teacher capacity in data analysis, evidence-based mathematical instruction, and strategies for effectively supporting special populations, ultimately improving student math achievement.

b) The school will develop a **strategic partnership with a mathematical expert or organization** to deliver ongoing and sustained professional learning that centers on culturally responsive instructional practices in mathematics, ultimately enhancing student achievement.

c) The school will implement a regular **Math Study Group** to facilitate in-depth discussion and collaboration among educators on effective academic intervention and instruction strategies specifically tailored for independent study environments, with the goal of improving student outcomes.

d) To enhance data-driven instruction, instructional staff will receive comprehensive training, ongoing support, and dedicated time to utilize **CERS for analyzing individual student math achievement data**. This analysis will directly inform targeted instructional planning aimed at improving outcomes for underperforming student groups.

e) The Math Specialist will lead professional learning and provide ongoing support to staff on the effective **implementation of Virtual Reality (VR) mathematics.** This initiative will establish clear schoolwide instructional protocols for VR integration within the core curriculum, aiming to significantly enhance student engagement and improve overall math achievement.

f) To better support English Learners, the Math Specialist will provide **targeted professional development to teachers, education specialists, and CTRs** on effective curriculum implementation and instructional strategies, focusing on grade-level content access and academic vocabulary development.

g) An analysis of student math performance data indicated a need for targeted mathematics support. To address this, the school will implement IXL Learning and provide comprehensive training and ongoing support from IXL Learning to instructional staff.

Expected Annual Measurable Outcomes:

- **Teachers will participate in at least 60 hours of annual professional development focused on the implementation of the academic content and performance standards for all pupils, including English Learners –** 90%
- **Teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards –** 90%
- **English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction –** At least six English Learner trainings offered throughout the school year
- **Instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment-** Greater than 90%
- **Staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations-** Greater than 90%
- **Students surveyed will report high levels of satisfaction with their overall educational experience -** Greater than 90%
- **Parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience-** Greater than 90%

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

State Priorities:

- Priority 6: School Climate (Engagement)

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

4.1: Safe and Supportive School Environment for All Students

Applicable Student Groups: All Students

a) The **Executive School Safety Committee** will convene regularly to ensure the effective implementation and continuous improvement of the School Safety Plan, fostering a safe and secure learning environment.

b) To enhance safety preparedness, each Resource Center will designate a **Safety Ambassador** who will receive quarterly training, serve as an information liaison to colleagues, ensure the implementation of safety protocols, and facilitate discussions on ALICE Training key takeaways regarding preparation for violent critical incidents in the school setting.

c) **Operations and Facilities staff** will develop and maintain a comprehensive process for the systematic review and update of critical equipment and tools, including communication systems, emergency response kits, and personal protective equipment, to ensure optimal functionality and readiness.

d) The school will ensure healthy and productive learning environments by continuously monitoring and strategically upgrading **HVAC systems** to provide optimal air quality and comfortable temperatures for all students and staff.

e) The school will continue to employ the **Brivo Access** system to effectively manage and monitor the flow of students, staff, and visitors into all resource centers, enhancing overall building security. This system ensures that only authorized individuals can access these areas, contributing to a safer learning and working environment.

f) To better support student well-being, the school will leverage **California Healthy Kids Survey** data to enhance existing mental health and wellness services and programs.

g) The school will provide dedicated **nursing services** to address students' physical health needs and support their social-emotional well-being, fostering a healthy and supportive learning environment.

h) **To promote health awareness, the school will display flyers** at each resource center addressing topics such as cold, flu, and COVID-19 symptom differentiation, mental health coping strategies and resources, human trafficking awareness and prevention, suicide prevention, and access to support services.

i) The school will expand and maintain the **Mental Health & Wellness Hub**, providing educational partners with consistently updated essential information, evidence-based resources, and strategic partnerships. This hub will continue to address crucial areas such as bullying prevention and intervention, human trafficking of children, mental health support, suicide prevention, teen dating violence, and other related wellness topics.

j) The school will conduct **annual professional learning** for all staff, providing essential training on Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR, Fentanyl Awareness, and First Aid to ensure a safe and informed school environment.

k) Implement online training curriculum to support lesbian, gay, bisexual, transgender, queer, and questioning **(LGBTQ+) cultural competency training** for teachers and certificated employees to support a safe and supportive school environment.

l) School staff will receive training opportunities on **human trafficking prevention,** curriculum and the school's Human Trafficking School Safety Protocol.

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

Applicable Student Groups: All Students

a) Equity and Inclusion staff will maintain and strengthen the **mental health referral process**, designed to connect students and families with essential mental health and wellness resources and support systems. This will include facilitating access to school-based services, community-based organizations, and crisis intervention resources such as **988**, as well as providing information on key areas like suicide prevention, teen dating violence, and human trafficking

awareness.

b) To promote student well-being, the Healthy Youth Department will implement a **Wellness Week** focused on key themes of student connection and self-care. Activities and resources will emphasize practical coping strategies, including spending time in nature, staying hydrated, getting enough sleep, exercising, connecting with others, eating healthy food, doing stretches, and practicing gratitude.

c) To support students' social-emotional development, the Healthy Youth Department will provide **Resilience in Student Education (RISE)**, a series of live interactive broadcasts focused on building Social and Emotional Core Competencies. These broadcasts will equip students with essential skills for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, contributing to their overall resilience and well-being.

d) To foster positive student development, instructional staff will provide **small group learning environments**, both in the resource center and through distance learning, designed to promote positive communication, responsible behavior, and a sense of accountability among students.

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

Applicable Student Groups: Low-Income Students and Foster Youth

a) The **Character and Leadership Development Program** will provide opportunities for students to develop character and leadership skills while also promoting their health, wellness, and academic achievement. This will include emphasizing the importance of mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices.

b) To foster student success, the school will implement **AVID's social and emotional learning (SEL) framework**. This implementation will support students in meeting their diverse needs, pursuing their academic and career goals, and effectively leveraging their college and career readiness skills.

e) To support student health and well-being, the school will implement a **Meal Program**. This program will ensure students have access to nutritious meals, with breakfast and lunch provided at no charge. The school will adhere to relevant regulations, and information on additional food assistance programs will be made available to families.

c) To better support homeless and foster youth, the school will create and integrate dedicated resources within the school's **Mental Health and Wellness Hub**, providing access to essential services and information.

d) **Healthy Youth Therapists** will offer counseling services, facilitate connections to school-based and community-based mental health supports, and manage student cases to ensure access to comprehensive services that address their social-emotional, mental health, and physical well-being.

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

4.4: Collaborative Support Systems for Foster Youth

Applicable Student Groups: Foster Youth

a. School **enrollment staff will identify and tag incoming Foster Youth students within the Student Information System (SIS)**. This process will enable the Homeless and Foster Youth Liaison to provide targeted support and ensure that these students' academic, physical, mental health, and social-emotional needs are comprehensively met.

b. The **Homeless and Foster Youth Liaison will provide ongoing case management services** to support students and will collaborate with instructional staff to coordinate resources and interventions as needed.

Expected Annual Measurable Outcomes:

- **Suspension Rate** – Less than 1.5%
- **Expulsion Rate** – Less than 1%
- **Student Safety Satisfaction Rate** – Greater than 90%
- **Parent Safety Satisfaction Rate** – Greater than 90%
- **Compliant School Safety Plan** – Maintain a compliant rating on its School Safety Plan

Goal 5: Provide innovative and engaging community-based resource centers to provide comprehensive support services for students, parents, and families.

State Priorities:

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

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

5.1: Strengthening Community: Communication, Support, and Access

Applicable Student Groups: All Students

a) The school will enhance communication by hosting **Open House and Senior Night events**, providing students and families with direct access to key school information and resources, including academic programs, student support services, and graduation requirements.

b) Altus Schools will launch a comprehensive **Family Learning Series** that will empower families in supporting student success. The series will cover key areas including advanced academic

programs (AP and Early College Credit), student support services, mental health, responsible technology use, and career pathways.

c) Building upon its established **Alumni Community**, the school will further expand opportunities for graduates. Alumni will continue to engage through guest speaking, panel participation in Senior Exhibitions, and ongoing networking initiatives.

d) Instructional staff will employ **ParentSquare** to ensure accessible and timely information sharing with students, parents, and families regarding the educational program. This proactive communication will keep everyone informed about academic progress, events, and resources, fostering active participation and a strong school-home partnership.

e) To evaluate student well-being and school climate, the school will **administer the California Healthy Kids Survey (CHKS)**, gathering data on student perceptions of mental health, social-emotional health, and their sense of belonging within the school community.

f) The school will embed a **confidential feedback form within the Mental Health and Wellness Hub** to facilitate collaborative support. This will allow educational partners to share insights and request assistance while maintaining privacy.

g) The school will continue to provide **AltusGo**, a web-based platform that offers students streamlined access to essential school resources, including key instructional tools, resources, and support services.

h) The school will leverage technology platforms, including **DocuSign, Zoom, and Adobe**, to enhance collaboration with educational partners. DocuSign will streamline digital signatures, Zoom will facilitate virtual meetings, and Adobe will support document sharing and editing. This integrated approach will foster efficient and effective partnerships, ultimately benefiting student outcomes.

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

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

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

5.2: Integrating Advanced Technologies into Education

Applicable Student Groups: All Students

a) Enhance career exploration and workforce readiness by providing students with immersive **Transfr Virtual Reality** simulations, leading to increased engagement, improved skill retention, and greater confidence in their future career choices.

b) The school is expanding its innovative teaching methods by introducing **3D printing with MakerBot Sketch Large printers**. This initiative will provide all students with opportunities to explore STEAM fields through practical, hands-on projects. Teachers will receive thorough training to ensure effective integration of this technology, preparing students for the evolving demands of the 21st century workforce.

c) To ensure optimal learning experiences aligned with Next Generation Science Standards, school staff will proactively maintain and enhance facilities, equipment, and instructional materials. This includes integrating **Vernier temperature probes, pH sensors, and motion detectors** into lab activities, allowing students to gather accurate, real-time data for experiments in physics, chemistry, and biology. This commitment to 'best practices' will provide students with a safe and effective lab environment for scientific exploration and discovery, aligning with modern scientific practices.

d) Provide instructional staff with access to **MagicSchool AI** to optimize instructional planning, personalize learning pathways, and develop curriculum that integrates responsible AI usage. This will enable educators to effectively leverage AI tools and guide students in navigating the ethical and practical aspects of AI technology.

e) The school's California Cadet Corps will offer an innovative **Aviation Program centered on hands-on experience with unmanned drones**. This program is strategically designed to equip students with foundational knowledge and practical skills vital for future careers in piloting and related aerospace industries.

5.3: Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth

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

a) The school will continue to host our annual **Family Resource Night** at the beginning of the school year. This event will empower families, especially those from historically underserved communities, with information about our educational programs and services. We will focus on ensuring equitable access and opportunities for all students.

b) To enhance accessibility for foster youth, we will provide **coordinated transportation services** to our resource center. This will enable them to fully utilize the educational support and services offered, fostering their academic success.

c) To foster collaborative partnerships, we will facilitate interactive **English Learner Advisory Committee (ELAC) meetings**. These meetings will empower parents to provide valuable input into the English Learner Plan. We will include an annual Needs Assessment within these meetings to directly inform and improve our services. This process will ensure our services are responsive to the needs of English Learners.

d) Instructional staff will use **ELD Progress Reports as a tool to initiate meaningful conversations with families of English Learners**. These conversations will focus on assessing student needs and collaboratively developing personalized learning goals. This approach will foster active family involvement in their child's language development.

e) The school will ensure accessibility for all families by **providing translated materials and resources** for parents and family members of English Learners. Additionally, we will staff resource centers with **designated translators or bilingual staff** in locations with high enrollment of non-English speaking families. This will facilitate clear communication and support.

f) The school will actively facilitate communication by **arranging translation services** in all languages for non-English-speaking parents. These services will be provided for both in-person and virtual parent-teacher conferences and school meetings.

Expected Annual Measurable Outcomes:

- **Facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning –** 100% of school facilities
- **Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events -** Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students
- **Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences -** Maintain or expand opportunities for parental and family member participation for students with exceptional needs
- **Maintain connections to community partners that support the academic, physical, and social-emotional needs of students, parents, and family members** – Establish baseline and maintain partners
- **Provide six Family Learning Series to all parents and family members** – At least six
- **Parents will report that Resource Centers provide innovative learning opportunities for students –** More than 90%

Element C: Methods of Assessment and Other Uses of Data

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

OVERVIEW

Altus Schools Charter School of San Diego will meet all statewide standards and conduct pupil state assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

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

ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES

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

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

State-Mandated Assessments

- CAASPP assessment system (e.g., the Smarter Balanced Summative Assessments in English Language Arts/Literacy and Mathematics, California Science Test (CAST), and the California Alternate Assessments (CAA))
- ELPAC – Initial and Summative Assessments, including Alternate Assessments
- Physical Fitness Test – ("PFT")

Local Assessments

- NWEA MAP Growth Assessments (Reading, Language Usage, and Mathematics)
- CAASPP Smarter Balanced Interim Assessments in English Language Arts/Literacy and Mathematics

- End-of-course examinations aligned to State Standards
- Unit tests, quizzes and learning checks
- Lexile scores
- Portfolios
- Exhibitions
- Oral presentations
- Rubrics
- Student/parent/mentor observations
- Performance-based and skill demonstrations
- Surveys

Other Key Performance Measures

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

Optional Assessments

- PSAT
- ACT
- SAT
- AP
- CPP
- HiSET

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

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

the PSAT, SAT, ACT and APs are also evaluated to demonstrate performance and proficiency towards a student's post-high school pathway.

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

USE AND REPORTING OF DATA

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

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

Information on the educational performance and progress of students will be regularly provided to all educational partners. Data is shared with parents and other community educational partners in a

variety of ways. Parents receive ongoing updates through the PPEP process from the resource center teacher in the form of phone calls, progress reports, letters, home visits, e-mails, intervention meetings, and Master Agreement signings. Formal assessment results are shared on the Charter School's website, at parent trainings, during Open House, and at ELAC meetings. Results are also sent home to inform parents and students of their performance on assessments such as CAASPP, CAST, and ELPAC. Parents and the community have access to the schools California School Dashboard outcomes, the annual School Accountability Report Card (SARC) posted on the Charter School's website, the CDE's Dataquest system, and Board of Director meetings.

SARC and LCAP

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

Element D: Governance Structure

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

NON-PROFIT PUBLIC BENEFIT CORPORATION

Altus Schools Charter School of San Diego is a directly funded independent charter school and will be operated by Altus Schools San Diego, a California non-profit public benefit corporation pursuant to California law. The corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code **(Appendix G)**. The corporation is responsible for the Charter School's operational management and shall operate within the terms and conditions specified in this charter and its governing documents.

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

Attached, please find the corporation's Articles of Incorporation as **Appendix F**, Proof of "Active" Status for Corporation as **Appendix G**, Bylaws as **Appendix H**, and Conflict of Interest Code as **Appendix I**.

BOARD OF DIRECTORS

The Charter School will be governed by the Altus Schools nonprofit Board of Directors ("Board," or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

All directors, except for the representative that may be appointed by the District, shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least five directors and no more than eleven, unless changed by amendment to the bylaws. Any representative of the chartering authority body of a charter school operated by the Corporation who is appointed to be a director shall be a voting member of the Board. For so long as the Corporation operates one (1) or more duly authorized California charter schools, the Board shall appoint a Parent Representative to the Board. The Parent Representative must have a primary caregiver relationship to a student enrolled in a charter school operated by the Corporation. Each director shall serve for terms of two (2) years and may serve three consecutive terms. Thereafter, Directors may serve additional terms after a break in service for at least one (1) year; provided that a Director has served three (3) consecutive terms may be appointed to serve additional terms, without a break in service, if the Board determines that such additional terms are essential to the continuity of the Board management and affairs. The Parent Representative shall hold office only so long as they have a primary caregiver relationship to a student

enrolled in a charter school operated by the Corporation, but in no instance for more than two (2) years.

In accordance with Education Code Section 47604(c), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may appoint an additional community member to ensure that the Board is maintained with an odd number of directors.

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

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

Tim Morton
Board Chairperson

Tim Morton has served for many years the Board of Directors for Altus School and currently hold the position of Chairman. Tim provides visionary leadership at the intersection of education, governance, and finance. As Chairman of the Altus Schools' Board, he has stewarded board initiatives that ensure accountability, operational excellence, and successful outcomes for both students and the broader community of San Diego County. Tim serves as the Chief Executive Officer of Westland Financial Services in San Diego. A seasoned financial services executive, he has over 30 years of experience, beginning with Private Ledger (now LPL) in 1982 and later leading James Mitchell & Co., a FINRA-registered broker/dealer. Since joining Westland in 2007, he's overseen a client base of nearly $200 million and has served on prominent industry bodies such as the National FINRA Small Firm Advisory Board and the National Association of Broker/Dealer. Tim previously served as Founder and President of the Ramona Parks & Recreation Association, a 501 (c)(3); he currently holds Chairman Emeritus status.

Rear Admiral Len Hering, USN (Ret.)
Vice President and Board Member

Rear Admiral Len Hering is a highly respected leader in both military and civilian sectors, bringing over 30 years of leadership and board governance experience to the ASSD Board of Directors. He joined ASSD Board of Directors in September 2011. From July 1, 2015, to June 30, 2024, he served as the Chairman of the Board. Admiral Len Hering joined the ASSD Board with a deep passion for personalized learning and student-centered models that aligns with the CSSD mission. His over 14 years of experience serving on the Altus Schools Board have helped guide Altus Schools through growth, accreditation, and strategic transitions-all while maintaining high standards of accountability and student achievement. He demonstrated a long-standing commitment to advancing educational equity and innovation for underserved student populations.
In his military career, Admiral Hering served with distinction as a senior officer in the U.S. Navy, where he became widely known for his environmental stewardship, operational excellence, and commitment to community service. Following his retirement, he continued to serve the public as a

leader in higher education and nonprofit management, including roles such as Vice President of Business Services and Administration at the University of San Diego, Associate Professor at Devry University, Executive Director of the Center for Sustainable Energy, and Executive Director and CEO at I love A Clean San Diego.

As a board member of Altus Schools, he brings unparalleled strategic insight, governance expertise, and a steadfast commitment to educational access and opportunity. His leadership supports CSSD in advancing its mission to serve all students – especially those seeking alternative pathways to academic and personal success.

Scott Barton
Board Member

Scott Barton has served on the Board of Directors for Altus Schools San Diego since December 2019. During his tenure, Scott has played an active role in governance, strategic planning, and oversight of key educational initiatives, including Local Control Accountability Plan (LCAP), budgeting, annual oversight District's visits and charter renewal.

Before joining ASSD, Scott held a prominent leadership position at The Preuss School UC San Diego, a charter school serving low-income students with a college-preparatory model. A founding faculty member of Preuss, he served nine years as Dean of Students before being appointed Principal in June 2008. He retired from Preuss in July 2019, concluding more than two decades of dedicated service to Preuss. Scott began his career in San Diego Unified School District, teaching mathematics, social studies, and computer literacy, and later serving as a resource teacher and ASB advisor.

With deep roots in San Diego's educational landscape, Scott brings strategic vision, charter school governance expertise, and a proven record of academic leadership and student access to the Altus Schools board. His ongoing contributions continue to support high-quality, personalized education for students across San Diego County.

Eric Schweinfurter
Board Member

Eric Sweinfurter joined the ASSD Board in July 2020. As a board member, he contributes his financial insight and operational expertise, helping guide charter renewal, budget oversight, and strategic planning. Eric co-founded Apex Contracting & Restoration, Inc., based in Kearny Mesa, San Diego, in December 2003. Holding the dual roles of CEO and CFO, he brings over 30 years of strategic business acumen and technical expertise to the organization. Under his direction, the company has grown from an eight-person firm to a robust enterprise, with more than 125 employees and licensed in California, Nevada, and Texas. As CEO and CFO of Apex Contracting, he oversees strategic planning, budgeting, risk management and organizational growth-- skills that directly strengthen the Board's ability to provide effective oversight of the CSSD's financial health and operational sustainability. With a strong commitment to educational access and accountability, Eric applies his expertise to ensure that Altus Schools Charter School of San Diego continues to offer high-quality, personalized education while maintaining sound financial and governance practices.

Chris Megison

Board Member

Visionary nonprofit leader with decades of experience driving transformative change in social impact organizations. As the founder, President and CEO of Solutions for Change. He led strategic initiatives to address homelessness, develop sustainable programs, and create lasting community impact. Passionate about governance, collaboration and aligning mission-driven organizations for long-term success.

Board Meetings and Duties

The Board of Directors will meet regularly, at least four (4) times per year and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors may designate that a meeting be held at any place within the jurisdiction of the Corporation (as defined by Education Code Section 47604.1(c) that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of The Charter School including, but not limited to, the following:

- Approving all substantive policy issues. Substantive policy issues are major educational and operational policy issues which include, but are not limited to, curricular focus, student outcomes, program evaluation, school size and growth, special events, budget and audit approvals, and compliance with federal, state and charter requirements. The Board may identify additional substantive policy issues.

- Approving the Charter School's annual budget and overseeing the Charter School's fiscal affairs.

- Contracting with outside sources for operations oversight and audit.

- Solicitation and oversight of grants and donations consistent with the mission of the Charter School.

- Approving the Charter School's personnel policies and monitoring their implementation.

- All other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws, or this charter necessary to ensure the proper operation of the Charter School.

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

- Be in writing;
- Specify the entity designated;

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

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

Conflict of Interest Code and Compliance with Laws

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

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

As the Altus Schools corporation operates charter schools that are located in the same county, the Charter School and the Board affirm compliance with all provisions of Education Code Section 47604.1(c)(3):

> (A) For a governing body of an entity managing one or more charter schools located within the same county, the governing body of the entity managing a charter school shall meet within the physical boundaries of the county in which that charter school or schools are located.
>
> (B) A two-way teleconference location shall be established at each school site and each resource center.

Board Training

The Board of Directors receives AB 2158-compliant ethics training, which covers the fiduciary duties, ethical principles, conflict of interest laws, and the Brown Act.

SCHOOL INSTRUCTIONAL ADMINISTRATOR

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

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

- Ensure CSSD enacts its mission and vision;
- Supervise and evaluate teachers and staff;
- Communicate and report to the Charter School Board of Directors;
- Oversee school finances to ensure financial stability;
- Initiate, participate in, and oversee fundraising for The Charter School;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of CSSD;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the resource center(s);
- Promote CSSD in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development ;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;

- Develop the CSSD annual performance report, the SARC, and the LCAP;
- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

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

PARENT INVOLVEMENT IN GOVERNANCE

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

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

As noted above, part of the Charter School's educational plan for students participating in independent study is an agreement between parents and the Charter School known as the Parent/Teacher/Student Master Agreement that is intended to encourage parental involvement and cooperation that ensures success of the Charter School's educational program and full compliance with all applicable legal requirements. Such a contract is designed to empower parents with respect to their children's education by strengthening the partnership among parents, students, and teachers.

An important tenet of the Charter School's philosophy is that parents choose to send their children to CSSD because they have high expectations of the Charter School and the benefits that they and their children will receive. In turn, the Charter School has high expectations of parents to contribute to the team effort needed to fulfill all expectations. Excellence in a charter school cannot be accomplished nor maintained without the active participation of the parents of enrolled students. Parent participation may include weekly meetings with their student's teacher, regularly scheduled open houses, and field trips. Pursuant to Education Code Section 47605(n), The Charter School shall encourage, but not require, volunteer parent participation in the Charter School, and shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

In addition, parents shall be frequently surveyed for input relating to the Charter School's academic program, learning environment, student support services and safety. Samples of instructional materials across the curriculum shall always be on display and accessible to parents for review.

Information regarding Board of Director meetings shall be readily available to parents on the school website and posted at entrances to administrative offices. Portals to the student information system shall be made available to 100% of parents for access to student assignments, grades, and special notifications. The Charter School shall strive to ensure that annual parent survey results indicate high parent satisfaction with multiple opportunities for involvement.

Element E: Employee Qualifications

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

OVERVIEW

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

All Charter School staff shall operate under contracts with Altus Schools and be evaluated on an annual basis using a process developed by the Charter School.

QUALIFICATIONS FOR ALL STAFF

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

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

All individuals employed by Altus Schools must possess qualifications, the personal characteristics, knowledge base, and successful experiences in the responsibilities identified in the posted position. All employees must comply with the employee processing policies and procedures including, but not

limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and tuberculosis risk assessment.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES QUALIFICATIONS

The Administrator of Instructional Services and any other administrator at the Charter School shall possess leadership abilities and a comprehensive educational vision that is consistent with the Charter School's mission and educational program. In addition, the School Instructional Administrator shall possess skills in hiring and supervising excellent teachers, technological and data-analysis experience, and, if possible, business experience. Under the direct supervision of the Deputy Superintendent School Services and Founding Director, the Administrator of Instructional Services II oversees Learning Lead(s), and the school's educational program. Additionally, the Administrator of Instructional Services coordinates with district department heads in the deployment of systems to ensure the school's sustainability and academic success. This position is also responsible for the successful implementation of the Instructional Plan focused on improving measurable outcomes across all students and student groups as measured by academic and engagement indicators relating to local assessments, state mandated testing, graduation rate, student retention data, learning productivity outcomes, and credit rate.

Accordingly, the minimum qualifications for School Instructional Administrator are:

- Bachelor's degree from an accredited institution of higher education.
- Master's degree from an accredited university.
- Obtain Criminal Justice Fingerprint/Background Clearance through the DOJ and FBI
- California Clear Single or Multiple Subject Teaching Credential
- California Clear Administrative Services Credential
- Hold a CLAD or BCLAD Certification
- TB clearance
- Have knowledge of current research and best practices in use in secondary and alternative schools, current curriculum and State Standards, secondary school administrative practices, school budgeting, administration of applicable policies and supervision of personnel and possess the skills to collaboratively build consensus in groups and to maximize resources to achieve results.
- Knowledge of State Standards, including CCCS and NGSS.
- Caring about students and their success in learning.
- Demonstrated expertise in teaching pedagogy.
- Knowledge and awareness of instructional best practices for diverse student populations.
- Innovative leader capable of following a plan/process yet coming up with new ways to get results.
- Experience in managing and synthesizing data.
- Team player capable of coaching and working alongside teachers and staff.
- Project management skills, ideally demonstrated in a high-needs school setting.
- Knowledge of curriculum development, instructional practices, and local/state

assessments
- Instructional strategies to support academic growth of specific student groups
- Knowledge of Professional development creation and facilitation
- Utilization of a MTSS process to improve student engagement
- Knowledge of Independent study law and charter school compliance
- Knowledge of teacher credentialing and certificated staff qualifications
- Knowledge of state mandated programs impacting charter schools
- Experience with supervision and evaluation of certificated staff
- Knowledge of data analysis to drive instructional shifts and improvements

LEARNING LEAD QUALIFICATIONS

Under the direct supervision of the Administrator of Instructional Services, the Learning Lead supervises teaching staff and oversees the program's day-to-day instructional plan and related outcomes. The Learning Lead works closely with instructors to improve student results as measured by local assessments, state mandated testing, graduation rate, student retention data, learning productivity outcomes, and credit rate.

- California Clear Multiple or Single Subject Teaching Credential
- California Clear or Preliminary Administrative Services Credential (preferred)
- CLAD Certification/EL Authorization
- Clear background check by Department of Justice and FBI
- Possession of a valid California driver's license and reliable transportation
- TB Clearance
- Obtain Criminal Justice Fingerprint/Background Clearance through the DOJ and FBI
- Collaborates with the Administrator of Instructional Services on the planning, creation, implementation, training, and evaluation of the school's Instructional Plan
- Supervises, develops, coaches, and evaluates Teachers and Certificated Teacher Resources (CTRs)
- Coordinates and facilitates professional development sessions relating to instructional and organizational needs, which is including but not limited to, methodology, pedagogy, focused teaching, data-driven instruction, student health and wellness, conflict resolution, and professionalism
- Supports teaching staff in the development, implementation, and monitoring of the Pathways Personalized Education Plan (PPEP) for all students
- Meets weekly with the Administrator of Instructional Services to ensure implementation of the organization's instructional strategic initiatives to positively impact academic outcomes
- Utilizes the school's Multi-Tiered System of Support (MTSS) to increase student academic engagement
- Provides instructional recommendations to achieve targeted annual growth on academic assessments, including Smarter Balanced Assessments (SBA), NWEA Measures of

Academic Progress (MAP), English Language Proficiency Assessment for California (ELPAC), and California Science Test (CAST)
- Ensures a safe and supportive resource center environment conducive to learning and student well-being
- Monitors data and makes program instructional adjustments for all students and student groups, including English Learners, Low Income, Homeless, Foster Youth, and Special Education students
- Oversees the English Learner Plan implementation, including ELPAC administration, monitoring of LTELs and RFEP students, effective use of Designated and Integrated ELD programs, incorporation of specialized language development resources and tools into daily instruction, and ELAC community connections
- Monitors applicable compliance topics and information pertaining to Federally Funded Instructional Programs
- Collaborates with Teachers and Counselors on communication outreach to families regarding academic progress and student outcomes
- Collaborates and provide direction to teachers on effective strategies related to student recruitment, retention, and school marketing
- Conducts home visits as necessary to support teachers in enhancing student engagement
- Participates on a department with a specific focus on curriculum, college and career readiness, equity and inclusion, or data and technology systems integration
- Customarily and regularly exercise discretion and independent judgement in matters crucial to the school, teachers, and students
- Perform other duties as assigned or changed with or without notice
- Maintain consistent and regular attendance

TEACHER QUALIFICATIONS

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

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

Teachers of English Learners at CSSD are required to hold a CLAD or BCLAD certification, or an equivalent recognized by the California Commission on Teacher Credentialing. These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the District.

Accordingly, the minimum qualifications for teachers are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold a California clear or preliminary single or multiple subject teaching credential
- Hold CLAD or BCLAD certification
- TB Clearance
- Obtain Criminal Justice Fingerprint/Background Clearance through the DOJ and FBI
- Demonstrate subject-matter competence in the core areas in which they teach.

The Charter School shall work with teachers to provide professional development opportunities, intense supervision and/or structured mentoring to assist teachers to further develop in their respective positions. Each student participating in independent study will be assigned to a teacher of record who is responsible for overseeing the student's academic progress and who monitors all grading and matriculation decisions as specified in the Charter School's operational policies.

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

The most important qualifications for our teachers are:

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

Additional qualifications are:

- Demonstrated communications skills.
- Demonstrated ability to work with diverse children, including those with special needs.
- Knowledge and experience with curriculum tools and instructional strategies

- Proficient with online educational platforms and virtual conferencing tools
- Self-starter who thrives on challenge and is able to multi-task
- Excellent organizational, time management, and record keeping skills
- Experience supporting student groups, including English Learners, Gifted students, Homeless/Foster youth, and Special Education students

Job Description and Required Credential for Special Education Teachers

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

Representative Duties:

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

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

Knowledge and Abilities:

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

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

Required Credential and Requirements:

- California Clear or Preliminary Education Specialist Instruction Credential Mild/Moderate or Moderate/Severe
- CLAD or BLCAD Certification
- Master's Degree preferred
- TB Clearance
- Obtain Criminal Justice Fingerprint/Background Clearance through the DOJ and FBI

Job Description and Required Credential for Independent Study Teachers

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

Representative Duties:

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

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

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

Knowledge and Abilities:

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

Required Credential:

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

OFFICE PERSONNEL QUALIFICATIONS

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

Accordingly, the minimum qualifications for Office Personnel are:

- High school diploma; AA degree or two years of college preferred.
- Minimum of two years' experience in a similar position.
- Excellent communication skills; computer skills including data management; attention to detail; highly organized and efficient; and able to multi-task.
- TB Clearance
- Obtain Criminal Justice Fingerprint/Background clearance through the DOJ and FBI

Additional qualifications are:

- Demonstrate commitment to the mission and vision of the Charter School.
- Ability to collaborate with faculty and staff, students and parents.

- Ability to attend community events to represent the Charter School.
- Operation of a computer and assigned software
- Record-keeping and filing techniques
- Oral and written communication skills
- Telephone techniques and etiquette
- Strong customer relations
- Interpersonal skills using tact, patience, and courtesy

BUSINESS/FINANCIAL PROFESSIONAL

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

Element F: Health and Safety Pupils and Staff

Governing Law: *The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following*
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).

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

The following is a summary of the health and safety policies of Altus Schools Charter School of San Diego:

Procedures for Background Checks

Employees and contractors of the Charter School shall be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The School Instructional Administrator shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the School Instructional Administrator. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff shall be mandated child abuse reporters and shall follow all applicable reporting laws. The Charter School shall conduct annual training on child abuse reporting for all mandated reporters in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

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

Immunizations

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

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

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

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade

students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.

2. A description of the risk factors and warning signs associated with type 2 diabetes.

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.

4. A description of treatments and prevention methods of type 2 diabetes.

5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

To the extent that this Charter School operates any facilities attended by students, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its facilities that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School

shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period.

The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement. The Charter School shall provide each student with adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

To the extent that this Charter School operates any facilities attended by students, as of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

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

Mental Health Education

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

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt annually a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(N):

A. Child abuse reporting procedures
B. Routine and emergency disaster procedures
C. Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
D. Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
E. A discrimination and harassment policy consistent with Education Code Section 200
F. Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
G. Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
H. A safe and orderly environment conducive to learning
I. The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
J. Procedures for conducting tactical responses to criminal incidents
K. Procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
L. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
M. Procedures to respond to incidents involving and individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
N. A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

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

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the School Instructional Administrator and, if there is merit to the concern, the School Instructional Administrator shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

CSSD shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

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

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new

employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

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

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Safety Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

The Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Element G: Means to Achieve Student Population Balance

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

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

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

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting and application process.

- The development of *promotional and informational material* that appeals to all of the various racial and ethnic, English Learner, and special education groups represented in the District. The goals are to build brand awareness, direct target population to the school's website and create leads for enrollments. Platforms to utilize are Community Events, Display Ad placements, Google Ad search, Radio, Geotargeting, Large Scale Media, and Social Media.

- The development of appropriate *promotional and informational materials* in languages other than English to appeal to limited English proficient populations. The development of the promotional and information materials that appeals to all the various and ethnic groups in *Element A: Educational Program under Target Student Population,* **Figure 18.** The goal is to build brand awareness, direct traffic to the school's website and create leads for enrollment. Marketing platforms will target parents with children between ages of 12-17 years old with a household annual income of under $40,000, and Spanish speaking parents with children between the ages of 12-17 years old and with a household annual income of under $40,000. The language delivery of 60% of the marketing platforms will be in Spanish. Some of the platforms are Community Events, Display Ad placements, Google Ad search, Radio, Geotargeting, Large Scale Media, and Social Media.

- Outreach meetings in several areas of the District for prospective students and parents. Based on SDUSD demographics, Altus Schools Charter School of San Diego has identified media strategies similar to what was identified in the promotional and

informational strategies above. These tools will be utilized to reach Community and Business Organizations to support the outreach.

- Collaborate with community organizations to network with families in need of the school's educational model. Additionally, providing open houses and tours for the community.

- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, special education and EL student and other interest groups represented in the district.

- Charter School shall monitor and report the diversity of the school's student population on an annual basis.

Figure 18: 2024-2025 Student Demographics compared to SDUSD

Student Demographics 2024-2025 School Year (CBEDS)		
Ethnicity	**CSSD**	**SDUSD (non-Charter)**
African American	7.8%	7.1%
American Indian/Alaskan Native	0.7%	0.2%
Asian	1.1%	9.6%
Filipino	1.8%	4.5%
Hispanic or Latino	59.2%	44.5%
Pacific Islander	0.2%	0.4%
White	22.2%	24.2%
Two or More Races	6.5%	9.3%
Not Reported	0.6%	0.2%
Other Student Groups		
Socioeconomically Disadvantaged	73.7%	59.8%
Students with Disabilities	24.0%	17.0%
English Learners	14.4%	15.4%
Foster Youth	0.1%	0.2%
Homeless Youth	12.6%	7.9%
Migrant Education	0.0%	0.1%

**Source: CDE DataQuest, 2024-25, accessed June 10, 2025.*

Element H: Admission Policies and Procedures

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

Altus Schools Charter School of San Diego shall be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. The Charter School shall not require any monetary contribution as a condition for application, admission, enrollment, or participation in any of the Charter School's regular educational activities and shall comply with the "free schools" guarantee as set forth in state law.

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

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

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

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

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

The Charter School admission process is comprised of the following:

- Completion of a student application form, comprised of basic contact information and grade level

After admission, the Charter School shall have the following requirements that must be met by each student and their family before beginning classes at the Charter School:

- Attend an orientation to receive an enrollment packet
- Complete enrollment forms including emergency information cards
- Complete Home Language Survey
- Provide records documenting immunizations required by charter schools including tuberculosis risk assessment
- Signed Parent/Teacher/Student Master Agreement
- Release of school records and test results[1]
- Voluntarily choose to enroll in the Charter School

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students,[2] who are guaranteed admission in the following school year.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Residents of the District
2. Siblings of students admitted to or attending the Charter School
3. All other applicants

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

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed.

[1] The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil'srecords to the Charter School before enrollment.

[2] For admission in the 2026-27 school year, "existing students" is defined to include students who attended the Audeo in 2025-26.

Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Instructional Administrator). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

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

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

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

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

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

Element I: Financial Audits

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

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

An audit committee of the Altus Schools Board of Directors will oversee the selection of an independent auditor each fiscal year and the completion of an annual audit of the Charter School's financial affairs. The auditor will have at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

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

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

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element J: Pupil Suspension and Expulsion Policy

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

Policy

This Student Suspension and Expulsion Policy and Procedures has been established by the Board of Directors of Altus Schools San Diego in order to promote learning and protect the safety and well-being of all students at the following schools: Altus Schools Charter School of San Diego, Altus Schools Audeo, (hereinafter collectively referred to as "Charter School").

In adopting this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and

procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq*. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal, and the procedures thereto so long as not materially different from this charter petition.

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

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

The Charter School administration shall ensure that students and their parents/guardians[3] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the School Instructional Administrator's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the

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

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

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when the School Instructional Administrator or designee determines the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but it not limited to electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this Policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to electronic files and databases. For purposes of this Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 7 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless

communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Instructional Administrator or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Instructional Administrator or designee's concurrence.

b. Brandished a knife at another person.

c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases For purposes of this Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.
ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.
(a) For purposes of this Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Instructional Administrator or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Instructional Administrator or designee's concurrence.
b. Brandished a knife at another person.
c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

C. Suspension Procedure
Suspensions shall be initiated according to the following procedures:

1. **Conference**

Suspension shall be preceded, if possible, by a conference conducted by the School Instructional Administrator or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Instructional Administrator or designee.

The conference may be omitted if the School Instructional Administrator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. **Notice to Parents/Guardians**

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student as well as the date and time when the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Instructional Administrator or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the School Instructional Administrator or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. **Homework Assignments During Suspension**
In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial ASSD Board of Directors following a hearing before it, or by the neutral and impartial ASSD Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the ASSD Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Instructional Administrator or designee determines that the student has committed an expellable offense, and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the ASSD Board for a final decision whether to expel. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The determination of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing or as soon as practicable. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The School Instructional Administrator or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The School Instructional Administrator or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

K. Disciplinary Records

Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the ASSD Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Instructional Administrator or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Instructional Administrator or designee shall make a recommendation to the Board following the meeting regarding their determination. The Board shall then make a final decision regarding readmission or admission of student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School 's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Removal Due to Noncompliance with Independent Study Requirements

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for noncompliance with independent study requirements shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School , the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

c. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
d. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
e. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School , the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the Parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability

to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances
Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Instructional Administrator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting
The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School 's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put. If the

Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element K: Employee Retirement Systems

Governing Law: *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).*

Certificated employees of the Charter School shall be members of the California State Teachers' Retirement System ("CalSTRS") and classified employees of the Charter School may be members of the California Public Employees' Retirement System ("CalPERS"). The Charter School shall inform all applicants for positions within the Charter School of the retirement system options for employees of the Charter School. The Chief Business Officer shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

The Charter School shall make all required employee contributions to CalSTRS and CalPERS on behalf of its employee members.

Element L: Public School Attendance Alternatives

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).*

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element M: Employee Return Rights

Governing Law: *The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).*

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by Altus Schools San Diego nonprofit corporation provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element N: Dispute Resolution Procedures

Governing Law: *The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to the provisions of the charter. Education Code Section 47605(c)(5)(N).*

DISPUTES BETWEEN THE CHARTER SCHOOL AND THE AUTHORIZER

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District. The intent of this dispute resolution process is to (1) resolve internal disputes within Altus Schools Charter School of San Diego pursuant to the Charter School's policies, (2) minimize the oversight burden on the District, and (3) ensure a fair and timely resolution to disputes between the Charter School and the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the Authorizer amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and School Instructional Administrator of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The District Superintendent and Altus Schools Charter School of San Diego's School Instructional Administrator, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the District Superintendent and School Instructional Administrator, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the District Superintendent and School Instructional Administrator, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the District Superintendent and School Instructional Administrator, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

INTERNAL DISPUTES

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Board members of the School, shall be resolved pursuant to policies and processes developed by the Charter School. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers and staff at the Charter School will be provided access to the Charter School's policies and dispute resolution process.

The District shall refer any complaints or reports regarding such disputes to the Board of Directors or school designee for resolution in keeping with the school's policies. The District shall only intervene if it finds reasonable cause to believe that a violation of this charter, or laws, or agreements relating to the Charter School has occurred, or if the Board of Directors has requested the District to intervene in the dispute, or if otherwise required by law.

Element O: School Closure Procedures

Governing Law: *The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).*

Closure of the Altus Schools Charter School of San Diego ("CSSD" or "Charter School") will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the Riverside County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232(g). The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the Riverside County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant

selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C.§ 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As Altus Schools Charter School of San Diego is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize all net asset balances to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

Governing Law: *The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).*

BUDGETS AND FINANCIAL REPORTING

Attached, as **Appendix A** and **Appendix B**, please find the following documents:

- Four years budget projections and budget assumptions
- Four years financial projections and cash flow

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District and San Diego County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(h) will satisfy this requirement.

2. By July 1, an LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and Riverside County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Altus Schools Charter School of San Diego shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

The Charter School shall maintain a number of internal financial controls and bookkeeping practices and policies. Internal controls shall be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. The Charter School shall maintain an accounting system separate from the District and other charter schools. It shall establish and maintain its own funds to account for resources segregated according to the purpose for which they are used. The Charter School shall ensure a high level of fiscal accountability. The Charter School shall adopt an annual budget prior to July 1 of each year. The Charter School shall prepare appropriate interim financial statements and reports of financial position, operating results, and other pertinent information to facilitate management control of financial operations, legislative oversight, and for external reporting purposes.

INSURANCE AND INDEMNIFICATION

The CSSD shall seek participation with the San Diego and Imperial County Schools Risk Management JPA Consortium. The Charter School shall maintain and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance as described below, which may be revised upon direction of the District:

- Real and personal property providing direct physical loss or damage to real and personal property with a $5,000 deductible, a $100,000 Self Insured Retention and an excess policy limit of $500,000,000 per occurrence. Coverage is provided by Allied World and multiple excess coverage providers.

- Auto, general liability and wrongful acts, including errors and omissions, with a $3,000 deductible, a $1,500,000 Self Insured Retention. An excess coverage of $3,500,000 is underwritten by Safety National Insurance.

- Additional coverage in excess of $5,000,000 from Schools Excess Liability Fund (SELF) for comprehensive general, employment practices and auto liability with limits of $50,000,000 per occurrence.

- Employment practices liability coverage with a $3,000 deductible and $1,500,000 Self Insured Retention. An excess coverage of $3,500,000 is provided by Safety National Insurance.

- Self-Insured Workers' Compensation coverage with a $100,000 Self Insured Retention. Excess workers' compensation coverage of $900,000 is provided by ACE American Insurance/Chubb. Excess workers' compensation at $1,000,000 to statutory limits is underwritten by Safety National Insurance Company.

The Authorizer shall be named as an additional insured on all policies of CSSD. Evidence of the above insurance coverage shall be provided to the Authorizer any time upon request.

Pursuant to Education Code Section 47604, the Authorizer shall not be liable for the debts or obligations of the Charter School. The Charter School shall hold harmless, defend, and indemnify the Authorizer, their officers and employees, from every liability, claim, or demand that may be made by reason of: (1) any injury to volunteer; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School, its officers, employees, or agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the Authorizer, their officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the parties.

ADMINISTRATIVE SERVICES

***Governing Law**: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).*

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

FACILITIES

***Governing Law:** The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).*

As the Charter School is a nonclassroom-based/independent study charter school, it is understood that CSSD serves students throughout San Diego County and adjacent counties pursuant to Education Code Sections 47605.1(c) and 51747.3. As such, CSSD utilizes resource centers within the meaning of Education Code Section 47605.1(c).

The following is a list of the Charter Schools' resource center locations it currently operates during the charter term.

CURRENT SITES

- Clairemont Resource Center, 4340 Genesee Ave, Ste 109, 92117
- College Avenue Resource Center, 4585 College Ave, #C, 92115
- Downtown Resource Center, 1095 K St, Ste A, 92101
- Euclid Resource Center, 220 Euclid Ave, Ste 70, 92114
- Kearny Mesa Resource Center, 7520 Mesa College Dr 92111

- La Jolla Resource Center, 7456 Girard Ave 92037
- Lake Murray Resource Center, 8776 Lake Murray Blvd 92119
- Mira Mesa Resource Center, 8290B Mira Mesa Blvd 92126
- Mission Valley Resource Center, 3420 & 3430 Camino del Rio North 92108
- North Park Resource Center, 2940 North Park Wy 92104
- Northgate Resource Center, 4125 Alpha St, Ste D, 92113
- Old Town Resource Center, 2243 San Diego Ave, Ste 115, 92110
- Pacific Beach Resource Center, 959 Hornblend St 92109
- Paradise Hills Resource Center, 6907 Paradise Valley Rd 92139
- Paradise Hills Annex Resource Center, 6915 Paradise Valley Rd 92139
- Petco Resource Center, 1091 K St, Suite A101, 92101
- Point Loma Resource Center, 3145 Rosecrans St, Ste D, 92110
- Scripps Ranch Resource Center, 9910 Mira Mesa Blvd, Bldg B, 92131
- Sorrento Mesa Resource Center, 10170 Huennekens St 92121
- Tierrasanta Resource Center, 10425 Tierrasanta Blvd, Ste 101, 92124
- Tierrasanta Resource Center, 10725 Tierrasanta Blvd 92124
- Woodman Resource Center, 2939 Alta View Dr, Ste B/C, 92139

FUTURE SITES

- Kearny Mesa Resource Center (Replacement for Current Kearny Mesa Resource Center) 7612 Linda Vista Road, Suites 111 & 112, 92111

- Point Loma Resource Center (Replacement for Current Point Loma Resource Center) 1221 Rosecrans Street, 92106

TRANSPORTATION

The Charter School will not provide transportation to and from school, except as required by law.

ATTENDANCE ACCOUNTING

Altus Schools Charter School of San Diego implements an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

OVERSIGHT

Pursuant to Education Code Section 47604.32, the Authorizer is required to provide oversight including the following:

(a) Identify at least one staff member as a contact person for the charter school.
(b) Visit each charter school at least annually.
(c) Ensure that each charter school under its authority complies with all reports required of charter schools by law, including the annual update required pursuant to Section 47606.5.
(d) Monitor the fiscal condition of each charter school under its authority.
(e) Provide timely notification to the department if any of the following circumstances occur or will occur with regard to a charter school for which it is the chartering authority: (1) a renewal of the charter is granted or denied; (2) the charter is revoked; (3) the charter school will cease operation for any reason.
(f) The cost of performing the duties required by this section shall be funded with supervisorial oversight fees collected pursuant to Section 47613.

In accordance with Education Code Section 47613(a), the Authorizer may charge for the actual costs of supervisorial oversight of CSSD not to exceed one (1) percent of the revenue of CSSD. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: *Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(b).*

Altus Schools Charter School of San Diego shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.
As stated above, insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Altus Schools Board of Directors shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

By approving this charter for the renewal of Altus Schools Charter School of San Diego, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. CSSD is eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, CSSD pledges to work cooperatively with the District to answer any concer ns concerning this charter and to present the District with the strongest possible proposal requesting a five-year charter renewal term from July 1, 2026 through June 30, 2031 in accordance with Education Code Section 47607 and its implementing regulations.

Appendix A

4-YEAR BUDGET PROJECTIONS AND ASSUMPTIONS

Altus SCHOOLS CHARTER SCHOOL OF SAN DIEGO

MULTIPLE YEAR OPERATIONAL BUDGET
FY 2026-27 to FY 2029-30

REVENUES

DESCRIPTION	ACCOUNT CODES	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
LOCAL CONTROL FUNDING FORMULA - LCFF					
LCFF State Aid	8011	$ 11,376,424.00	$ 13,205,517.00	$ 15,273,950.00	$ 17,574,429.00
Education Protection Account	8012	451,704.00	478,395.00	507,700.00	537,967.00
In-Lieu of Property Taxes	8096	22,013,036.00	23,313,767.00	24,741,916.00	26,216,927.00
TOTAL, LCFF ENTITLEMENT		**$ 33,841,164.00**	**$ 36,997,679.00**	**$ 40,523,566.00**	**$ 44,329,323.00**
FEDERAL REVENUES					
Special Ed - Federal IDEA	8181	$ 271,585.00	$ 287,680.00	$ 304,645.00	$ 323,350.00
ESSA CSI	8290	$ 94,424.00			
TOTAL, FEDERAL REVENUES		**$ 366,009.00**	**$ 287,680.00**	**$ 304,645.00**	**$ 323,350.00**
STATE REVENUES OTHER THAN LCFF					
Mandate Block Grant	8550	$ 108,022.00	$ 118,356.00	$ 129,463.00	$ 141,832.00
Lottery Restricted - Non Prop 20	8560	450,557.00	477,180.00	506,410.00	536,601.00
Lottery Unrestricted - Prop 20	8560	193,433.00	204,862.00	217,412.00	230,373.00
Special Education	8792	2,072,261.00	2,194,709.00	2,329,152.00	2,468,006.00
Special Education - Mental Health Level II	8590	198,050.00	207,952.00	218,350.00	229,267.00
Special Education - Mental Health Level III	8590	199,179.00	199,179.00	199,179.00	199,179.00
Career Technical Education Incentive	8590	178,850.00	178,850.00	178,850.00	178,850.00
Arts and Music in Schools (Prop 28)	8590	325,819.00	342,110.00	359,215.00	377,176.00
College and Career Access Pathway Grant	8590	20,000.00			
TOTAL, STATE REVENUES		**$ 3,746,171.00**	**$ 3,923,198.00**	**$ 4,138,031.00**	**$ 4,361,284.00**
LOCAL REVENUES					
Interest Income	8660	$ 770,680.00	$ 793,800.00	$ 817,614.00	$ 842,143.00
LEA BOP	8699	$ 40,628.00	$ 42,159.00	$ 43,260.00	$ 44,391.00
School Based MediCal Admin Reimbursement (SMAA)	8699	$ 61,004.00	$ 63,140.00	$ 64,873.00	$ 66,656.00
CYBHI Capacity Grant	8699	$ 53,957.00			
All Other Local Revenue	8699	145,451.00	152,723.00	159,254.00	166,090.00
TOTAL LOCAL REVENUES		**$ 1,071,720.00**	**$ 1,051,822.00**	**$ 1,085,001.00**	**$ 1,119,280.00**
TOTAL, REVENUES		**$ 39,025,064.00**	**$ 42,260,379.00**	**$ 46,051,243.00**	**$ 50,133,237.00**

MULTIPLE YEAR OPERATIONAL BUDGET
FY 2026-27 to FY 2029-30

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
CERTIFICATED SALARIES					
Certificated Teachers' Salaries	1100	$ 10,054,878.00	$ 10,614,032.00	$ 11,486,172.00	$ 12,166,844.00
Certificated Pupil Support Salaries	1200	1,119,311.00	1,141,663.00	1,154,737.00	1,165,232.00
Certificated Supervisors' & Administrators' Salaries	1300	1,261,054.00	1,285,799.00	1,307,953.00	1,324,858.00
Other Certificated Salaries	1900	787,111.00	926,574.00	1,197,821.00	1,394,868.00
TOTAL, CERTIFICATED SALARIES		**$ 13,222,354.00**	**$ 13,968,068.00**	**$ 15,146,683.00**	**$ 16,051,802.00**
CLASSIFIED SALARIES					
Instructional Aides' Salaries	2100	$ 201,039.00	$ 251,507.00	$ 513,866.00	$ 550,335.00
Classified Support Salaries	2200	55,567.00	55,567.00	55,568.00	55,568.00
Classified Supervisors' & Administrators' Salaries	2300	828,235.00	846,087.00	863,947.00	880,326.00
Clerical,Technical and Office Salaries	2400	1,359,848.00	1,491,621.00	1,512,732.00	1,522,130.00
Other Certificated Salaries	2900	65,532.00	65,532.00	65,532.00	65,531.00
TOTAL, CLASSIFIED SALARIES		**$ 2,510,221.00**	**$ 2,710,314.00**	**$ 3,011,645.00**	**$ 3,073,890.00**
EMPLOYEE BENEFITS					
STRS Retirement	3100	$ 2,584,904.00	$ 2,728,300.00	$ 2,954,309.00	$ 3,128,338.00
PERS Retirement	3200	591,544.00	665,556.00	737,263.00	774,642.00
Social Security/Medicare	3300	364,463.00	390,270.00	430,122.00	447,634.00
Health and Welfare	3400	5,181,840.00	5,991,474.00	6,691,770.00	7,861,050.00
Unemployment Insurance	3500	7,866.00	8,339.00	9,079.00	9,563.00
Workers Compensation Insurance	3600	169,912.00	180,127.00	196,110.00	206,557.00
TOTAL EMPLOYEE BENEFITS		**$ 8,900,529.00**	**$ 9,964,066.00**	**$ 11,018,653.00**	**$ 12,427,784.00**
TOTAL PERSONNEL COST		**$ 24,633,104.00**	**$ 26,642,448.00**	**$ 29,176,981.00**	**$ 31,553,476.00**

Altus SCHOOLS CHARTER SCHOOL OF SAN DIEGO

MULTIPLE YEAR OPERATIONAL BUDGET
FY 2026-27 to FY 2029-30

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
BOOKS AND SUPPLIES					
Textbooks and Core Curricula Materials	4100	$ 24,150.00	$ 25,599.00	$ 27,135.00	$ 28,763.00
Books other than textbooks	4200	8,925.00	9,461.00	10,028.00	10,630.00
Instructional Materials and Supplies	4300	439,403.00	513,853.00	569,685.00	603,866.00
On-line Courses	4312	311,358.00	288,892.00	196,900.00	293,714.00
Research and Development	4313	30,000.00	32,500.00	34,950.00	37,500.00
Non-Capitalized Equipment	4400	251,885.00	306,998.00	360,418.00	422,043.00
Food	4700	92,400.00	97,944.00	113,820.00	135,650.00
TOTAL, BOOKS AND SUPPLIES		**$ 1,158,121.00**	**$ 1,275,247.00**	**$ 1,312,936.00**	**$ 1,532,166.00**
SERVICES, OTHER OPERATING EXPENSES					
Travel and Conference	5200	$ 202,096.00	$ 211,765.00	$ 225,023.00	$ 237,092.00
Research and Development - Travel	5202	83,250.00	87,500.00	92,500.00	95,800.00
Dues and Memberships	5300	78,721.00	83,444.00	88,450.00	93,757.00
Liability Insurance	5400	328,450.00	348,157.00	369,046.00	391,189.00
Operations and Housekeeping Services	5500	1,144,424.00	1,228,090.00	1,316,775.00	1,430,782.00
Rental, Leases & Repairs	5600	2,951,188.00	3,062,522.00	3,190,707.00	3,341,415.00
Prof/Consulting Services/Oper. Exp.	5800	4,498,480.00	4,875,687.00	5,501,785.00	6,263,080.00
Marketing	5812	390,251.00	633,905.00	690,769.00	1,002,665.00
Communication	5900	369,647.00	406,826.00	461,236.00	513,909.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		**$ 10,046,507.00**	**$ 10,937,896.00**	**$ 11,936,291.00**	**$ 13,369,689.00**
CAPITAL OUTLAY					
Depreciation - Equipment	6900	$ 97,713.00	$ 89,246.00	$ 89,204.00	$ 66,667.00
Depreciation - Leasehold Improvement	6900	357,255.00	383,857.00	371,786.00	255,247.00
Depreciation - Land & Building	6900	771,459.00	812,365.00	858,654.00	849,204.00
TOTAL, CAPITAL OUTLAY		**$ 1,226,427.00**	**$ 1,285,468.00**	**$ 1,319,644.00**	**$ 1,171,118.00**
OTHER OUTGO					
Debt Service Payment - Interest	7438	$ 9,651.00	$ 6,300.00	$ 2,829.00	$ 126.00
TOTAL, OTHER OUTGO		**$ 9,651.00**	**$ 6,300.00**	**$ 2,829.00**	**$ 126.00**
RESERVES					
Operational Reserve	9780	$ 975,627.00	$ 1,056,510.00	$ 1,151,281.00	$ 1,253,331.00
Reserve for Economic Uncertainties	9789	975,627.00	1,056,510.00	1,151,281.00	1,253,331.00
TOTAL, RESERVES		**$ 1,951,254.00**	**$ 2,113,020.00**	**$ 2,302,562.00**	**$ 2,506,662.00**
%		**5%**	**5%**	**5%**	**5%**
TOTAL, EXPENDITURES		**$ 39,025,064.00**	**$ 42,260,379.00**	**$ 46,051,243.00**	**$ 50,133,237.00**

Assumptions for Multiple Year Operational Budgets
FY 2026-27 to FY 2029-30

Altus Schools Charter School of San Diego is an independent study program. Altus Schools Charter School of San Diego takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study programs like Altus Schools Charter School of San Diego are based on the student's "product" or academic work, which is assessed by a competent, credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (ADA) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. Altus Schools Charter School of San Diego is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California has implemented a new way of funding public schools, including charter schools, in the 2013-14 school year called the **Local Control Funding Formula (LCFF).** Since its implementation, LCFF Gap funding has been provided to help bridge the gap between prior funding levels and target LCFF levels. Beginning with 2018-19 fiscal year, LCFF funding targets have been achieved and gap funding is no longer needed. Future LCFF growth will be attributable to the application of the COLA to the base grant.

The new formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

* **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected Unduplicated Pupil Percentage ("UPP") for Altus Schools Charter School of San Diego is 72.63 percent in 2026-27.

* **Concentration Grant** equal to 50 percent of the adjusted base grant multiplied by ADA and the percentage of targeted pupils exceeding 55% of an LEA's enrollment.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget., typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year. State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2025-26 Governor's May Revision Budget and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Altus Schools Charter School of San Diego's Multiple Year Operational Budget.

Table #1

FUNDING FOR MULTI-YEAR OPERATIONAL BUDGET				
DESCRIPTION	**FY 2026-27**	**FY 2027-28**	**FY 2028-29**	**FY 2029-30**
Grades TK-3 Base Grant	$11,665	$12,063	$12,463	$12,867
Grades 4-6 Base Grant	$10,725	$11,092	$11,459	$11,830
Grades 7-8 Base Grant	$11,043	$11,421	$11,799	$12,181
Grades 9-12 Base Grant	$13,131	$13,580	$14,030	$14,484
Statutory Cost of Living Allowance (COLA)	3.02%	3.42%	3.31%	3.24%
GAP Funding Percentage	100%	100%	100%	100%
Projected Unduplicated Pupil Percentage (Average)	72.63%	71.56%	70.96%	70.94%
District's Unduplicated Pupil Percentage	60.51%	60.51%	60.51%	60.51%

ENROLLMENT AND ADA – PROJECTIONS:

Table #2

DESCRIPTION	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
Projected CBEDS Enrollment	**1,984**	**2,101**	**2,230**	**2,363**
As of period ending at 2nd Principal Apportionment (P-2)	**2,317**	**2,455**	**2,604**	**2,759**
ADA:				
Grades TK-3	71.03	75.92	80.76	88.54
Grades 4-6	107.03	113.87	120.68	131.38
Grades 7-8	307.54	325.27	345.28	359.09
Grades 9-12	1,772.92	1,876.92	1,991.79	2,110.82
Total Projected P-2 ADA	**2,258.52**	**2,391.98**	**2,538.50**	**2,689.84**

REVENUE PROJECTIONS:

Table #3

DESCRIPTION	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
LCFF Sources	$33,841,164	$36,997,679	$40,523,566	$44,329,323
Federal Revenue	$366,009	$287,680	$304,645	$323,350
State Revenue	$3,746,171	$3,923,198	$4,138,031	$4,361,284
Other Local Revenues	$1,071,720	$1,051,822	$1,085,001	$1,119,280
Total Projected Revenues	**$39,025,064**	**$42,260,379**	**$46,051,243**	**$50,133,237**

2026-27 REVENUE

- **In Lieu of Property Taxes (ILPT)** of $9,746.66 per current year (CY) P-2 ADA is based on FY 2024-25 P-1 rate for San Diego Unified School District.

- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on November 6, 2012, and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.

- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: $82 for Prop 20 (Lottery: Instructional Materials) and $191 for Non-Prop 20 (Lottery: Unrestricted).

- **Federal Funds**

  ESSA: Comprehensive Support and Improvement (CSI) Funding for LEAs: The CSI program, of the Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act (ESSA) (Public Law 114-95), apportions funds to LEAs to improve student outcomes in schools that meet the criteria for CSI. Altus Schools Charter School of San Diego has budgeted to spend the remaining 24-25 grant of $94,242 by the end of the grant period in September 2026.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $917.53 per P-2 ADA, while **Federal IDEA** revenues are projected at $145 per PY California Basic Educational Data System (CBEDS) count.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs to the State Controllers' Office. Altus Schools Charter School of San Diego chose to receive the block grant, which is based on PY P-2 ADA with funding rates of $21.14 for Grades K-8 and $58.76 for Grades 9-12.

- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during the implementation of the school district and charter school LCFF. Altus Schools Charter School of San Diego included $178,850 of CTE grant award in FY 2026-27.

- **Proposition 28**, also known as the **Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act**, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. Altus Schools Charter School of San Diego's preliminary allocation for FY 2026-27 is $325,819. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

- **Career and College Access Pathways (CCAP) Grant Program College and Career Access Pathways Grant (CCAP)** provides Altus Schools Charter School of San Diego (ASCSSD) with the opportunity to enhance its college and career readiness program. This grant aims to provide students with necessary resources and support to explore different career pathways and prepare for their post-secondary education. ASCSSD is anticipated to receive the remaining 10% of the total grant award in FY 2026-27.

- **CYBHI School-Linked Partnership and Capacity Grant**: California is implementing the Children and Youth Behavioral Health Initiative (CYBHI) to transform the systems supporting behavioral health for all children, youth, and families in the state, regardless of payer. Under CYBHI, the Department of Health Care Services (DHCS) is authorized to award School-Linked Partnership and Capacity Grants. Altus Schools Charter School of San

Diego (ASCSSD) received a grant of $130,192 to offer mental health services, acquire technology for socio-emotional learning, supply materials for mental health carts at resource centers, and provide training for Healthy Youth School Therapists and support staff. ASCSSD has included the remaining amount of $53,957 in FY 2026-27.

- The **Local Educational Agency (LEA) Medi-Cal Billing Option Program** reimburses Altus Schools Charter School of San Diego (ASCSSD) for providing health-related services to Medi-Cal eligible students. ASCSSD participates in recovering costs for essential services, such as speech therapy, counseling, and physical therapy, ensuring these services are accessible to all students. This program helps ASCSSD enhance its support for students' health and well-being. Services are reimbursed through a process where the school submits claims to Medi-Cal for covered services and receives interim payments, which are later reconciled with actual costs through a cost report. ASCSSD has budgeted $40,628 in revenue for FY 2026-27.

- Altus Schools San Diego Corporation, which operates and manages Altus Schools Charter School of San Diego (ASCSSD), applied for the **School-Based Medi-Cal Administrative Activities (SMAA) program.** This program allows the school to claim federal reimbursement for a portion of the costs associated with administering Medi-Cal-related activities. These activities include outreach and referral, facilitating Medi-Cal applications, arranging non-emergency/non-medical transportation, program planning and policy development, and claims coordination.

  The reimbursement is calculated based on the time and effort our staff dedicate to these activities, as determined by the Random Moment Time Survey (RMTS) methodology. This ensures that we accurately capture the percentage of staff time that qualifies for reimbursement. We expect the SMAA revenue to contribute significantly to offsetting the costs of these essential administrative functions, thereby supporting our overall budget and enhancing our ability to provide comprehensive health and support services to our students. ASCSSD has budgeted to receive $61,004 in FY 2026-27, which is included under local revenue.

2027-28 REVENUE

- **In Lieu of Property Taxes (ILPT)** of $9,746.66 per current year (CY) P-2 ADA is based on FY 2024-25 P-1 rate for San Diego Unified School District.

- **Education Protection Account (EPA**) is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on November 6, 2012, and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.

- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available

until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: $82 for Prop 20 (Lottery: Instructional Materials) and $191 for Non-Prop 20 (Lottery: Unrestricted).

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $917.53 per P-2 ADA while **Federal IDEA** revenues are projected at $145 per PY California Basic Educational Data System (CBEDS) count.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. Altus Schools Charter School of San Diego chose to receive the block grant, which is based on PY P-2 ADA with funding rates of $21.86 for Grades K-8 and $60.77 for Grades 9-12.

- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during the implementation of the school district and charter school LCFF. Altus Schools Charter School of San Diego included $178,850 of CTE grant award in FY 2027-28.

- **Proposition 28**, also known as the **Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act**, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. Altus Schools Charter School of San Diego's preliminary allocation for FY 2027-28 is $342,110. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

- The **Local Educational Agency (LEA) Medi-Cal Billing Option Program** reimburses Altus Schools Charter School of San Diego (ASCSSD) for providing health-related services to Medi-Cal eligible students. ASCSSD participates in recovering costs for essential services, such as speech therapy, counseling, and physical therapy, ensuring these services are accessible to all students. This program helps ASCSSD enhance its support for students' health and well-being. Services are reimbursed through a process where the school submits claims to Medi-Cal for covered services and receives interim payments, which are later reconciled with actual costs through a cost report. ASCSSD has budgeted $42,159 in revenue for FY 2027-28.

- Altus Schools San Diego Corporation, which operates and manages Altus Schools Charter School of San Diego, applied for the **School-Based Medi-Cal Administrative Activities (SMAA) program.** This program allows the school to claim federal reimbursement for a portion of the costs associated with administering Medi-Cal-related activities. These activities include outreach and referral, facilitating Medi-Cal

applications, arranging non-emergency/non-medical transportation, program planning and policy development, and claims coordination.

The reimbursement is calculated based on the time and effort our staff dedicate to these activities, as determined by the Random Moment Time Survey (RMTS) methodology. This ensures that we accurately capture the percentage of staff time that qualifies for reimbursement. We expect the SMAA revenue to contribute significantly to offsetting the costs of these essential administrative functions, thereby supporting our overall budget and enhancing our ability to provide comprehensive health and support services to our students. ASCSSD has budgeted to receive $63,140 this fiscal year, which is included under local revenue.

2028-29 REVENUE

- **In Lieu of Property Taxes (ILPT)** of $9,746.66 per current year (CY) P-2 ADA is based on FY 2024-25 P-1 rate for San Diego Unified School District.

- **Education Protection Account (EPA**) is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on November 6, 2012, and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.

- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: $82 for Prop 20 (Lottery: Instructional Materials) and $191 for Non-Prop 20 (Lottery: Unrestricted).

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $917.53 per P-2 ADA while **Federal IDEA** revenues are projected at $145 per PY California Basic Educational Data System (CBEDS) count.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. Altus Schools Charter School of San Diego chose to receive the block grant, which is based on PY P-2 ADA with funding rates of $22.58 for Grades K-8 and $62.78 for Grades 9-12.

- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills

necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. Altus Schools Charter School of San Diego included $178,850 of CTE grant award in FY 2028-29.

- **Proposition 28**, also known as the **Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act**, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. Altus Schools Charter School of San Diego's preliminary allocation for FY 2028-29 is $359,215. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

- The **Local Educational Agency (LEA) Medi-Cal Billing Option Program** reimburses Altus Schools Charter School of San Diego (ASCSSD) for providing health-related services to Medi-Cal eligible students. ASCSSD participates in recovering costs for essential services, such as speech therapy, counseling, and physical therapy, ensuring these services are accessible to all students. This program helps ASCSSD enhance its support for students' health and well-being. Services are reimbursed through a process where the school submits claims to Medi-Cal for covered services and receives interim payments, which are later reconciled with actual costs through a cost report. ASCSSD has budgeted $43,260 in revenue for FY 2028-29.

- Altus Schools San Diego Corporation, which operates and manages Altus Schools Charter School of San Diego, applied for the **School-Based Medi-Cal Administrative Activities (SMAA) program.** This program allows the school to claim federal reimbursement for a portion of the costs associated with administering Medi-Cal-related activities. These activities include outreach and referral, facilitating Medi-Cal applications, arranging non-emergency/non-medical transportation, program planning and policy development, and claims coordination.

  The reimbursement is calculated based on the time and effort our staff dedicate to these activities, as determined by the Random Moment Time Survey (RMTS) methodology. This ensures that we accurately capture the percentage of staff time that qualifies for reimbursement. We expect the SMAA revenue to contribute significantly to offsetting the costs of these essential administrative functions, thereby supporting our overall budget and enhancing our ability to provide comprehensive health and support services to our students. ASCSSD has budgeted to receive $64,873 this fiscal year, which is included under local revenue.

2029-30 REVENUE

- **In Lieu of Property Taxes (ILPT)** of $9,746.66 per current year (CY) P-2 ADA is based on FY 2024-25 P-1 rate for San Diego Unified School District.

- **Education Protection Account (EPA**) is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the

voters on November 6, 2012, and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.

- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: $82 for Prop 20 (Lottery: Instructional Materials) and $191 for Non-Prop 20 (Lottery: Unrestricted).

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $917.53 per P-2 ADA while **Federal IDEA** revenues are projected at $145 per PY California Basic Educational Data System (CBEDS) count.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. Altus Schools Charter School of San Diego chose to receive the block grant, which is based on PY P-2 ADA with funding rates of $23.31 for Grades K-8 and $64.81 for Grades 9-12.

- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. Altus Schools Charter School of San Diego included $178,850 of CTE grant award in FY 2029-30.

- **Proposition 28**, also known as the **Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act**, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. Altus Schools Charter School of San Diego's preliminary allocation for FY 2029-30 is $377,176. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

- The **Local Educational Agency (LEA) Medi-Cal Billing Option Program** reimburses Altus Schools Charter School of San Diego (ASCSSD) for providing health-related services to Medi-Cal eligible students. ASCSSD participates in recovering costs for essential services, such as speech therapy, counseling, and physical therapy, ensuring these services are accessible to all students. This program helps ASCSSD enhance its

support for students' health and well-being. Services are reimbursed through a process where the school submits claims to Medi-Cal for covered services and receives interim payments, which are later reconciled with actual costs through a cost report. ASCSSD has budgeted $44,391 in revenue for FY 2029-30.

- Altus Schools San Diego Corporation, which operates and manages Altus Schools Charter School of San Diego, applied for the **School-Based Medi-Cal Administrative Activities (SMAA) program.** This program allows the school to claim federal reimbursement for a portion of the costs associated with administering Medi-Cal-related activities. These activities include outreach and referral, facilitating Medi-Cal applications, arranging non-emergency/non-medical transportation, program planning and policy development, and claims coordination.

  The reimbursement is calculated based on the time and effort our staff dedicate to these activities, as determined by the Random Moment Time Survey (RMTS) methodology. This ensures that we accurately capture the percentage of staff time that qualifies for reimbursement. We expect the SMAA revenue to contribute significantly to offsetting the costs of these essential administrative functions, thereby supporting our overall budget and enhancing our ability to provide comprehensive health and support services to our students. ASCSSD has budgeted to receive $66,656 this fiscal year, which is included under local revenue.

FULL-TIME EQUIVALENT (FTE) FACULTY for FY 2026-27 to 2029-30

Table #4

POSITIONS	OBJECT CODE	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
Teachers (Gen. Ed & Special Ed*)	1100	98.09	104.09	112.09	118.09
Cert. Pupil Support Counselors/Nurse/Psych)	1200	9.73	9.73	9.73	9.73
Cert. Supervisor & Administrator	1300	6.29	6.29	6.29	6.29
Other Certificated Teacher Resource (CTR)	1900	19.00	22.00	28.00	32.00
Resource Center Associates (RCA/IA)	2100	9.00	11.00	22.00	23.00
Classified Support (Admin Support)	2200	0.83	0.83	0.83	0.83
Classified Supervisor/Admin	2300	4.70	4.70	4.70	4.70
Clerical, Technical & Office Staff	2400	21.67	23.47	23.47	23.47
Other Classified Salaries	2900	0.60	0.60	0.60	0.60
TOTAL FTE POSITIONS BUDGETED		**169.91**	**182.71**	**207.71**	**218.71**

* To ensure compliance with Special Education regulations, FTE positions for Special Ed are computed at one Resource Specialist for every 28 caseloads. We calculate the caseload by multiplying the total enrollment by the percentage of Special Education population compared to total student population. Currently, Altus Schools Charter School of San Diego's Special Ed population is at 25.00%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table #5

DESCRIPTION	OBJECT CODE	CERTIFICATED	CLASSIFIED
STRS (Teachers Retirement)	3111-12	Refer to table #6	
PERS (Classified Retirement)	3211-12		Refer to table #6
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan Monthly Rates • Medical Refer to table #6 • Dental • Vision • Life Ins.	3401-02		
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	1.08%	1.08%

CalSTRS, CalPERS, and Health & Welfare Rates:

Table #6

DESCRIPTION	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
CalSTRS	19.10%	19.10%	19.10%	19.10%
CalPERS	26.90%	27.80%	27.40%	28.20%
H&W Medical	$2,500.00	$2,600.00	$2,700.00	$3,000.00
Dental	$120.00	$120.00	$120.00	$150.00
Vision	$27.00	$27.00	$27.00	$27.00
Life Insurance	0.114%	0.114%	0.114%	0.114%

NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Altus Schools Charter School of San Diego (ASCSSD) has implemented a meal program that complies with the State Meal Mandate for Non-classroom Based Charter Schools, following the California Department of Education's Universal Meals Program guidelines and California Education Code Section 49501.5. This code requires charter schools serving grades TK–12 to provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals must be nutritionally adequate and meet federal reimbursement standards. ASCSSD shall provide each student with adequate time to eat as determined by the Charter School in consideration of available guidance.

RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

Altus Schools Charter School of San Diego has allocated the amount in Table #7 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school, consistent with the mission and purpose of the organization.

Table #7

DESCRIPTION	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
Research and Development/Travel	$113,250	$120,000	$127,450	$133,300
% of Total Budget	0.29%	0.28%	0.28%	0.27%

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

Table #8

DESCRIPTION	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
Professional /Consulting Services & Other Operating Expenses	$4,888,731	$5,509,592	$6,192,554	$7,265,745
% of Total Budget	12.53%	13.04%	13.45%	14.49%

Marketing Fee

Pursuant to Education Code Section 47605 (b)(5)(G), Altus Schools Charter School of San Diego will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support significant outreach efforts to ensure that the student body of Altus Schools Charter School of San Diego reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Altus Schools Charter School of San Diego has deployed an integrated marketing plan to support organizational growth. To reach Altus Schools Charter School of San Diego's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio, and Bus Ads. Altus Schools Charter School of San Diego has allocated the amount in Table #9 for marketing expenses, included in the object code 5800.

Table #9

DESCRIPTION	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
Marketing Expenses	$390,251	$633,905	$690,769	$1,002,665
% of Total Budget	1.00%	1.50%	1.50%	2.00%

Authorizer's Oversight Fees

Altus Schools Charter School of San Diego will pay its authorizing district oversight fees of **3 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **3 percent oversight fees**:

- Object Code 8011 - LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 - Charter Schools Funding In Lieu of Property Taxes

Table #10

DESCRIPTION	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
3% Oversight Fees	$1,015,235	$1,109,930	$1,215,707	$1,329,880

RESERVES

Altus Schools Charter School of San Diego has allocated reserves of **5%** of total revenues for FY 2026-27 through FY 2029-30

Table #11

DESCRIPTION	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
Reserves	$1,951,254	$2,113,020	$2,302,562	$2,506,662

FACILITIES

Altus Schools Charter School of San Diego carries contractual lease agreements with an annual cost as shown in Table #12. The total cost of the current lease contracts from July 2026 through the end of the lease term (Year 2032) is $13,635,735. ASCSSD has allocated reserves for this amount. Per the Reserve Policy adopted by the Board, the School shall designate a Contingency/Strategic Reserve Fund to provide a strategic reserve for the school. One of the components of the Contingency/Strategic Reserve Fund is the contractual obligation for facility leases.

Table #12

DESCRIPTION	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
Facility Leases	$2,130,024	$2,182,088	$2,237,447	$2,295,959
% of Total Budget	5.46%	5.16%	4.86%	4.58%

Appendix B

4-YEAR CASH FLOW PROJECTIONS

Cash Flow Worksheet
FY 2026-27

ALTUS SCHOOLS CHARTER SCHOOL OF SAN DIEGC	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	TOTAL
DESCRIPTION	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	
BEGINNING BALANCE	**23,527,479.15**	**19,341,578.15**	**18,355,415.15**	**19,807,839.15**	**19,928,097.15**	**19,866,251.15**	**19,964,626.21**	**20,064,397.21**	**19,983,056.21**	**21,444,693.21**	**21,237,032.21**	**20,778,552.21**	
ADD :													
AR/Prepiad/Depreciation	1,184,536.00	220,095.00	245,395.00	111,808.00									**1,761,834.00**
LCFF Sources	568,821.00	1,889,603.00	3,778,368.00	2,784,921.00	2,784,921.00	2,897,847.00	2,784,921.00	2,784,921.00	4,218,629.00	2,564,791.00	2,564,791.00	2,677,719.00	**32,300,253.00**
Federal Revenue	-	-	94,424.00	-	-	-	-	-	-	-	-	-	**94,424.00**
Other State Revenue	126,291.00	126,291.00	277,037.00	388,321.00	335,346.00	277,037.00	388,321.00	227,324.00	277,037.00	388,321.00	227,324.00	373,625.00	**3,412,275.00**
Other Local Revenue	64,761.00	74,928.00	78,250.00	74,928.00	64,761.00	88,417.00	64,761.00	74,928.00	78,250.00	74,928.00	64,761.00	88,415.00	**892,088.00**
TOTAL	**1,944,409.00**	**2,310,917.00**	**4,473,474.00**	**3,359,978.00**	**3,185,028.00**	**3,263,301.00**	**3,238,003.00**	**3,087,173.00**	**4,573,916.00**	**3,028,040.00**	**2,856,876.00**	**3,139,759.00**	**38,460,874.00**
LESS:													
AP/FA/Investments	3,000,000.00	259,850.00	8,500.00	125,000.00	125,000.00	87,393.94	80,675.00	65,500.00	8,000.00	145,250.00	192,300.00	193,140.53	**4,290,609.47**
Certificated Salaries	1,062,680.00	1,119,278.00	1,101,863.00	1,110,570.00	1,114,924.00	1,084,448.00	1,071,387.00	1,101,863.00	1,101,863.00	1,093,155.00	1,114,924.00	1,145,399.00	**13,222,354.00**
Classified Salaries	200,264.00	211,727.00	208,536.00	210,318.00	211,686.00	205,717.00	203,327.00	209,499.00	209,812.00	208,049.00	212,557.00	218,729.00	**2,510,221.00**
Employee Benefits	662,534.00	678,895.00	673,981.00	766,502.00	767,934.00	759,197.00	755,513.00	764,322.00	764,434.00	761,917.00	768,245.00	777,055.00	**8,900,529.00**
Books and Supplies	93,769.00	93,769.00	94,491.00	93,769.00	93,769.00	94,491.00	93,769.00	93,769.00	94,491.00	93,769.00	93,769.00	124,496.00	**1,158,121.00**
Services and Other Operating Expenditures	1,008,861.00	831,359.00	831,477.00	831,359.00	831,359.00	831,477.00	831,359.00	831,359.00	831,477.00	831,359.00	831,359.00	723,702.00	**10,046,507.00**
Capital Outlay	102,202.00	102,202.00	102,202.00	102,202.00	102,202.00	102,202.00	102,202.00	102,202.00	102,202.00	102,202.00	102,202.00	102,205.00	**1,226,427.00**
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	9,651.00	**9,651.00**
TOTAL	**6,130,310.00**	**3,297,080.00**	**3,021,050.00**	**3,239,720.00**	**3,246,874.00**	**3,164,925.94**	**3,138,232.00**	**3,168,514.00**	**3,112,279.00**	**3,235,701.00**	**3,315,356.00**	**3,294,377.53**	**41,364,419.47**
ENDING CASH BALANCE	**19,341,578.15**	**18,355,415.15**	**19,807,839.15**	**19,928,097.15**	**19,866,251.15**	**19,964,626.21**	**20,064,397.21**	**19,983,056.21**	**21,444,693.21**	**21,237,032.21**	**20,778,552.21**	**20,623,933.68**	

REVENUES														FY 26-27 Budget	A/R
LCFF Sources															
LCFF State Aid	568,821.00	568,821.00	1,023,878.00	1,023,878.00	1,023,878.00	1,023,878.00	1,023,878.00	1,023,878.00	1,023,878.00	1,023,878.00	1,023,878.00	1,023,880.00	11,376,424.00	11,376,424.00	-
Education Protection Account			112,926.00			112,926.00			112,926.00			112,926.00	451,704.00	451,704.00	-
In Lieu of Property Tax		1,320,782.00	2,641,564.00	1,761,043.00	1,761,043.00	1,761,043.00	1,761,043.00	1,761,043.00	3,081,825.00	1,540,913.00	1,540,913.00	1,540,913.00	20,472,125.00	22,013,036.00	1,540,911.00
Sub-Total	**568,821.00**	**1,889,603.00**	**3,778,368.00**	**2,784,921.00**	**2,784,921.00**	**2,897,847.00**	**2,784,921.00**	**2,784,921.00**	**4,218,629.00**	**2,564,791.00**	**2,564,791.00**	**2,677,719.00**	**32,300,253.00**	**33,841,164.00**	**1,540,911.00**
Federal Revenues															
SpEd: Federal IDEA Basic Part B													-	271,585.00	271,585.00
ESSA CSI			94,424.00										94,424.00	94,424.00	-
Sub-Total	**-**	**-**	**94,424.00**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**94,424.00**	**366,009.00**	**271,585.00**
State Revenues															
Mandated Block Grant					108,022.00								108,022.00	108,022.00	-
Lottery Unrestricted Non-Prop 20				112,639.00			112,639.00			112,639.00		67,584.00	405,501.00	450,557.00	45,056.00
Lottery Instructional Materials Prop 20				48,358.00			48,358.00			48,358.00		29,015.00	174,089.00	193,433.00	19,344.00
CTEIG			44,713.00			44,713.00			44,713.00			44,711.00	178,850.00	178,850.00	-
SpEd: State	100,097.00	100,097.00	180,175.00	180,175.00	180,175.00	180,175.00	180,175.00	180,175.00	180,175.00	180,175.00	180,175.00	180,175.00	2,001,944.00	2,072,261.00	70,317.00
SpEd: State - NPS/RTC													-	199,179.00	199,179.00
SpEd: Mental Health Level II	9,903.00	9,903.00	17,825.00	17,825.00	17,825.00	17,825.00	17,825.00	17,825.00	17,825.00	17,825.00	17,825.00	17,819.00	198,050.00	198,050.00	-
Arts and Music in Schools (AMS) Prop 28	16,291.00	16,291.00	29,324.00	29,324.00	29,324.00	29,324.00	29,324.00	29,324.00	29,324.00	29,324.00	29,324.00	29,321.00	325,819.00	325,819.00	-
College and Career Access Pathway Grant			5,000.00			5,000.00			5,000.00			5,000.00	20,000.00	20,000.00	-
Sub-Total	**126,291.00**	**126,291.00**	**277,037.00**	**388,321.00**	**335,346.00**	**277,037.00**	**388,321.00**	**227,324.00**	**277,037.00**	**388,321.00**	**227,324.00**	**373,625.00**	**3,412,275.00**	**3,746,171.00**	**333,896.00**
Local Revenue															
Interest Income	49,254.00	49,254.00	49,254.00	49,254.00	49,254.00	49,254.00	49,254.00	49,254.00	49,254.00	49,254.00	49,254.00	49,254.00	591,048.00	770,680.00	179,632.00
All Other Local Revenue	12,121.00	12,121.00	12,121.00	12,121.00	12,121.00	12,121.00	12,121.00	12,121.00	12,121.00	12,121.00	12,121.00	12,120.00	145,451.00	145,451.00	-
LEA BOP	3,386.00	3,386.00	3,386.00	3,386.00	3,386.00	3,386.00	3,386.00	3,386.00	3,386.00	3,386.00	3,386.00	3,382.00	40,628.00	40,628.00	-
SMAA - School Based Medi-Cal Administrative Activities		10,167.00		10,167.00		10,167.00		10,167.00		10,167.00		10,169.00	61,004.00	61,004.00	-
CYBHI School-Linked Partnership and Capacity Grant			13,489.00			13,489.00			13,489.00			13,490.00	53,957.00	53,957.00	-
Sub-Total	**64,761.00**	**74,928.00**	**78,250.00**	**74,928.00**	**64,761.00**	**88,417.00**	**64,761.00**	**74,928.00**	**78,250.00**	**74,928.00**	**64,761.00**	**88,415.00**	**892,088.00**	**1,071,720.00**	**179,632.00**
TOTAL REVENUES	**759,873.00**	**2,090,822.00**	**4,228,079.00**	**3,248,170.00**	**3,185,028.00**	**3,263,301.00**	**3,238,003.00**	**3,087,173.00**	**4,573,916.00**	**3,028,040.00**	**2,856,876.00**	**3,139,759.00**	**36,699,040.00**	**39,025,064.00**	**2,326,024.00**
EXPENDITURE															
Certificated Salaries	1,062,680.00	1,119,278.00	1,101,863.00	1,110,570.00	1,114,924.00	1,084,448.00	1,071,387.00	1,101,863.00	1,101,863.00	1,093,155.00	1,114,924.00	1,145,399.00	13,222,354.00	13,222,354.00	-
Classified Salaries	200,264.00	211,727.00	208,536.00	210,318.00	211,686.00	205,717.00	203,327.00	209,499.00	209,812.00	208,049.00	212,557.00	218,729.00	2,510,221.00	2,510,221.00	-
Employee Benefits	662,534.00	678,895.00	673,981.00	766,502.00	767,934.00	759,197.00	755,513.00	764,322.00	764,434.00	761,917.00	768,245.00	777,055.00	8,900,529.00	8,900,529.00	-
Books and Supplies	93,769.00	93,769.00	94,491.00	93,769.00	93,769.00	94,491.00	93,769.00	93,769.00	94,491.00	93,769.00	93,769.00	124,496.00	1,158,121.00	1,158,121.00	-
Services and Other Operating Expenditures	1,008,861.00	831,359.00	831,477.00	831,359.00	831,359.00	831,477.00	831,359.00	831,359.00	831,477.00	831,359.00	831,359.00	723,702.00	10,046,507.00	10,046,507.00	-
Capital Outlay	102,202.00	102,202.00	102,202.00	102,202.00	102,202.00	102,202.00	102,202.00	102,202.00	102,202.00	102,202.00	102,202.00	102,205.00	1,226,427.00	1,226,427.00	-
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	9,651.00	9,651.00	9,651.00	-
TOTAL EXPENDITURES	**$3,130,310.00**	**$3,037,230.00**	**$3,012,550.00**	**$3,114,720.00**	**$3,121,874.00**	**$3,077,532.00**	**$3,057,557.00**	**$3,103,014.00**	**$3,104,279.00**	**$3,090,451.00**	**$3,123,056.00**	**$3,101,237.00**	**37,073,810.00**	**37,073,810.00**	

5.00%	1,951,254.00	Reserves

Cash Flow Worksheet
FY 2027-28

ALTUS SCHOOLS CHARTER SCHOOL OF SAN DIEGC	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	TOTAL
DESCRIPTION	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	
BEGINNING BALANCE	**20,623,933.68**	**19,443,672.68**	**18,582,778.68**	**20,007,039.40**	**20,211,449.40**	**20,175,312.40**	**20,280,405.15**	**20,499,675.15**	**20,535,172.15**	**22,122,361.90**	**22,111,137.90**	**21,878,892.90**	
ADD :													
AR/Prepiad/Depreciation	1,540,911.00	271,585.00	449,128.00	64,400.00									**2,326,024.00**
LCFF Sources	660,276.00	2,059,102.00	4,105,747.75	3,053,598.00	3,053,598.00	3,173,196.75	3,053,598.00	3,053,597.00	4,572,022.75	2,820,460.00	2,820,460.00	2,940,058.75	**35,365,715.00**
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other State Revenue	133,516.00	133,516.00	285,040.00	410,838.00	358,683.00	285,040.00	410,838.00	240,327.00	285,040.00	410,838.00	240,327.00	353,236.00	**3,547,239.00**
Other Local Revenue	67,122.00	77,645.00	67,122.00	77,645.00	67,122.00	77,645.00	67,122.00	77,645.00	67,122.00	77,645.00	67,122.00	77,649.00	**868,606.00**
TOTAL	**2,401,825.00**	**2,541,848.00**	**4,907,037.75**	**3,606,481.00**	**3,479,403.00**	**3,535,881.75**	**3,531,558.00**	**3,371,569.00**	**4,924,184.75**	**3,308,943.00**	**3,127,909.00**	**3,370,943.75**	**42,107,584.00**
LESS:													
AP/FA/Investments	136,500.00	35,400.00	146,281.03	50,500.00	156,000.00	125,850.00	32,000.00					75,741.93	**758,272.96**
Certificated Salaries	1,116,207.00	1,185,250.00	1,164,006.00	1,174,628.00	1,179,939.00	1,142,762.00	1,126,829.00	1,164,006.00	1,164,006.00	1,153,384.00	1,179,939.00	1,217,112.00	**13,968,068.00**
Classified Salaries	215,628.00	229,968.00	225,658.00	227,884.00	228,987.00	221,479.00	218,277.00	225,999.00	226,023.00	223,817.00	229,436.00	237,158.00	**2,710,314.00**
Employee Benefits	816,233.00	836,447.00	830,265.00	833,382.00	834,937.00	824,131.00	819,505.00	830,390.00	830,399.00	827,289.00	835,102.00	845,986.00	**9,964,066.00**
Books and Supplies	103,307.00	103,307.00	104,072.00	103,307.00	103,307.00	104,072.00	103,307.00	103,307.00	104,072.00	103,307.00	103,307.00	136,575.00	**1,275,247.00**
Services and Other Operating Expenditures	1,087,089.00	905,248.00	905,373.00	905,248.00	905,248.00	905,373.00	905,248.00	905,248.00	905,373.00	905,248.00	905,248.00	797,952.00	**10,937,896.00**
Capital Outlay	107,122.00	107,122.00	107,122.00	107,122.00	107,122.00	107,122.00	107,122.00	107,122.00	107,122.00	107,122.00	107,122.00	107,126.00	**1,285,468.00**
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	6,300.00	**6,300.00**
TOTAL	**3,582,086.00**	**3,402,742.00**	**3,482,777.03**	**3,402,071.00**	**3,515,540.00**	**3,430,789.00**	**3,312,288.00**	**3,336,072.00**	**3,336,995.00**	**3,320,167.00**	**3,360,154.00**	**3,423,950.93**	**40,905,631.96**
ENDING CASH BALANCE	**19,443,672.68**	**18,582,778.68**	**20,007,039.40**	**20,211,449.40**	**20,175,312.40**	**20,280,405.15**	**20,499,675.15**	**20,535,172.15**	**22,122,361.90**	**22,111,137.90**	**21,878,892.90**	**21,825,885.72**	

REVENUES														**FY 27-28 Budget**	**A/R**
LCFF Sources															
LCFF State Aid	660,276.00	660,276.00	1,188,497.00	1,188,497.00	1,188,497.00	1,188,497.00	1,188,497.00	1,188,496.00	1,188,496.00	1,188,496.00	1,188,496.00	1,188,496.00	13,205,517.00	13,205,517.00	-
Education Protection Account			119,598.75			119,598.75			119,598.75			119,598.75	478,395.00	478,395.00	-
In Lieu of Property Tax		1,398,826.00	2,797,652.00	1,865,101.00	1,865,101.00	1,865,101.00	1,865,101.00	1,865,101.00	3,263,928.00	1,631,964.00	1,631,964.00	1,631,964.00	21,681,803.00	23,313,767.00	1,631,964.00
Sub-Total	**660,276.00**	**2,059,102.00**	**4,105,747.75**	**3,053,598.00**	**3,053,598.00**	**3,173,196.75**	**3,053,598.00**	**3,053,597.00**	**4,572,022.75**	**2,820,460.00**	**2,820,460.00**	**2,940,058.75**	**35,365,715.00**	**36,997,679.00**	**1,631,964.00**
Federal Revenues															
SpEd: Federal IDEA Basic Part B													-	287,680.00	287,680.00
Sub-Total	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**287,680.00**	**287,680.00**
State Revenues															
Mandated Block Grant					118,356.00								118,356.00	118,356.00	-
Lottery Unrestricted Non-Prop 20				119,295.00			119,295.00			119,295.00		47,718.00	405,603.00	477,180.00	71,577.00
Lottery Instructional Materials Prop 20				51,216.00			51,216.00			51,216.00		20,486.00	174,134.00	204,862.00	30,728.00
CTEIG			44,713.00			44,713.00			44,713.00			44,711.00	178,850.00	178,850.00	-
SpEd: State	106,012.00	106,012.00	190,821.00	190,821.00	190,821.00	190,821.00	190,821.00	190,821.00	190,821.00	190,821.00	190,821.00	190,821.00	2,120,234.00	2,194,709.00	74,475.00
SpEd: State - NPS/RTC													-	199,179.00	199,179.00
SpEd: Mental Health Level II	10,398.00	10,398.00	18,716.00	18,716.00	18,716.00	18,716.00	18,716.00	18,716.00	18,716.00	18,716.00	18,716.00	18,712.00	207,952.00	207,952.00	-
Arts and Music in Schools (AMS) Prop 28	17,106.00	17,106.00	30,790.00	30,790.00	30,790.00	30,790.00	30,790.00	30,790.00	30,790.00	30,790.00	30,790.00	30,788.00	342,110.00	342,110.00	-
Sub-Total	**133,516.00**	**133,516.00**	**285,040.00**	**410,838.00**	**358,683.00**	**285,040.00**	**410,838.00**	**240,327.00**	**285,040.00**	**410,838.00**	**240,327.00**	**353,236.00**	**3,547,239.00**	**3,923,198.00**	**375,959.00**
Local Revenue															
Interest Income	50,882.00	50,882.00	50,882.00	50,882.00	50,882.00	50,882.00	50,882.00	50,882.00	50,882.00	50,882.00	50,882.00	50,882.00	610,584.00	793,800.00	183,216.00
All Other Local Revenue	12,727.00	12,727.00	12,727.00	12,727.00	12,727.00	12,727.00	12,727.00	12,727.00	12,727.00	12,727.00	12,727.00	12,726.00	152,723.00	152,723.00	-
LEA BOP	3,513.00	3,513.00	3,513.00	3,513.00	3,513.00	3,513.00	3,513.00	3,513.00	3,513.00	3,513.00	3,513.00	3,516.00	42,159.00	42,159.00	-
SMAA - School Based Medi-Cal Administrative Activities		10,523.00		10,523.00		10,523.00		10,523.00		10,523.00		10,525.00	63,140.00	63,140.00	-
Sub-Total	**67,122.00**	**77,645.00**	**67,122.00**	**77,645.00**	**67,122.00**	**77,645.00**	**67,122.00**	**77,645.00**	**67,122.00**	**77,645.00**	**67,122.00**	**77,649.00**	**868,606.00**	**1,051,822.00**	**183,216.00**
TOTAL REVENUES	**860,914.00**	**2,270,263.00**	**4,457,909.75**	**3,542,081.00**	**3,479,403.00**	**3,535,881.75**	**3,531,558.00**	**3,371,569.00**	**4,924,184.75**	**3,308,943.00**	**3,127,909.00**	**3,370,943.75**	**39,781,560.00**	**42,260,379.00**	**2,478,819.00**
EXPENDITURE															
Certificated Salaries	1,116,207.00	1,185,250.00	1,164,006.00	1,174,628.00	1,179,939.00	1,142,762.00	1,126,829.00	1,164,006.00	1,164,006.00	1,153,384.00	1,179,939.00	1,217,112.00	13,968,068.00	13,968,068.00	-
Classified Salaries	215,628.00	229,968.00	225,658.00	227,884.00	228,987.00	221,479.00	218,277.00	225,999.00	226,023.00	223,817.00	229,436.00	237,158.00	2,710,314.00	2,710,314.00	-
Employee Benefits	816,233.00	836,447.00	830,265.00	833,382.00	834,937.00	824,131.00	819,505.00	830,390.00	830,399.00	827,289.00	835,102.00	845,986.00	9,964,066.00	9,964,066.00	-
Books and Supplies	103,307.00	103,307.00	104,072.00	103,307.00	103,307.00	104,072.00	103,307.00	103,307.00	104,072.00	103,307.00	103,307.00	136,575.00	1,275,247.00	1,275,247.00	-
Services and Other Operating Expenditures	1,087,089.00	905,248.00	905,373.00	905,248.00	905,248.00	905,373.00	905,248.00	905,248.00	905,373.00	905,248.00	905,248.00	797,952.00	10,937,896.00	10,937,896.00	-
Capital Outlay	107,122.00	107,122.00	107,122.00	107,122.00	107,122.00	107,122.00	107,122.00	107,122.00	107,122.00	107,122.00	107,122.00	107,126.00	1,285,468.00	1,285,468.00	-
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	6,300.00	6,300.00	6,300.00	-
TOTAL EXPENDITURES	**$3,445,586.00**	**$3,367,342.00**	**$3,336,496.00**	**$3,351,571.00**	**$3,359,540.00**	**$3,304,939.00**	**$3,280,288.00**	**$3,336,072.00**	**$3,336,995.00**	**$3,320,167.00**	**$3,360,154.00**	**$3,348,209.00**	**40,147,359.00**	**40,147,359.00**	
													5.00%	**2,113,020.00**	**Reserves**

Cash Flow Worksheet
FY 2028-29

ALTUS SCHOOLS CHARTER SCHOOL OF SAN DIEGO	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	TOTAL
DESCRIPTION	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	
BEGINNING BALANCE	**21,825,885.72**	**20,709,657.72**	**19,787,451.72**	**21,447,043.72**	**21,761,394.72**	**21,900,098.72**	**22,168,101.72**	**22,468,663.72**	**22,521,825.72**	**24,219,385.72**	**24,228,157.72**	**23,989,978.72**	
ADD :													
AR/Prepiad/Depreciation	1,631,964.00	287,680.00	456,870.00	102,305.00									**2,478,819.00**
LCFF Sources	763,698.00	2,248,213.00	4,470,611.00	3,354,009.00	3,354,009.00	3,480,934.00	3,354,009.00	3,354,008.00	4,965,449.00	3,106,589.00	3,106,589.00	3,233,513.00	**38,791,631.00**
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other State Revenue	141,386.00	141,386.00	299,206.00	435,449.00	383,956.00	299,206.00	435,449.00	254,493.00	299,206.00	435,449.00	254,493.00	371,583.00	**3,751,262.00**
Other Local Revenue	69,445.00	80,257.00	69,445.00	80,257.00	69,445.00	80,257.00	69,445.00	80,257.00	69,445.00	80,257.00	69,445.00	80,260.00	**898,215.00**
TOTAL	**2,606,493.00**	**2,757,536.00**	**5,296,132.00**	**3,972,020.00**	**3,807,410.00**	**3,860,397.00**	**3,858,903.00**	**3,688,758.00**	**5,334,100.00**	**3,622,295.00**	**3,430,527.00**	**3,685,356.00**	**45,919,927.00**
LESS:													
AP/FA/Investments												79,528.00	**79,528.00**
Certificated Salaries	1,203,294.00	1,288,414.00	1,262,224.00	1,275,319.00	1,281,867.00	1,236,033.00	1,216,390.00	1,262,224.00	1,262,224.00	1,249,128.00	1,281,867.00	1,327,699.00	**15,146,683.00**
Classified Salaries	230,686.00	259,986.00	250,970.00	255,478.00	257,732.00	241,955.00	235,194.00	250,970.00	250,970.00	246,463.00	257,732.00	273,509.00	**3,011,645.00**
Employee Benefits	898,106.00	927,161.00	918,221.00	922,691.00	924,926.00	909,281.00	902,576.00	918,221.00	918,221.00	913,751.00	924,926.00	940,572.00	**11,018,653.00**
Books and Supplies	106,228.00	106,228.00	107,040.00	106,228.00	106,228.00	107,040.00	106,228.00	106,228.00	107,040.00	106,228.00	106,228.00	141,992.00	**1,312,936.00**
Services and Other Operating Expenditures	1,174,437.00	987,983.00	988,115.00	987,983.00	987,983.00	988,115.00	987,983.00	987,983.00	988,115.00	987,983.00	987,983.00	881,628.00	**11,936,291.00**
Capital Outlay	109,970.00	109,970.00	109,970.00	109,970.00	109,970.00	109,970.00	109,970.00	109,970.00	109,970.00	109,970.00	109,970.00	109,974.00	**1,319,644.00**
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	2,829.00	**2,829.00**
TOTAL	**3,722,721.00**	**3,679,742.00**	**3,636,540.00**	**3,657,669.00**	**3,668,706.00**	**3,592,394.00**	**3,558,341.00**	**3,635,596.00**	**3,636,540.00**	**3,613,523.00**	**3,668,706.00**	**3,757,731.00**	**43,828,209.00**
ENDING CASH BALANCE	**20,709,657.72**	**19,787,451.72**	**21,447,043.72**	**21,761,394.72**	**21,900,098.72**	**22,168,101.72**	**22,468,663.72**	**22,521,825.72**	**24,219,385.72**	**24,228,157.72**	**23,989,978.72**	**23,917,603.72**	

REVENUES														**FY 28-29 Budget**	**A/R**
LCFF Sources															
LCFF State Aid	763,698.00	763,698.00	1,374,656.00	1,374,656.00	1,374,656.00	1,374,656.00	1,374,656.00	1,374,655.00	1,374,655.00	1,374,655.00	1,374,655.00	1,374,654.00	15,273,950.00	15,273,950.00	-
Education Protection Account			126,925.00			126,925.00			126,925.00			126,925.00	507,700.00	507,700.00	-
In Lieu of Property Tax		1,484,515.00	2,969,030.00	1,979,353.00	1,979,353.00	1,979,353.00	1,979,353.00	1,979,353.00	3,463,869.00	1,731,934.00	1,731,934.00	1,731,934.00	23,009,981.00	24,741,916.00	1,731,935.00
Sub-Total	**763,698.00**	**2,248,213.00**	**4,470,611.00**	**3,354,009.00**	**3,354,009.00**	**3,480,934.00**	**3,354,009.00**	**3,354,008.00**	**4,965,449.00**	**3,106,589.00**	**3,106,589.00**	**3,233,513.00**	**38,791,631.00**	**40,523,566.00**	**1,731,935.00**
Federal Revenues															
SpEd: Federal IDEA Basic Part B													-	304,645.00	304,645.00
Sub-Total	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**304,645.00**	**304,645.00**
State Revenues															
Mandated Block Grant					129,463.00								129,463.00	129,463.00	-
Lottery Unrestricted Non-Prop 20				126,603.00			126,603.00			126,603.00		50,641.00	430,450.00	506,410.00	75,960.00
Lottery Instructional Materials Prop 20				54,353.00			54,353.00			54,353.00		21,741.00	184,800.00	217,412.00	32,612.00
CTEIG			44,713.00			44,713.00			44,713.00			44,711.00	178,850.00	178,850.00	-
SpEd: State	112,507.00	112,507.00	202,512.00	202,512.00	202,512.00	202,512.00	202,512.00	202,512.00	202,512.00	202,512.00	202,512.00	202,512.00	2,250,134.00	2,329,152.00	79,018.00
SpEd: State - NPS/RTC													-	199,179.00	199,179.00
SpEd: Mental Health Level II	10,918.00	10,918.00	19,652.00	19,652.00	19,652.00	19,652.00	19,652.00	19,652.00	19,652.00	19,652.00	19,652.00	19,646.00	218,350.00	218,350.00	-
Arts and Music in Schools (AMS) Prop 28	17,961.00	17,961.00	32,329.00	32,329.00	32,329.00	32,329.00	32,329.00	32,329.00	32,329.00	32,329.00	32,329.00	32,332.00	359,215.00	359,215.00	-
Sub-Total	**141,386.00**	**141,386.00**	**299,206.00**	**435,449.00**	**383,956.00**	**299,206.00**	**435,449.00**	**254,493.00**	**299,206.00**	**435,449.00**	**254,493.00**	**371,583.00**	**3,751,262.00**	**4,138,031.00**	**386,769.00**
Local Revenue															
Interest Income	52,569.00	52,569.00	52,569.00	52,569.00	52,569.00	52,569.00	52,569.00	52,569.00	52,569.00	52,569.00	52,569.00	52,569.00	630,828.00	817,614.00	186,786.00
All Other Local Revenue	13,271.00	13,271.00	13,271.00	13,271.00	13,271.00	13,271.00	13,271.00	13,271.00	13,271.00	13,271.00	13,271.00	13,273.00	159,254.00	159,254.00	-
LEA BOP	3,605.00	3,605.00	3,605.00	3,605.00	3,605.00	3,605.00	3,605.00	3,605.00	3,605.00	3,605.00	3,605.00	3,605.00	43,260.00	43,260.00	-
SMAA - School Based Medi-Cal Administrative Activities		10,812.00		10,812.00		10,812.00		10,812.00		10,812.00		10,813.00	64,873.00	64,873.00	-
Sub-Total	**69,445.00**	**80,257.00**	**69,445.00**	**80,257.00**	**69,445.00**	**80,257.00**	**69,445.00**	**80,257.00**	**69,445.00**	**80,257.00**	**69,445.00**	**80,260.00**	**898,215.00**	**1,085,001.00**	**186,786.00**
TOTAL REVENUES	**974,529.00**	**2,469,856.00**	**4,839,262.00**	**3,869,715.00**	**3,807,410.00**	**3,860,397.00**	**3,858,903.00**	**3,688,758.00**	**5,334,100.00**	**3,622,295.00**	**3,430,527.00**	**3,685,356.00**	**43,441,108.00**	**46,051,243.00**	**2,610,135.00**
EXPENDITURE															
Certificated Salaries	1,203,294.00	1,288,414.00	1,262,224.00	1,275,319.00	1,281,867.00	1,236,033.00	1,216,390.00	1,262,224.00	1,262,224.00	1,249,128.00	1,281,867.00	1,327,699.00	15,146,683.00	15,146,683.00	-
Classified Salaries	230,686.00	259,986.00	250,970.00	255,478.00	257,732.00	241,955.00	235,194.00	250,970.00	250,970.00	246,463.00	257,732.00	273,509.00	3,011,645.00	3,011,645.00	-
Employee Benefits	898,106.00	927,161.00	918,221.00	922,691.00	924,926.00	909,281.00	902,576.00	918,221.00	918,221.00	913,751.00	924,926.00	940,572.00	11,018,653.00	11,018,653.00	-
Books and Supplies	106,228.00	106,228.00	107,040.00	106,228.00	106,228.00	107,040.00	106,228.00	106,228.00	107,040.00	106,228.00	106,228.00	141,992.00	1,312,936.00	1,312,936.00	-
Services and Other Operating Expenditures	1,174,437.00	987,983.00	988,115.00	987,983.00	987,983.00	988,115.00	987,983.00	987,983.00	988,115.00	987,983.00	987,983.00	881,628.00	11,936,291.00	11,936,291.00	-
Capital Outlay	109,970.00	109,970.00	109,970.00	109,970.00	109,970.00	109,970.00	109,970.00	109,970.00	109,970.00	109,970.00	109,970.00	109,974.00	1,319,644.00	1,319,644.00	-
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	2,829.00	2,829.00	2,829.00	-
TOTAL EXPENDITURES	**$3,722,721.00**	**$3,679,742.00**	**$3,636,540.00**	**$3,657,669.00**	**$3,668,706.00**	**$3,592,394.00**	**$3,558,341.00**	**$3,635,596.00**	**$3,636,540.00**	**$3,613,523.00**	**$3,668,706.00**	**$3,678,203.00**	**43,748,681.00**	**43,748,681.00**	
													5.00%	**2,302,562.00**	**Reserves**

Cash Flow Worksheet
FY 2029-30

ALTUS SCHOOLS CHARTER SCHOOL OF SAN DIEGC	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	TOTAL
DESCRIPTION	Jul-29	Aug-29	Sep-29	Oct-29	Nov-29	Dec-29	Jan-30	Feb-30	Mar-30	Apr-30	May-30	Jun-30	
BEGINNING BALANCE	**23,917,603.72**	**22,711,548.72**	**21,692,655.72**	**23,446,357.47**	**23,794,819.47**	**23,961,304.47**	**24,261,963.22**	**24,602,382.22**	**24,675,473.22**	**26,488,674.97**	**26,516,108.97**	**26,278,765.97**	
ADD :													
AR/Prepiad/Depreciation	1,731,935.00	304,645.00	464,983.00	108,572.00									**2,610,135.00**
LCFF Sources	878,721.00	2,451,737.00	4,862,221.75	3,679,053.00	3,679,053.00	3,813,544.75	3,679,053.00	3,679,052.00	5,386,559.75	3,416,883.00	3,416,883.00	3,551,376.75	**42,494,138.00**
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other State Revenue	149,535.00	149,535.00	313,877.00	460,907.00	410,996.00	313,877.00	460,907.00	269,164.00	313,877.00	460,907.00	269,164.00	390,571.00	**3,963,317.00**
Other Local Revenue	71,842.00	82,951.00	71,842.00	82,951.00	71,842.00	82,951.00	71,842.00	82,951.00	71,842.00	82,951.00	71,842.00	82,954.00	**928,761.00**
TOTAL	**2,832,033.00**	**2,988,868.00**	**5,712,923.75**	**4,331,483.00**	**4,161,891.00**	**4,210,372.75**	**4,211,802.00**	**4,031,167.00**	**5,772,278.75**	**3,960,741.00**	**3,757,889.00**	**4,024,901.75**	**49,996,351.00**
LESS:													
AP/FA/Investments												81,913.84	**81,913.84**
Certificated Salaries	1,270,502.00	1,367,494.00	1,337,650.00	1,352,572.00	1,360,033.00	1,307,807.00	1,285,424.00	1,337,650.00	1,337,650.00	1,322,728.00	1,360,033.00	1,412,259.00	**16,051,802.00**
Classified Salaries	234,481.00	265,860.00	256,205.00	261,054.00	263,468.00	246,572.00	239,203.00	256,099.00	256,099.00	251,272.00	263,341.00	280,236.00	**3,073,890.00**
Employee Benefits	1,013,075.00	1,045,707.00	1,035,666.00	1,040,695.00	1,043,205.00	1,025,634.00	1,018,056.00	1,035,627.00	1,035,627.00	1,030,607.00	1,043,158.00	1,060,727.00	**12,427,784.00**
Books and Supplies	124,269.00	124,269.00	125,129.00	124,269.00	124,269.00	125,129.00	124,269.00	124,269.00	125,129.00	124,269.00	124,269.00	162,627.00	**1,532,166.00**
Services and Other Operating Expenditures	1,298,168.00	1,106,838.00	1,106,979.00	1,106,838.00	1,106,838.00	1,106,979.00	1,106,838.00	1,106,838.00	1,106,979.00	1,106,838.00	1,106,838.00	1,002,718.00	**13,369,689.00**
Capital Outlay	97,593.00	97,593.00	97,593.00	97,593.00	97,593.00	97,593.00	97,593.00	97,593.00	97,593.00	97,593.00	97,593.00	97,595.00	**1,171,118.00**
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	126.00	**126.00**
TOTAL	**4,038,088.00**	**4,007,761.00**	**3,959,222.00**	**3,983,021.00**	**3,995,406.00**	**3,909,714.00**	**3,871,383.00**	**3,958,076.00**	**3,959,077.00**	**3,933,307.00**	**3,995,232.00**	**4,098,201.84**	**47,708,488.84**
ENDING CASH BALANCE	**22,711,548.72**	**21,692,655.72**	**23,446,357.47**	**23,794,819.47**	**23,961,304.47**	**24,261,963.22**	**24,602,382.22**	**24,675,473.22**	**26,488,674.97**	**26,516,108.97**	**26,278,765.97**	**26,205,465.88**	

REVENUES														**FY 29-30 Budget**	**A/R**
LCFF Sources															
LCFF State Aid	878,721.00	878,721.00	1,581,699.00	1,581,699.00	1,581,699.00	1,581,699.00	1,581,699.00	1,581,698.00	1,581,698.00	1,581,698.00	1,581,698.00	1,581,700.00	17,574,429.00	17,574,429.00	-
Education Protection Account			134,491.75			134,491.75			134,491.75			134,491.75	537,967.00	537,967.00	-
In Lieu of Property Tax		1,573,016.00	3,146,031.00	2,097,354.00	2,097,354.00	2,097,354.00	2,097,354.00	2,097,354.00	3,670,370.00	1,835,185.00	1,835,185.00	1,835,185.00	24,381,742.00	26,216,927.00	1,835,185.00
Sub-Total	**878,721.00**	**2,451,737.00**	**4,862,221.75**	**3,679,053.00**	**3,679,053.00**	**3,813,544.75**	**3,679,053.00**	**3,679,052.00**	**5,386,559.75**	**3,416,883.00**	**3,416,883.00**	**3,551,376.75**	**42,494,138.00**	**44,329,323.00**	**1,835,185.00**
Federal Revenues															
SpEd: Federal IDEA Basic Part B													-	323,350.00	323,350.00
Sub-Total	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**323,350.00**	**323,350.00**
State Revenues															
Mandated Block Grant					141,832.00								141,832.00	141,832.00	-
Lottery Unrestricted Non-Prop 20				134,150.00			134,150.00			134,150.00		53,660.00	456,110.00	536,601.00	80,491.00
Lottery Instructional Materials Prop 20				57,593.00			57,593.00			57,593.00		23,037.00	195,816.00	230,373.00	34,557.00
CTEIG			44,713.00			44,713.00			44,713.00			44,711.00	178,850.00	178,850.00	-
SpEd: State	119,213.00	119,213.00	214,584.00	214,584.00	214,584.00	214,584.00	214,584.00	214,584.00	214,584.00	214,584.00	214,584.00	214,584.00	2,384,266.00	2,468,006.00	83,740.00
SpEd: State - NPS/RTC													-	199,179.00	199,179.00
SpEd: Mental Health Level II	11,463.00	11,463.00	20,634.00	20,634.00	20,634.00	20,634.00	20,634.00	20,634.00	20,634.00	20,634.00	20,634.00	20,635.00	229,267.00	229,267.00	-
Arts and Music in Schools (AMS) Prop 28	18,859.00	18,859.00	33,946.00	33,946.00	33,946.00	33,946.00	33,946.00	33,946.00	33,946.00	33,946.00	33,946.00	33,944.00	377,176.00	377,176.00	-
Sub-Total	**149,535.00**	**149,535.00**	**313,877.00**	**460,907.00**	**410,996.00**	**313,877.00**	**460,907.00**	**269,164.00**	**313,877.00**	**460,907.00**	**269,164.00**	**390,571.00**	**3,963,317.00**	**4,361,284.00**	**397,967.00**
Local Revenue															
Interest Income	54,302.00	54,302.00	54,302.00	54,302.00	54,302.00	54,302.00	54,302.00	54,302.00	54,302.00	54,302.00	54,302.00	54,302.00	651,624.00	842,143.00	190,519.00
All Other Local Revenue	13,841.00	13,841.00	13,841.00	13,841.00	13,841.00	13,841.00	13,841.00	13,841.00	13,841.00	13,841.00	13,841.00	13,839.00	166,090.00	166,090.00	-
LEA BOP	3,699.00	3,699.00	3,699.00	3,699.00	3,699.00	3,699.00	3,699.00	3,699.00	3,699.00	3,699.00	3,699.00	3,702.00	44,391.00	44,391.00	-
SMAA - School Based Medi-Cal Administrative Activities		11,109.00		11,109.00		11,109.00		11,109.00		11,109.00		11,111.00	66,656.00	66,656.00	-
Sub-Total	**71,842.00**	**82,951.00**	**71,842.00**	**82,951.00**	**71,842.00**	**82,951.00**	**71,842.00**	**82,951.00**	**71,842.00**	**82,951.00**	**71,842.00**	**82,954.00**	**928,761.00**	**1,119,280.00**	**190,519.00**
TOTAL REVENUES	**1,100,098.00**	**2,684,223.00**	**5,247,940.75**	**4,222,911.00**	**4,161,891.00**	**4,210,372.75**	**4,211,802.00**	**4,031,167.00**	**5,772,278.75**	**3,960,741.00**	**3,757,889.00**	**4,024,901.75**	**47,386,216.00**	**50,133,237.00**	**2,747,021.00**
EXPENDITURE															
Certificated Salaries	1,270,502.00	1,367,494.00	1,337,650.00	1,352,572.00	1,360,033.00	1,307,807.00	1,285,424.00	1,337,650.00	1,337,650.00	1,322,728.00	1,360,033.00	1,412,259.00	16,051,802.00	16,051,802.00	-
Classified Salaries	234,481.00	265,860.00	256,205.00	261,054.00	263,468.00	246,572.00	239,203.00	256,099.00	256,099.00	251,272.00	263,341.00	280,236.00	3,073,890.00	3,073,890.00	-
Employee Benefits	1,013,075.00	1,045,707.00	1,035,666.00	1,040,695.00	1,043,205.00	1,025,634.00	1,018,056.00	1,035,627.00	1,035,627.00	1,030,607.00	1,043,158.00	1,060,727.00	12,427,784.00	12,427,784.00	-
Books and Supplies	124,269.00	124,269.00	125,129.00	124,269.00	124,269.00	125,129.00	124,269.00	124,269.00	125,129.00	124,269.00	124,269.00	162,627.00	1,532,166.00	1,532,166.00	-
Services and Other Operating Expenditures	1,298,168.00	1,106,838.00	1,106,979.00	1,106,838.00	1,106,838.00	1,106,979.00	1,106,838.00	1,106,838.00	1,106,979.00	1,106,838.00	1,106,838.00	1,002,718.00	13,369,689.00	13,369,689.00	-
Capital Outlay	97,593.00	97,593.00	97,593.00	97,593.00	97,593.00	97,593.00	97,593.00	97,593.00	97,593.00	97,593.00	97,593.00	97,595.00	1,171,118.00	1,171,118.00	-
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	126.00	126.00	126.00	-
TOTAL EXPENDITURES	**$4,038,088.00**	**$4,007,761.00**	**$3,959,222.00**	**$3,983,021.00**	**$3,995,406.00**	**$3,909,714.00**	**$3,871,383.00**	**$3,958,076.00**	**$3,959,077.00**	**$3,933,307.00**	**$3,995,232.00**	**$4,016,288.00**	**47,626,575.00**	**47,626,575.00**	
													5.00%	**2,506,662.00**	**Reserves**

Appendix C

PROJECTED 5-YEAR ENROLLMENTS BY GRADE LEVEL

Enrollment Projections at P2 ADA reporting

Description	2026-27	2027-28	2028-29	2029-30	2030-31
Grade: TK	6	6	6	7	8
Grade: K	14	15	16	17	19
Grade: 1	17	18	19	21	24
Grade: 2	19	20	23	25	27
Grade: 3	17	18	19	21	23
Grade: 4	19	20	21	24	27
Grade: 5	19	20	21	24	27
Grade: 6	72	76	81	86	92
Grade: 7	134	142	151	157	163
Grade: 8	180	191	202	210	218
Grade: 9	629	667	707	749	793
Grade: 10	614	651	690	731	773
Grade: 11	253	268	284	301	318
Grade: 12	324	343	364	386	407
Total Projected Enrollment at P2 ADA reporting	**2317**	**2455**	**2604**	**2759**	**2919**

Appendix D

PROJECTED 5-YEAR ENROLLMENTS BY GRADE SPAN

CSSD P-2 Ending Enrollment					
	26-27	**27-28**	**28-29**	**29-30**	**30-31**
Grades TK-3	73	77	83	91	101
Grades 4-6	110	116	123	134	146
Grades 7-8	314	333	353	367	381
Grades 9-12	1820	1929	2045	2167	2291
Total Enrollment	**2317**	**2455**	**2604**	**2759**	**2919**

Appendix E

LCAP

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Altus Schools Charter School of San Diego

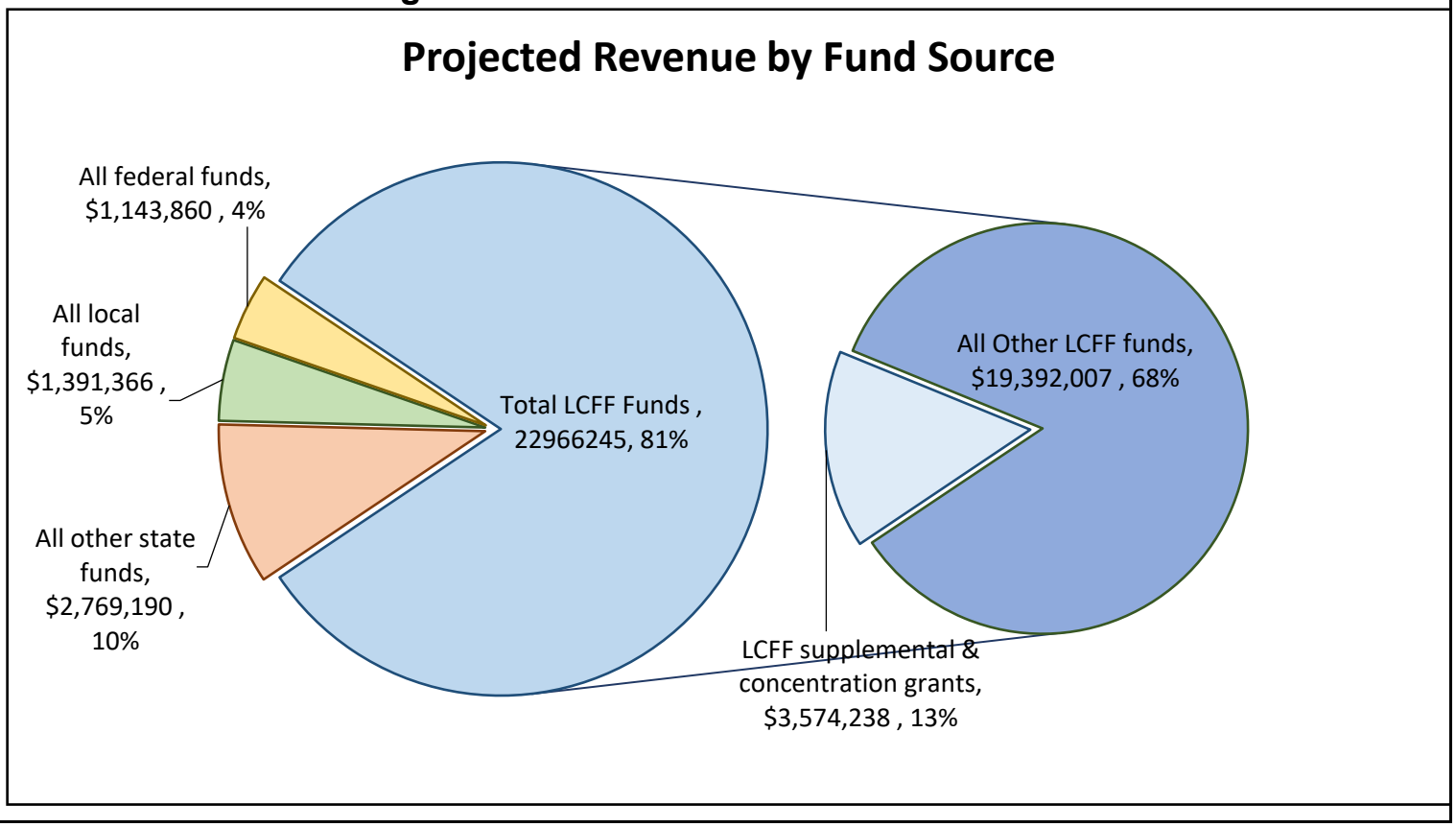
CDS Code: 37683383730959

School Year: 2025-26

LEA contact information: Jay Garrity, Ph: (858) 678-2051, Email: jgarrity@altusschools.net

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

Budget Overview for the 2025-26 School Year

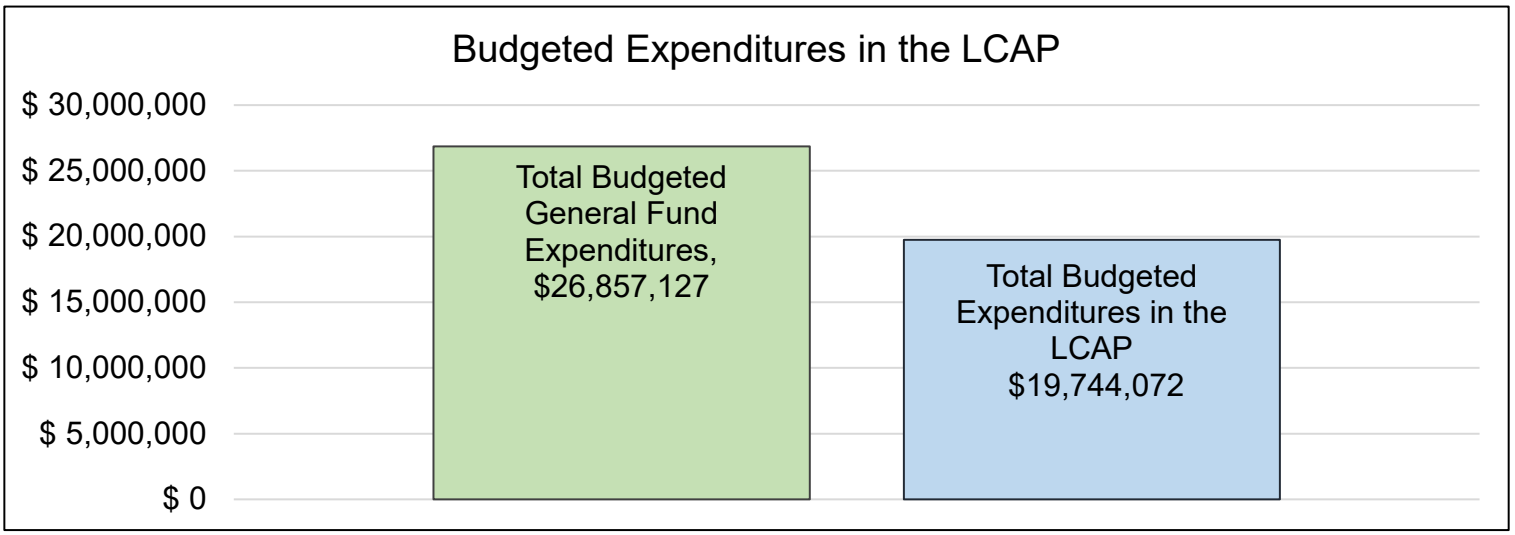


This chart shows the total general purpose revenue Altus Schools Charter School of San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Altus Schools Charter School of San Diego is $28,270,661.00, of which $22,966,245.00 is Local Control Funding Formula (LCFF), $2,769,190.00 is other state funds, $1,391,366.00 is local funds, and $1,143,860.00 is federal funds. Of the $22,966,245.00 in LCFF Funds, $3,574,238.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

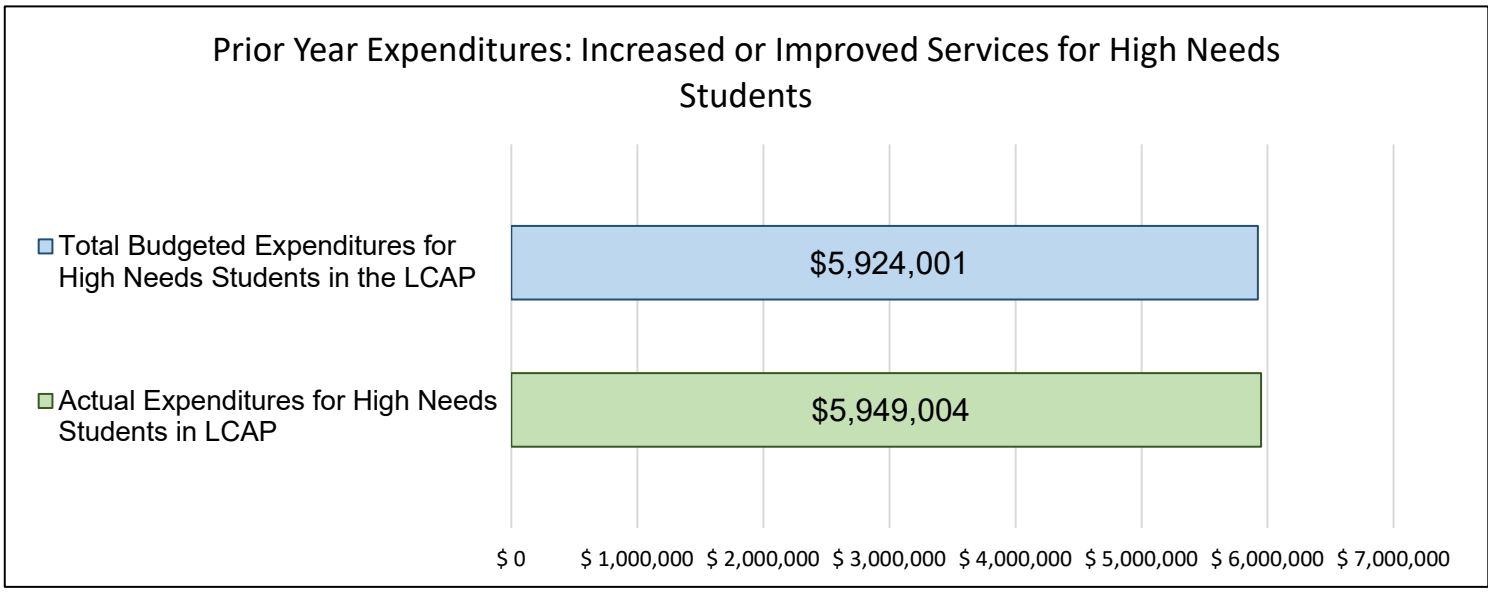
The text description of the above chart is as follows: Altus Schools Charter School of San Diego plans to spend $26,857,127.00 for the 2025-26 school year. Of that amount, $19,744,072.00 is tied to actions/services in the LCAP and $7,113,055.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Altus Schools Charter School of San Diego is projecting it will receive $3,574,238.00 based on the enrollment of foster youth, English learner, and low-income students. Altus Schools Charter School of San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. Altus Schools Charter School of San Diego plans to spend $5,378,160.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Altus Schools Charter School of San Diego's LCAP budgeted $5,924,001.00 for planned actions to increase or improve services for high needs students. Altus Schools Charter School of San Diego actually spent $5,949,004.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary: 2025-2026

General Information

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

The journey to create Altus Schools Charter School of San Diego (CSSD) began in 1993, when charter law was implemented in California. After a year of planning, charter revisions, and collaboration with San Diego Unified School District staff and members of the community, the SDUSD Board of Education unanimously approved CSSD's petition and charter as the **first approved charter school in San Diego**.

CSSD opened for student enrollment in 1994. It was established as a visionary model for educational reform. Specifically aimed at students whose futures are at risk because conventional schooling has failed them, CSSD provides a unique educational environment for students whose academic and social needs are not met by traditional approaches.

In 2015 and 2021, CSSD was the recipient of the **Malcom Baldrige National Quality Award** for performance excellence through innovation, improvement, and visionary leadership. This award establishes CSSD as a role model for education. This honor is a tribute to excellence across many sectors. It is awarded to organizations that demonstrate quality and performance excellence. Organizations are judged on their Leadership/ Governance, Strategic Planning, Customer Focus, Knowledge Management, Workforce Focus, Operations, and Results.

CSSD is an educational option for students in grades 6-12 and has received a Six-Year Accreditation Status by WASC through June 30, 2029. CSSD operates 17 neighborhood resource centers within San Diego Unified School District boundaries. Students and families visit their neighborhood resource center by appointment, or as needed, to participate in the instructional program and meet with school staff in a quiet, distraction-free, and safe environment. CSSD is a non-classroom based, independent study program.

As an Altus School, CSSD is dedicated to fostering academic excellence through rigorous instruction, a secure and nurturing environment, and the promotion of educational reform models. We place a high value on the individual progress and academic success of each student.

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

considered part of the learning 'team' and an integral part of the learning process.

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

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

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

In March 2025, CSSD had a total enrollment of 1,588 students. A summary of the school's demographics is provided below.

Socioeconomic Status:

- Socioeconomically Disadvantaged: 73%

Special Populations:

- Students with Disabilities: 24%
- Gifted and Talented Education (GATE): 8%
- English Learners: 14%

- Homeless: 11%
- Foster Youth: 0%

Ethnicity:

- Hispanic: 57%
- White: 24%
- Black or African American: 9%
- Other Ethnicities: 10%

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

Reflections: Annual Performance

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

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

- **Chronic Absenteeism** was a **Green (Low) Performance Level**. There were no student groups performing at a Red level.
- **Suspension Rate** was a **Blue (Very Low) Performance** Level. There were no student groups performing at a Red level.
- **College/Carrer** was a **Yellow (Medium) Performance Level**. There were no student groups performing in the Red (Very Low) Performance Level.

In addition, educational partners remain very satisfied with the school's **DASS One-Year Grad Rate**, summarized in the table provided below. The schoolwide graduation rate average was 91.2%.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	374	341	91.2%
English Learners	43	39	90.7%
Long-Term English Learners	36	34	94.4%
Foster Youth	2	*	*
Homeless	39	36	92.3%
Socioeconomically Disadvantaged	259	235	90.7%
Students with Disabilities	92	85	92.4%
African American	32	30	93.8%
Asian	7	*	*
Filipino	13	13	100.0%
Hispanic	216	194	89.8%
Native Hawaiian or Pacific Islander	1	*	*
White	63	59	93.7%
Two or More Races	36	32	88.9%

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

- **English Language Arts** was an Orange (Low) Performance Level. There was one Student Group that performed Very Low: English Learners. Driven by a shared vision for continuous improvement in English Language Arts (ELA), and in collaboration with educational partners, our school will implement a comprehensive literacy initiative in the 2025-26 school year. This initiative (Goal 2, Action 1a) will introduce a new ELA curriculum via Canvas for select grade levels, chosen for its academic rigor and its ability to better serve the unique needs of our students in an independent study setting. Alongside this, we will continue to provide targeted one-on-one tutoring for foundational skills and grade-level small group sessions featuring direct instruction, peer collaboration, and formative assessments. By strategically integrating Canvas and these targeted approaches, we are committed to ensuring measurable progress for all students.

- Recognizing that our **English Learner Progress** indicator is at a Red (Very Low) Performance Level, our school is proactively addressing this through Goal 2, Action 2. This initiative is specifically designed to enhance the English language development of our English Learner population. Our approach involves a detailed assessment of their language progression, followed by the development of a comprehensive support framework. To facilitate growth, instructional staff will deliver personalized Designated ELD instruction, utilizing resources such as Summit K12 and blended courses. This tailored instruction will focus on developing the language skills necessary for content mastery, considering each student's grade, proficiency, and learning style. We are dedicated to providing the necessary resources and implementing targeted strategies to ensure our English Learners make significant academic and linguistic gains.

- **Combined Four-and Five-Year Graduation Rate** was a Red (Very Low) Performance Level. There were nine Student Groups that performed Very Low: African American, English Learners, Hispanic, Homeless, Long-Term English Learners, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White. It should be noted that prior to 2022, the California Department of Education utilized the One-Year Grad Rate as a modified method for DASS schools. *However, beginning with the 2022 School Dashboard, the DASS one-year graduation rate is being reported for information purposes only to provide data for local planning and analyses. With the denial of California's waiver in 2022 by the U.S. Department of Education to continue the use of the DASS one-year graduation rate and modified methods, this rate is no longer being used to determine DASS high schools for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI). Rather, the combined four- and five-year graduation rate is now applied.* While the school will continue to focus on improving the combined four- and five-year graduation rate, the school excelled in the DASS One-Year Grad Rate provided by the CDE: Graduation Rate by Student Group. Our school is dedicated to ensuring every student will graduate prepared for success. Our approach involves targeted initiatives to improve graduation rates through comprehensive support, including: individualized academic counseling; a robust tutoring program designed to boost student engagement and credit attainment; addressing the digital divide by providing home computers to students in need; and expanding opportunities in specialized programs like AVID, Character and Leadership Development, CTE Pathways, and Early College Credits, ensuring a well-rounded and supportive educational experience for all.

- **Mathematics** was a Red (Very Low) Performance Level. There were four Student Groups that performed Very Low: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. Building on our commitment to mathematics achievement, the 2025-26 school year will see a focused, data-driven approach to enhance learning for all students, particularly identified subgroups. Recognizing mathematics as a critical area, we established a Math Study Group (MSG) at the start of the year. This collaborative team, including teachers, subject matter experts, and school leaders, meets regularly to analyze student data, share best practices, and monitor progress. Through a comprehensive Needs Assessment, the MSG identified key gaps in student performance and conducted root cause analysis, leading to the development of a targeted Math Instructional Plan. This plan prioritizes not only rigorous skill development but also the cultivation of student confidence and a growth mindset. We are committed to creating a transformative math culture where

students understand that proficiency is attainable through effort, engagement, and a willingness to learn from mistakes. Our instructional strategies are designed to connect mathematical concepts to real-world applications, fostering deeper understanding. We are leveraging innovative tools such as IXL Math for personalized learning, Desmos Math Classroom for visual and exploratory learning, and Virtual Reality for immersive, standards-aligned experiences.

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

Reflections: Technical Assistance

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

CSSD is eligible for technical assistance, referred to as Differentiated Assistance, due to recent results from the California State Dashboards. This determination is based upon student group performance on LCFF State Priority Areas.

As part of the Differentiated Assistance (DA) work, CSSD's instructional leadership analyzed historical Student Dashboard data, and identified the following student groups and prioritized improvement in specific State Priority Areas:

- African American: Graduation Rate
- English Learners: Mathematics, English Language Arts, English Learner Progress, Graduation Rate
- Long-Term English Learners: English Learner Progress and Graduation Rate
- Hispanic: Graduation Rate and Mathematics
- Homeless: Graduation Rate
- Socioeconomically Disadvantaged: Graduation Rate and Mathematics
- Students with Disabilities: Graduation Rate and Mathematics
- Two or More Races: Graduation Rate
- White: Graduation Rate

CSSD's instructional leadership partnered with the San Diego County Office of Education (SDCOE) for guidance and support regarding Differentiated Assistance. Throughout the 2024-25 school year, SDCOE provided professional learning opportunities, from which CSSD leaders gained valuable strategies and resources.

As part of this professional learning, CSSD leaders focused on analyzing data, particularly Satellite and Map data sources, to identify patterns of inequity, guide further investigation, and pinpoint necessary skills for both students and educators. This data analysis was crucial in developing the 2025-26 Local Control and Accountability Plan (LCAP), especially the Goals, Metrics, and Actions targeting all students

and specific student groups.

Based on root cause analysis, CSSD has incorporated the following three Actions into the 2025-26 LCAP to improve student outcomes:

- To elevate student **Mathematics** achievement for all students, particularly the lowest-performing groups, Goal 1 and Action 4 is designed to improve performance in this critical area. Key initiatives include hosting a Math Literacy Summit focused on data analysis and evidence-based instruction and partnering with experts for ongoing professional learning in culturally responsive practices. Regular Math Study Group meetings and staff training on utilizing the California Educators Reporting System (CERS) will support targeted instructional planning for underperforming students. Additionally, the school will utilize IXL Math, Amplify Math Desmos Curriculum, and Virtual Reality math. Implementing these resources, along with providing professional development to support unique learners, will enhance student engagement, access to grade-level content, and academic vocabulary, ultimately improving math achievement.

- In response to a **Very Low Combined Four- and Five-Year Graduation Rate**, Goal 1 Action 5 is focused on enhancing academic engagement and increasing the percentage of students graduating on time, particularly benefiting historically marginalized student groups. Key components of this action include the effective implementation of MTSS, the addition of school support staff to provide targeted tutoring, and partnerships with community-based programs to offer high-dosage tutoring. Additionally, counselors dedicated to college and career planning will address the comprehensive needs of each student, ensuring equitable support and resources for historically marginalized groups.

- To support **English Learner students' performance in English Language Arts and language development**, Goal 2, Action 1 will introduce a new English Language Arts (ELA) curriculum via Canvas for select grade levels, specifically chosen for its academic rigor and its capacity to serve our English Learner (EL) students in an independent study setting. The Canvas platform's digital format, with its multimedia support, scaffolding features like text-to-speech, and flexible learning modules, will significantly enhance EL students' language acquisition and ELA proficiency. Complementing this, targeted one-on-one tutoring will address foundational English language skills, while grade-level small group sessions will foster direct instruction, peer collaboration, and formative assessments to support their academic and linguistic development. By strategically integrating this accessible curriculum with these differentiated approaches, we are committed to ensuring measurable progress in English Language Arts performance for all students, accelerating the language and academic development of our English Learner population.

Moving forward, CSSD leaders plan to continue gathering and analyzing qualitative data throughout Spring and Fall 2025. The goal of this continued data analysis is to uncover growth opportunities within the system, delve into root causes from the community's perspective, and collect insights that will foster innovative, human-centered solutions. This approach is intended to enhance systemic changes and improve educational outcomes across our school.

Comprehensive Support and Improvement

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

Schools Identified

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

Altus Schools Charter School of San Diego (CSSD) is eligible for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

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

CSSD has qualified for Comprehensive Support and Improvement (CSI) due to its three-year average Combined Four-Year and Five-Year Graduation Rate, as shown on the California School Dashboard. The 2024 School Dashboard further details a schoolwide Graduation Rate of 52.8%, which is categorized as a Red Performance Level. Moreover, nine student groups within the school are performing at the Very Low level.

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

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

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

- **Identifying and Refining Needs**: Through joint data analysis, partners identified areas needing improvement and gained a deeper understanding of student needs.
- **Creating Goals**: Collaborative discussions led to the establishment of clear goals aligned with identified needs and the aspirations of the school community.
- **Establishing Metrics**: Education partners jointly determined appropriate metrics and indicators to effectively track progress toward their goals.

- **Designing Activities**: Education partners contributed to the selection and design of specific interventions aimed at addressing identified needs and achieving desired outcomes.

- **Allocating Resources**: Education partner input informed decisions regarding resource allocation, ensuring that funds were directed toward initiatives with the greatest potential impact.

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

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

- **School Dashboard Indicators**: These indicators provide a comprehensive overview of the school's performance and student outcomes across various domains.

- **Measures of Academic Progress by NWEA**: This assessment tool offers valuable insights into individual student growth and proficiency in core subject areas, highlighting both strengths and areas for improvement.

- **Monthly Storybook Reports**: These reports provide a rich blend of qualitative and quantitative data on student progress, behavior, attendance, and other relevant factors, offering a nuanced understanding of student performance.

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

Following a thorough and data-informed **review of resource allocation across various educational categories**, collaborative educational partners identified a crucial area necessitating focused and strategic investment. Their comprehensive analysis indicated a clear correlation between targeted support for the lowest-achieving student groups and the potential for significant improvement in overall graduation rates. Consequently, they determined that a strategic investment in providing additional resources and tailored support to **English Learners** (47.4%), **Students with Disabilities** (52.9%), and **students experiencing homelessness** (47.8%) is essential to achieve this goal. This explicit commitment to providing these necessary additional resources and support is clearly and formally articulated within the school's CSI Plan and the Local Control and Accountability Plan (LCAP), demonstrating a deliberate and documented prioritization of these student populations.

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

academic and social-emotional well-being of all students.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Monitoring and Evaluating Effectiveness

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

To effectively measure the impact of our Comprehensive Support and Improvement (CSI) strategies, a key component of Goal 1, we will closely monitor and evaluate the school's Combined Four-Year and Five-Year Graduation Rate Metric. Our analysis of the 2023 Dashboard data, conducted by our Data Department staff, provided important context: the State DASS school average was 54.2%, and the San Diego County DASS school average was 49.3%. Our desired outcome is to demonstrate continuous growth in this critical metric on an annual basis, with the intention to exceed either the state or county DASS school averages. We recognize that our lowest-achieving student groups include English Learners, Students with Disabilities, and students experiencing homelessness, and our CSI efforts are particularly focused on their progress.

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

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

School Data Department

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

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

School Curriculum & Professional Learning Department

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

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

School Leadership

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

Instructional Leaders

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

- Conduct ongoing teaching observations, September 2025 to April 2026, to ensure teachers and tutors are providing high-level, targeted instruction that supports the needs of the lowest achieving students. Observations will also be focused on the use of grade-level curriculum, technology tools, and the integration of TIPS and AVID instructional strategies. Feedback from these observations will be

shared with teachers, and professional development opportunities will be aligned to address identified areas for growth in supporting our target student populations.

School Counselors

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

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

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

Teachers

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

Engaging Educational Partners

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

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

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

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

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

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

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

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

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

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

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

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

Teachers and Staff:

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

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

Principals, Learning Leads, and Administrators:

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

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

Parents, Family Members, and Advisory Committees:

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

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

Students:

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

Priority 5: Student Engagement (Engagement)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Independent Study Program: Teacher Credentials	**2023-24 Results** 93% of general and special education teachers with a teaching credential and EL Authorizations as of October 2023 **Data Source**: Locally Reported	**2024-25 Results** 98% of general and special education teachers with a teaching credential and EL Authorizations as of October 2024 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	Increased 5%
M1.2	Teachers Appropriately Assigned and Credentialed	**2021-22 Results** Total teaching FTE: 46.5 Clear: 18.3% **Data Source**: Teaching Assignment Monitoring Outcomes, DataQuest	**2022-23 Results** Total teaching FTE: 62.9 Clear: 35.8% **Data Source**: Teaching Assignment Monitoring Outcomes, DataQuest	Available in 2026-27 LCAP	**Exceed baseline results**	Total teaching FTE: Increased 16.4 Clear: Increased 17.5%
M1.3	DASS One-Year Graduation Rate	**2022-23 Results** Schoolwide: 89.4% Hispanic: 87% White: 95.1% African American: 90.9% 2+ Races: 93.9% EL: 81% SED: 85.9% SWD: 86.2% **Data Source**: CA School Dashboard (Additional Reports)	**2023-24 Results** Schoolwide: 91.2% Hispanic: 90.7% White: 93.7% African American: 93.8% 2+ Races: 88.9% EL: 90.7% SED: 90.7% SWD: 92.4% **Data Source**: CA School Dashboard (Additional Reports)	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 68.8% San Diego County: 73.4%	Schoolwide increased 1.8%

M1.4	Combined Four- and Five-Year Graduation Rate	**2022-23 Results** Schoolwide: 52.7% Hispanic: 47.7% White: 59.2% African American: 65.1% 2+ Races: 53.3% EL: 48.1% SED: 48.3% SWD: 45.6% **Data Source**: CA School Dashboard	**2023-24 Results** Schoolwide: 52.8% Hispanic: 48.3% White: 62.5% African American: 58.1% 2+ Races: 58.1% EL: 47.4% SED: 49.7% SWD: 52.9% **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 54.2% San Diego County: 49.3%	Schoolwide increased 0.1% Note: The school is 1.4% less than the state and 3.5% higher than the county
M1.5	Chronic Absenteeism Rate	**2022-23 Results** Schoolwide: 5.1% Hispanic: 5.8% White: 1.3% African American: 6.7% 2+ Races: 11.5% EL: 4.8% SED: 6.3% SWD: 4.3% **Data Source**: CA School Dashboard	**2023-24 Results** Schoolwide: 4.5% Hispanic: 3.9% White: 3% African American: 8.3% 2+ Races: 6.1% EL: 1.6% SED: 5.3% SWD: 2.1% **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 47.1% San Diego County: 22.2%	Schoolwide improved 0.6% Note: The school outperforms the state by 42.6% and the county by 18.1%
M1.6	CAASPP ELA: Average Distance from Standard	**2022-23 Results** Schoolwide: -7.7 Hispanic: -20.7 White: -14.5 African American: -7.5 2+ Races: 54.5 EL: -85 SED: -21.6 SWD: -76.6 **Data Source**: CA School Dashboard	**2023-24 Results** Schoolwide: -15.7 Hispanic: -38.7 White: +42 African American: -23.8 2+ Races: -7.6 EL: -94.7 SED: -33.9 SWD: -70.1 **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -118.2 San Diego County: -135.9	Schoolwide declined 8 points Note: The school outperforms the state by 102.5 and the county by 120.2

M1.7	CAASPP Math: Average Distance from Standard	**2022-23 Results** Schoolwide: -101.6 Hispanic: -120 White: -69.6 African American: -105.6 2+ Races: -63.4 EL: -156.5 SED: -120.8 SWD: -138.2 **Data Source**: CA School Dashboard	**2023-24 Results** Schoolwide: -113.4 Hispanic: -136.3 White: -57.7 African American: -132.2 2+ Races: -81.6 EL: -178.7 SED: -130.2 SWD: -147.3 **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -192.8 San Diego County: -185.2	Schoolwide declined 11.8 points Note: The school outperforms the state by 79.4 and the county by 71.8
M1.8	Grade 11 CAASPP ELA: Met or Exceeded Standard	**2022-23 Results** ELA: 61.88% **Data Source:** DataQuest CAASPP Results	**2023-24 Results** ELA: 63.32% **Data Source:** DataQuest CAASPP Results	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 21.8% San Diego County: 33.3%	Increased 1.44% Note: The school outperforms the state by 41.52% and the county by 30.02%
M1.9	Grade 11 CAASPP Math: Met or Exceeded Standard	**2022-23 Results** Mathematics: 16.57% **Data Source:** DataQuest CAASPP Results	**2023-24 Results** Mathematics: 13.61% **Data Source:** DataQuest CAASPP Results	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 3.8% San Diego County: 3.8%	Declined 2.9% Note: The school outperforms the state and county by 9.81%

M1.10	English Learner Progress Indicator (ELPI)	**2022-23 Results** English Learners: 53.8% **Data Source**: CA School Dashboard	**2023-24 Results** English Learners: 42.5% **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 32.5% San Diego County: 37%	Declined 11.3% Note: The school outperforms the state by 10% and county by 5.5%
M1.11	English Learner Reclassification Rate	**2022-23 Results** School Reclassification Rate: 10% **Data Source**: Locally Reported	**2023-24 Results** School Reclassification Rate: 12% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 10%**	Increased 2%
M1.12	Measures of Academic Progress by NWEA: Reading	**2023-24 Results** Schoolwide: 72% Hispanic: 72% White: 81% African American: 79% 2+ Races: 57% EL: 66% SED: 71% SWD: 72% **Data Source**: Locally Reported, as of May 2024	**2024-25 Results** Schoolwide: 76% Hispanic: 78% White: 71% African American: 73% 2+ Races: 81% EL: 67% SED: 76% SWD: 72% **Data Source**: Locally Reported, as of May 2025	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Schoolwide improved 4%

M1.13	Measures of Academic Progress by NWEA: Language	**2023-24 Results** Schoolwide 78% Hispanic 78% White 83% African American 69% 2+ Races 82% EL 74% SED 76% SWD 74% **Data Source**: Locally Reported, as of May 2024	**2024-25 Results** Schoolwide 76% Hispanic 78% White 70% African American 75% 2+ Races 80% EL 82% SED 77% SWD 76% **Data Source**: Locally Reported, as of May 2025	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Schoolwide declined 2%
M1.14	Measures of Academic Progress by NWEA: Math	**2023-24 Results** Schoolwide 75% Hispanic 77% White 63% African American 79% 2+ Races 80% EL 74% SED 75% SWD 68% **Data Source**: Locally Reported, as of May 2024	**2024-25 Results** Schoolwide 76% Hispanic 80% White 66% African American 73% 2+ Races 79% EL 76% SED 75% SWD 71% **Data Source**: Locally Reported, as of May 2025	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Schoolwide improved 1%
M1.15	California Science Test	**2022-23 Results** Schoolwide 23.65% Hispanic 20.41% White 31.15% African American 20% 2+ Races 34.62% EL 0% SED 19.48% SWD 9.84% **Data Source**: DataQuest CAASPP Results	**2022-23 Results** Schoolwide 16.12% Hispanic 11.4% White 23.22% African American 14.29% 2+ Races 20.59% EL 1.89% SED 14.96% SWD 6.59% **Data Source**: DataQuest CAASPP Results	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: Not available San Diego County: 13.6%	Schoolwide declined 7.53% Note: The school outperforms the county by 2.52%

<table>
<tr>
<td>M1.16</td>
<td>Student Attendance or Participation Rate</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>Schoolwide</td><td>91.6%</td></tr>
<tr><td>Hispanic</td><td>91%</td></tr>
<tr><td>White</td><td>93%</td></tr>
<tr><td>African American</td><td>92.5%</td></tr>
<tr><td>EL</td><td>93.2%</td></tr>
<tr><td>SED</td><td>90.6%</td></tr>
<tr><td>SWD</td><td>92.7%</td></tr>
<tr><td>Foster Youth</td><td>*</td></tr>
<tr><td>Homeless</td><td>90.1%</td></tr>
<tr><td>Cadet Corps</td><td>97.6%</td></tr>
<tr><td>Pregnant/Parent</td><td>77.2%</td></tr>
</table>
Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

Note: Cumulative Attendance Rate as of March 2024
</td>
<td>
<table>
<tr><th colspan="2">2024-25 Results</th></tr>
<tr><td>Schoolwide</td><td>92.6%</td></tr>
<tr><td>Hispanic</td><td>92.2%</td></tr>
<tr><td>White</td><td>94.3%</td></tr>
<tr><td>African American</td><td>91.2%</td></tr>
<tr><td>EL</td><td>92.8%</td></tr>
<tr><td>SED</td><td>92.2%</td></tr>
<tr><td>SWD</td><td>93.1%</td></tr>
<tr><td>Foster Youth</td><td>*</td></tr>
<tr><td>Homeless</td><td>91.4%</td></tr>
<tr><td>Cadet Corps</td><td>94.7%</td></tr>
<tr><td>Pregnant/Parent</td><td>90.3%</td></tr>
</table>
Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

Note: Cumulative Attendance Rate as of February 2025
</td>
<td>Available in 2026-27 LCAP</td>
<td>Greater than 84%</td>
<td>Schoolwide increased 1%</td>
</tr>
<tr>
<td>M1.17</td>
<td>Middle School Dropout Rate</td>
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<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>Middle School</td><td>0%</td></tr>
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Data Source: Locally Reported

Note: Middle School Dropout Rate as of March 2024
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<td>
<table>
<tr><th colspan="2">2024-25 Results</th></tr>
<tr><td>Middle School</td><td>0%</td></tr>
</table>
Data Source: Locally Reported

Note: Middle School Dropout Rate as of March 2025
</td>
<td>Available in 2026-27 LCAP</td>
<td>Less than 5%</td>
<td>There was no change from the 0% baseline</td>
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<td>M1.18</td>
<td>High School Dropout Rate</td>
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<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>High School</td><td>0.5%</td></tr>
</table>
Data Source: Locally Reported

Note: High School Dropout Rate as of March 2024
</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>High School</td><td>0.6%</td></tr>
</table>
Data Source: Locally Reported

Note: High School Dropout Rate as of March 2025
</td>
<td>Available in 2026-27 LCAP</td>
<td>Less than 5%</td>
<td>Declined 0.1%</td>
</tr>
</table>

M1.19	Student Confidence Survey	**2023-24 Results** Schoolwide: 95% **Data Source**: Locally Reported **Note:** Results as of March 2024	**2024-25 Results** Schoolwide: 95% **Data Source**: Locally Reported **Note:** Results as of March 2025	Available in 2026-27 LCAP	**Greater than 90%**	There was no change from the 95% baseline

Goal Analysis for 2024-25

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

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

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

- **Action 1**: Fully implemented the use of MAPs by NWEA, Smarter Balanced Interim Assessments, California Educators Reporting System (CERS) and Renaissance (Illuminate) Assessments to inform teaching and learning systems.
- **Action 2**: The school's English Language Development (ELD) Plan was fully implemented to provide comprehensive support for all English Learner students.
- **Action 3**: Each student had a fully developed and implemented Pathways Personalized Education Plan (PPEP). To ensure progress toward individual academic goals and successful postsecondary transitions, which included participation in enriching field trip experiences, school staff leveraged key platforms such as School Pathways and Naviance for ongoing monitoring. Learning Leads and counselors actively participated in the school's Multi-Tiered System of Supports (MTSS) to address students' unique needs and provided guidance to both students and parents on multiple graduation pathways. Furthermore, teachers delivered live academic instruction specifically designed to enhance student skills in Math and English Language Arts (ELA) and other academic subjects.
- **Action 4**: To further support unduplicated pupils, the school provided additional academic tutoring through instructional support staff and a sustained partnership with a non-profit tutoring organization. Additionally, Learning Leads provided instructional coaching with teachers, focusing on the effective implementation of the Multi-Tiered System of Supports (MTSS). Recognizing the unique needs of special populations and further empowering all students with strong study skills and habits through the AVID program, Counselors, Equity and Inclusion staff, and the Homeless and Foster Youth Liaison offered tailored support and diligently coordinated necessary services.
- **Action 5**: Fully implemented all Special Education services for qualifying students as outlined in their IEP.
- **Action 6**: Conducted systematic monitoring of student engagement and achievement using key Data Integration System platforms, including Naviance, NWEA, Renaissance, and Achieve3000. Published and updated local monitoring tools and instruments to allow timely monitoring of key performance indicators by staff.
- **Action 7**: Staff utilized Ellevation for English Learner monitoring and instructional planning all year. To further support this work, the Data and Assessment Department consistently delivered timely Monthly Storybooks. These reports summarized the progress and achievement

of unduplicated English Learners on key indicators, directly informing staff decisions about current programs and services.

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

1.3 decreased by 19% due to reallocation of expenditures from 1.3 to 2.2. There are no other material differences to report for Goal 1.

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

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

- Independent Study Program: Teacher Credentials
- Teachers Appropriately Assigned & Credentialed
- DASS 1-Year Graduation Rate
- Combined 4- and 5-Year Graduation Rate
- Chronic Absenteeism Rate
- CAASPP ELA & Mathematics
- Grade 11 CAASPP ELA & Mathematics
- English Learner Progress Indicator (ELPI)
- English Learner Reclassification Rate
- NWEA Reading, Language & Mathematics
- California Science Test
- Student Attendance (Independent Study Participation)
- Middle School & High School Dropout Rate
- Student Confidence Survey

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	a) School staff will administer **Measures of Academic Progress by NWEA** to students in the fall and spring semesters. This data will inform targeted adjustments to curriculum and instructional strategies, ensuring we effectively address achievement gaps and support all students' academic success. b) School staff will administer the **Smarter Balanced Interim Assessments** to students in the fall semester. This data will empower instructional staff to analyze student understanding of grade-level standards and develop systematic strategies for continuous improvement in teaching and learning. c) Using the **California Educators Reporting System (CERS)**, teachers will analyze student progress and create targeted interventions to meet the diverse needs of all students, ensuring success in core subjects. d) To enhance student learning, instructional staff will strategically integrate **Instructure Mastery Connect** formative and summative assessments within the core curriculum. This data-driven approach will enable teachers to analyze student achievement, identify areas for growth, and refine teaching practices to meet the diverse needs of all learners, and inform core curriculum development and adjustments. e) Teachers will analyze student data from **Naviance**, specifically focusing on career exploration, college interests, and learning styles, to create personalized and engaging instructional plans. f) **Data and Assessment Department staff** will systematically collect and analyze data on key student achievement metrics, including student participation, chronic absenteeism, credit completion, potential dropout rates, AP course performance, and Naviance student confidence—and disseminate these findings in **Monthly Storybooks.**	$512,282	No

2	English Learner Assessment and Support Framework	a) School staff will conduct a **Home Language Survey** to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans. b) Instructional staff will **administer the ELPAC** to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification. c) Instructional staff will **collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities**, incorporating academic language development goals to ensure comprehensive support. d) **English Learner Achievement Department (ELAD)** will utilize data analysis to develop evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems. e) Instructional staff will integrate evidence-based **formative and summative English Language proficiency assessments** in personalized one-on-one or small group settings to accurately measure language acquisition. f) Instructional staff will implement **Integrated English Language Development (ELD)** strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners. g) **LREBG Action**: To fully meet the needs of the educational program, instructional staff will provide engaging and dynamic Designated ELD instruction. Utilizing **Summit K12** and blended courses, this personalized instruction will foster essential language skills for content learning, with content and delivery specifically aligned to each student's grade, proficiency, and individual learning needs. This initiative represents an allowable use of funds, as it is specifically designed to address the unique language needs of English Learners. • Metric being used to monitor action: M1.10, M1.11	$723,174	Yes

		• LREBG funds supporting this action: $6,556.27 h) School staff will **research valid and reliable assessments to measure emerging English Learners' native language literacy** to provide equitable access to standards-aligned and rigorous courses of study, provide primary language assistance, and support biliteracy.		

3	Personalized Academic Instruction and Support for All Students	a) To strengthen student support, **Human Resources staff will prioritize the hiring of Resource Center Associates, Learning Associates, and Certificated Teacher Resources**, who will provide tutoring, deliver student learning feedback, and perform other critical instructional support functions. b) **The Student Services Center (SSC) staff will gather comprehensive student data**, including transcripts, report cards, attendance, behavior, and IEP/504 plans, to create Pathways Personalized Education Plans (PPEPs). c) **Teachers will create and manage Pathways Personalized Education Plans (PPEPs)** for each student, using educational records, assessments, academic progress, and post-secondary goals to guide student growth d) Instructional staff will utilize the **School Pathways Student Information System (SPSIS)** to streamline student support by documenting attendance, tracking MTSS interventions, monitoring progress, and recording grades. e) **Counselors** will work with students to develop personalized graduation plans**, offering multiple pathways to a diploma or equivalent**, and facilitating successful post-high school transitions. f) **Teachers will implement live, small-group instruction** designed to provide individualized skill support, enabling students to achieve mastery of course objectives and content standards, and create interactive opportunities to build student connectedness. g) Instructional staff will implement **Spring Academies in April**, providing targeted test preparation in Math and ELA to equip students with the skills/knowledge needed to maximize their proficiency in key claims and targets. h) **Learning Leads** and school administrators will offer support and guidance for **effective MTSS implementation**, facilitating timely interventions to meet the diverse academic, behavioral, and social-emotional needs of all students, and systematically monitoring the	$2,514,210	No

		impact of these interventions. i) Instructional staff will plan and provide **personalized field trip experiences**, focusing on student interests in career and college pathways, to enhance their exploration of future possibilities. j) The school will deploy **sprinter vans** to support student engagement in a range of activities, including field trips, school events, and Cadet Corps. This transportation solution will enhance accessibility for students. k) Identified students will be provided with access to rigorous **GATE programs**, facilitated by specially trained teachers, which will cultivate their talents and intellectual abilities through a challenging and stimulating academic environment, enabling them to reach their full potential.		

4	Targeted Math Interventions and Resources	a) Using data analysis, the **Math Study Group** will identify and prioritize key math standards and themes, informing daily instruction and targeted interventions throughout the school year. b) To support effective math instruction, the school will create a centralized, web-based **Teacher Math Resource**, offering readily accessible materials including key math themes, test preparation strategies, tutoring and intervention tools, VR integration guides, lesson plans, and targeted resources for English learners. c) Integrate the interactive features of **Amplify Desmos Curriculum** into weekly math tutorials, enabling students to explore mathematical concepts visually, manipulate variables, and receive immediate feedback, thereby fostering active learning and improved problem-solving skills. d) **LREBG Action**: Recent data reveals a critical need to improve student performance on the Summative SBA mathematics, particularly for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. To address this, and in accordance with LREBG's allowance for evidence-based learning supports to close learning gaps, we are **implementing IXL Math**. This platform offers personalized learning paths, immediate feedback, and motivational rewards to enhance student math proficiency. By leveraging IXL's adaptive technology, we aim to accelerate learning and effectively target areas of weakness, significantly improving student outcomes and directly contributing to learning recovery for these targeted student groups. • Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7 • LREBG funds supporting this action: $3,906.77 e) Utilize **Prisms Virtual Reality** mathematics to provide students with hands-on, spatial learning experiences, enabling them to visualize and manipulate mathematical concepts, thus building a strong foundation for grade-level math mastery.	$488,649	No

5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	a. **Learning Leads** and school administrators will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and **implementing the school's MTSS with fidelity**. b. To significantly increase graduation rates, the school will deploy additional **instructional support staff**, including Resource Center Associates, Learning Associates, and Certificated Teacher Resources, who will provide targeted tutoring. This focused support will address specific academic needs, ensuring students successfully complete the required graduation coursework and progress towards their diplomas. c. **LREBG Action**: Our Annual Performance Review, which included analysis of SBA results, and the Graduation Rate reported in the California School Dashboard, identified the need to improve student academic performance in ELA and Mathematics, and increase on-time graduation rates. To address these areas, and in accordance with LREBG's allowable use category of 'Accelerating progress,' we are partnering with a **community-based organization for high-dosage tutoring throughout the school week**. This tutoring is designed to target unique learner needs, focusing on developing effective study habits and accelerating Math and ELA growth. This approach will directly support improved academic outcomes and contribute to closing identified learning gaps. • Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7 • LREBG funds supporting this action: $141,936.55 d. **Counselors** will facilitate individualized student meetings focused on collaborative course planning and goal setting. These meetings will empower students to identify their academic, social-emotional, and behavioral needs, and work with counselors to develop tailored strategies for success, including **personalized course recommendations and support plans**. e. To drive increased graduation rates, the **Equity and Inclusion Department will focus on removing barriers to student success**. Through close collaboration with school staff, Equity and Inclusion	$1,121,619	Yes

		staff will identify and address the holistic needs of individual students, particularly those facing unique challenges. This includes coordinating academic support, social-emotional resources, and family assistance, ultimately creating a supportive environment that empowers all students to achieve graduation. f. Full implementation of the **AVID Program** to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness.		

6	Academic Instruction and Support for Students with Disabilities	a) **Special Education (SPED) staff** will implement a system of frequent IEP reviews to facilitate timely adjustments and ensure personalized learning for all students with disabilities. These reviews will focus on maintaining alignment between IEPs, students' current needs, and evolving goals, enabling responsive and effective educational support. b) **Special Education Learning Lead** will offer support and guidance for compliance and specialized instruction for students with disabilities. c) **Special Education (SPED) staff will collaborate with general education teachers** and support staff to ensure the effective implementation of accommodations, modifications, and supplementary aids as specified in each student's Individualized Education Program (IEP). d) Provide ongoing professional development for all staff members to ensure understanding of **Free Appropriate Public Education (FAPE) requirements** and best practices for supporting students with disabilities. e) Education Specialists will provide **Specialized Academic Instruction (SAI)**. This instruction will be tailored to each student's unique learning needs. They will focus on targeted instruction in areas of need. This ensures individualized support for students with disabilities. f) Education Specialists will coordinate **supplemental services as needed**. Students requiring additional support, such as speech therapy or occupational therapy, will receive services from a nonpublic agency (NPA) certified by the California Department of Education (CDE). This ensures individualized support for students with disabilities. g) **LREBG Action**: To address identified needs highlighted by state and local academic and engagement data, specifically for Students with Disabilities, and focus on improving their performance on SBAs and ensuring graduation within four years of high school, the school is committed to expanding its **special education support team**. This	$2,966,749	No

		resource allocation, an allowable use of LREBG funds, directly impacts student success by integrating evidence-based staff support and ensuring all Students with Disabilities receive the personalized attention and specialized services essential for their academic and personal growth. • Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7 • LREBG funds supporting this action: $28,231.98 h) Special Education (SPED) staff will offer **ongoing support and consultation to general education teachers** to facilitate the effective implementation of accommodations and modifications within core curriculum areas. i) By integrating the **principles of Universal Design for Learning (UDL),** we will proactively customize learning activities and materials, ensuring multiple means of engagement, representation, and action/expression, thus fostering accessibility for all students, including those with disabilities. j) Utilize the California **Practitioners' Guide for Educating English Learners with Disabilities** to ensure effective instruction for dually identified students. a) The **progress of students with disabilities will be systematically monitored through data-driven assessments**, allowing for timely and targeted adjustments to their intervention strategies. This process will ensure that interventions are responsive to their unique needs and promote optimal learning outcomes.		

7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	a) **LREBG Action**: An analysis of English Learner performance metrics, including data related to Long-Term English Learners, Newcomers, and Reclassified Fluent English Proficient (RFEP) students, has informed our instructional strategy. To ensure adequate academic progress, instructional staff will utilize **Ellevation as a comprehensive monitoring system**. This utilization, an allowable use of LREBG funds for additional academic services, specifically diagnostic, progress monitoring, and benchmark assessments of pupil learning, enables the timely adjustment of instructional and supplemental supports • Metric being used to monitor action: M1.10 and M1.11 • LREBG funds supporting this action: $6,582.99 b) Instructional staff will **monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students** through the PPEP Phase Meetings in July, October, January, and other instructional meetings. c) School leadership will implement a **semesterly ELD progress report**, aligned with the CA EL Roadmap, to track student progress in designated ELD courses, attendance, and reclassification readiness. d) To support English Learner success, teachers will provide families with ELD progress reports and **facilitate collaborative meetings** to discuss language acquisition, academic growth, and individual student needs. b) **Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners** performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.	$1,133,440	Yes

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

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

Priority 4: Student Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	Availability of standards aligned instructional materials to every student	**2023-24 Results** 100% of students **Data Source**: Locally Reported	**2024-25 Results** 100% of students **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100%**	There was no change from the 100% baseline
M2.2	Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Lab Science, World Language, Visual & Performing Arts, College Preparatory Electives, General Electives, Health, Physical Education, Career Technical Education	**2023-24 Results** All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** All students continue to have access and are enrolled in a broad course of study for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100%**	There was no change from the 100% baseline
M2.3	Design and implement programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills	**2023-24 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	**2024-25 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100%**	There was no change from the 100% baseline
M2.4	Increase the annual number of students completing college credit courses	**2022-23 Results** Dual Enrollment: 75 Articulated Credit: 22 Total early college credit: 97 **Data Source**: Locally Reported	**2023-24 Results** Dual Enrollment: 98 Articulated Credit: 25 Total early college credit: 123 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 97 early college courses**	Increased by 26

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

M2.9	100% of ELA and Social Science Courses will be aligned to ELD Standards	**2023-24 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	**2024-25 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.10	100% of Core Courses will be UC A-G approved	**2023-24 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	**2024-25 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.11	100% of CTE Courses will be aligned to CTE Model Curriculum Standards	**2023-24 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	**2024-25 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.12	Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway	**2022-23 Results** Schoolwide: 1.7% Hispanic: 1.5% White: 4% African American: 0% 2+ Races: 0% EL: 0% SED: 1.9% SWD: 0% **Data Source**: CA School Dashboard	**2023-24 Results** Schoolwide: 2.5% Hispanic: 2.8% White: 1.3% African American: 0% 2+ Races: 2.3% EL: 3.9% SED: 2.1% SWD: 2.9% **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Increased 0.8%

M2.13	Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU	**2022-23 Results** Schoolwide 7.5% Hispanic 6.4% White 14.4% African American 2.3% 2+ Races 2.2% EL 1.3% SED 5.9% SWD 0.8% **Data Source**: CA School Dashboard	**2023-24 Results** Schoolwide 5.9% Hispanic 5.3% White 8.8% African American 4.7% 2+ Races 4.7% EL 0% SED 4.1% SWD 2.9% **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide declined 1.6%
M2.14	Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway	**2022-23 Results** Schoolwide 1.2% Hispanic 1.5% White 1.6% African American 0% 2+ Races 0% EL 0% SED 1.5% SWD 0% **Data Source**: CA School Dashboard	**2023-24 Results** Schoolwide .6% Hispanic .6% White 0% African American 0% 2+ Races 0% EL 0% SED .2% SWD 0% **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide declined 0.6%
M2.15	Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher	**2022-23 Results** Schoolwide 0.5% Hispanic 0.3% White 1.6% African American 0% 2+ Races 5% EL 0% SED 0.5% SWD 0% **Data Source**: CA School Dashboard	**2023-24 Results** Schoolwide 0% Hispanic 0% White 0% African American 0% 2+ Races 0% EL 0% SED 0% SWD 0% **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide declined 0.5%

M2.16	Maintain a compliant and accessible Work Experience Education (WEE) Program	**2023-24 Results** WEE Program remains compliant and available to all students for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** WEE Program remains compliant and available to all students for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Fully compliant and accessible WEE Program**	There was no change from the baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

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

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

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

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

featuring guest speakers from diverse professional fields and higher education institutions. Moreover, the school offered eleven fully developed Career CTE Pathways accessible to all students.

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

There are some material differences to report:

- 2.1 decreased by 22% due to a reduction in Edgenuity services.
- 2.2 increased by 24% due to reallocation of expenditures from 1.3 to 2.2.

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

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

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

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

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

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

- **2.1a**: The school will develop and implement a new Learning Management System (LMS) in Canvas to provide students with enhanced instruction, engaging activities, and timely feedback. This upgrade aims to offer more accessible resources, personalized learning pathways, and clearer communication of progress, ultimately helping more students earn credits, advance grade levels, and graduate on time.
- **2.1c**: The school is strategically prioritizing the Visual and Performing Arts (VAPA) Department to enrich and innovate art activities, with the goal of increasing student participation in the arts and fostering exploration of diverse art forms.
- **2.3i**: To enhance program monitoring and analysis, particularly regarding equitable access for diverse student groups, staff will develop an Early College Credit Storybook.

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

Actions

Action #	Title	Description	Total Funds	Contributing

1	Dynamic, Engaging and Standards-Aligned Curriculum	a) **LREBG Action**: To elevate student engagement and academic outcomes, the school conducted a comprehensive evaluation of student achievement and engagement data and actively listened to the insights of students and teachers. Based on these findings, the school will develop a tailored **Learning Management System (LMS) on the Canvas platform**. This initiative, an allowable use of LREBG funds for integrating evidence-based pupil support to address other barriers to learning, will focus on designing and implementing interactive content and engaging activities that directly support student learning, promote academic growth, and improve overall achievement. • Metric being used to monitor action: M1.4, M1.6, M1.7, and M1.15 • LREBG funds supporting this action: $143,192.39 b) APAC will maintain course alignment with **Common Core, ELD, and NGSS standards** through continuous review and updates. c) The **Visual and Performing Arts (VAPA) Department** will annually revise its comprehensive arts curriculum to align with state standards and integrate the arts across core subjects. Furthermore, VAPA will explore innovative opportunities, such as virtual reality and local partnerships, to enrich learning through hands-on experiences and cross-curricular projects, ultimately aiming to increase student participation and foster exploration of diverse art forms. d) APAC will regularly review curriculum to ensure alignment with **Smarter Balanced ELA and Math Assessment blueprints**. e) APAC will ensure course alignment with **UC a-g and NCAA requirements** to maximize student college and athletic eligibility. f) APAC will develop and enhance curriculum and instructional resources that integrate **culturally and linguistically responsive content and activities.** g) Instructional staff and counselors will actively **promote the benefits of advanced coursework** (Accelerated, Honors, AP) to students and families.	$1,144,408	No

2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	a) Provide **Chromebooks and internet services to families** in need of home technology to increase access and equity to the instructional program – close the digital divide. b) APAC will develop curriculum that is customized and blended for English Learners, with the **Universal Design Learning (UDL) Guidelines** to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities. c) Utilize **Achieve3000** as a differentiated literacy program, tailored to individual reading levels, to accelerate learning gains and build content knowledge for English Learners within the school year. d) **LREBG Action**: An analysis of English Learner student achievement data has revealed the need for targeted language and content support. In response, instructional staff will utilize **BrainPop and BrainPop ELL**, a web-based supplemental English language learning platform. This utilization, an allowable use of LREBG funds as a learning recovery program for English Learner students, will provide ELL-specific support, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge. • Metric being used to monitor action: M1.6, M1.10, and M1.11 • LREBG funds supporting this action: $2,252,69 e) Instructional staff will conduct outreach and recruitment to English Learner, Foster Youth, and Low-Income students with the focus **on providing equitable access to the same educational program** and services as all students, including access to Accelerated, Honors and Advanced Placement (AP), Gifted and Talented Education, and the Early College Credit Program.	$1,009,097	Yes

3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	a) Curriculum and Professional Development staff will regularly evaluate and update the course offerings list to ensure it reflects the current requirements for **college, university, career, and military pathways**. b) School staff will continue to offer **CTE courses and Certification programs** which are aligned to CTE Model Curriculum Standards. c) School staff will organize an engaging annual **College and Career Week**, connecting students with field experts and representatives through informational presentations and interactive workshops focused on post-secondary opportunities. d) Create a comprehensive **Early College Credit Resource Guide**, including a clear vision and mission, to ensure consistent program implementation school wide. e) Expand **Early College Credit access** for all students through strategic Dual Enrollment and Articulation partnerships with local colleges. f) Proactively inform students and families about Early College Credit academic and social emotional benefits, deadlines and course offerings through **comprehensive counseling outreach**. g) Deliver targeted Early College Credit **information and training through diverse platforms**, including Open House, Senior Night, Family Learning Series, and college workshops. h) **Collaborate with local colleges** to offer comprehensive Early College Credit onboarding, including informational sessions, application support, and orientations. i) **Track and analyze Early College Credit participation** and outcomes through a comprehensive "storybook" approach, with specific attention to diverse student populations (Special Education, English Learners, GATE, Homeless). j) Utilize **professional learning communities to analyze Early College Credit data** ("storybook") and identify trends, strengths, and	$960,630	No

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

Goal

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

State Priorities addressed by this goal.

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

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

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

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

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

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

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

There are no material differences to report for Goal 3.

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

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

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

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

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

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

1	Professional Learning Focused on Improving Academic Performance for All Students	a) Aligning with strategic initiatives, and responding to staff and partner feedback, the Curriculum and Professional Development Department will design and deliver a targeted **Professional Learning Calendar and Catalog**. b) Altus University (AU) will provide **professional development trainings designed to enhance teacher effectiveness** in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards, ultimately improving student learning outcomes. c) **LREBG Action**: Recognizing the importance of customized training and leveraging individual strengths, as directly requested by staff and administrators, the school will provide access to the **Clifton Strengths** assessment. This, an allowable use of LREBG funds for integrating evidence-based pupil support through staff training, will provide employees with a clear understanding of their unique strengths. Professional development will then be tailored to focus on applying these strengths to enhance instructional practices, improve teaching and learning, and ultimately drive positive student outcomes by fostering a more effective and collaborative learning environment. • Metric being used to monitor action: M3.5 • LREBG funds supporting this action: $3,159.76 d) Learning Leads and administrators will conduct formal observations using a **Teaching Observation rubric aligned with the 5 Dimensions of Teaching and Learning framework**. These observations will provide teachers with targeted feedback to support the implementation of professional development learnings. e) Altus University (AU) will provide professional development to increase **staff knowledge of CTE standards and instructional strategies**. This will strengthen CTE programs and improve student transitions to post-secondary education and employment f) Altus University (AU) will provide comprehensive professional development designed to improve teacher online instructional delivery. This program will include training on best practices,	$290,054	No

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

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

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

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

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

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

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

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

		experiences and valuing their diverse backgrounds as assets in the classroom, Altus University will provide training on **culturally and linguistically responsive teaching and learning**. This training, which integrates evidence-based pupil support through staff training, and is therefore an allowable use of LREBG funds, will provide teachers with the tools and mindset shifts necessary to increase student engagement and learning outcomes. • Metric being used to monitor action: M3.5 • LREBG funds supporting this action: $13,162.27 n) Targeted professional development to **support teacher growth and address areas identified for improvement** in annual performance evaluations. o) Implemented comprehensive professional development focused on the whole child, addressing physical, mental, and social-emotional well-being. This included specialized training in **Youth Mental Health First Aid (YMHFA)** and Suicide Prevention and Intervention. p) Provide **ALICE Training** and collaborative practice for all school personnel, addressing prevention, mitigation, response, and recovery strategies for violent critical incidents. q) The school will implement a comprehensive **AI training program for all staff**, addressing the safe and ethical deployment of AI technologies in education. This program will focus on practical applications, data security, and the responsible use of AI to support student learning and administrative efficiency. r) Professional development will be provided to instructional staff on the pedagogical integration of **Magic School AI**, focusing on how to use the platform to create engaging learning experiences and support student achievement. s) To ensure the successful transition and professional growth of certificated educators seeking to clear their credentials, the school will provide a tuition-free, mentor-driven **Teacher Induction Program**. This program will emphasize collaborative learning, peer observation, and personalized coaching, empowering teachers to		

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

2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	a) Instructional staff will **receive training on the CA EL Roadmap** to build understanding and expertise about the needs of ELs and research-based programs and practices. b) **English Learner Achievement Department (ELAD)** will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Integrated and Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies. c) Instructional staff will receive **specialized training on effectively implementing Summit K12** designated ELD curriculum, student engagement, and proficiency level growth. d) **LREBG Grant**: After analyzing EL student performance on SBAs and graduation rates, the school identified this population as requiring ongoing and specialized support. To provide this, and as an allowable use of LREBG funds focused on providing learning recovery programs for ELs and professional learning, instructional staff will access the **Ellevation Strategies platform**. This platform offers **personalized, on-demand professional learning modules and instructional activities**. These resources include research-based strategies and differentiated instruction techniques, all connected to real-time EL data, enabling targeted and data-informed instruction, and improving performance outcomes. • Metric being used to monitor action: M1.4, M1.6, M1.7, M1.10, M1.11, and M3.5 • LREBG funds supporting this action: $539.44 e) Instructional staff will receive specialized training on how to meet the **unique needs of newcomer, immigrant, and refugee students** who may be new to the country/school system. f) Instructional staff will receive specialized professional learning, including the San Diego County Office of Education's (SDCOE) **WRITE program, focused on enhancing literacy skills** and	$753,830	Yes

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

3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	a) The school will implement a **Math Literacy Summit** during the fall semester to enhance teacher capacity in data analysis, evidence-based mathematical instruction, and strategies for effectively supporting special populations, ultimately improving student math achievement. b) The school will develop a **strategic partnership with a mathematical expert or organization** to deliver ongoing and sustained professional learning that centers on culturally responsive instructional practices in mathematics, ultimately enhancing student achievement. c) The school will implement a regular **Math Study Group** to facilitate in-depth discussion and collaboration among educators on effective academic intervention and instruction strategies specifically tailored for independent study environments, with the goal of improving student outcomes. d) To enhance data-driven instruction, instructional staff will receive comprehensive training, ongoing support, and dedicated time to utilize **CERS for analyzing individual student math achievement data**. This analysis will directly inform targeted instructional planning aimed at improving outcomes for underperforming student groups. e) The Math Specialist will lead professional learning and provide ongoing support to staff on the effective **implementation of Virtual Reality (VR) mathematics.** This initiative will establish clear schoolwide instructional protocols for VR integration within the core curriculum, aiming to significantly enhance student engagement and improve overall math achievement. f) To better support English Learners, the Math Specialist will provide **targeted professional development to teachers, education specialists, and CTRs** on effective curriculum implementation and instructional strategies, focusing on grade-level content access and academic vocabulary development. g) **LREBG Action**: An analysis of student math performance data revealed the need for a supplemental targeted mathematics platform,	$831,833	Yes

		as well as training and support in how to effectively implement it. To meet this need, and as an allowable use of LREBG funds for accelerating progress and closing learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, the school will utilize **IXL Learning**. **Comprehensive training and sustained support** will be provided to instructional staff by IXL Learning, ensuring effective program integration. • Metric being used to monitor action: M1.7, M3.5 • LREBG funds supporting this action: $171.39		

Goal

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

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	Maintain a Suspension Rate at 1.5% or less for All Students and Student Groups	**2023-24 Results** Suspension Rate: 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of May 2024	**2024-25 Results** Suspension Rate: 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of April 2025	Available in 2026-27 LCAP	**Less than 1.5%**	There was no change from the 0% baseline
M4.2	Maintain an Expulsion Rate at 1.0% or less for All Students and Student Groups	**2023-24 Results** Expulsion Rate: 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of May 2024	**2024-25 Results** Expulsion Rate: 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of April 2025	Available in 2026-27 LCAP	**Less than 1%**	There was no change from the 0% baseline
M4.3	More than 90% of students surveyed annually will report high levels of School Safety satisfaction	**2023-24 Results** 98% of students **Data Source**: Locally Reported	**2024-25 Results** 98% of students surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	There was no change from the 98% baseline
M4.4	More than 90% of parents surveyed annually will report high levels of School Safety satisfaction	**2023-24 Results** 98% of parents and family **Data Source**: Locally Reported	**2024-25 Results** 98% of parents and family surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	There was no change from the 98% baseline
M4.5	Maintain a School Safety Plan that meets the needs of educational partners and is compliant	**2023-24 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Compliant School Safety Plan**	There was no change from the baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

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

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

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

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

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

There are no material differences to report for Goal 4.

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

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

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

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

1	Safe and Supportive School Environment for All Students	a) The **Executive School Safety Committee** will convene regularly to ensure the effective implementation and continuous improvement of the School Safety Plan, fostering a safe and secure learning environment. b) To enhance safety preparedness, each Resource Center will designate a **Safety Ambassador** who will receive quarterly training, serve as an information liaison to colleagues, ensure the implementation of safety protocols, and facilitate discussions on ALICE Training key takeaways regarding preparation for violent critical incidents in the school setting. c) **Operations and Facilities staff** will develop and maintain a comprehensive process for the systematic review and update of critical equipment and tools, including communication systems, emergency response kits, and personal protective equipment, to ensure optimal functionality and readiness. d) The school will ensure healthy and productive learning environments by continuously monitoring and strategically upgrading **HVAC systems** to provide optimal air quality and comfortable temperatures for all students and staff. e) The school will continue to employ the **Brivo Access** system to effectively manage and monitor the flow of students, staff, and visitors into all resource centers, enhancing overall building security. This system ensures that only authorized individuals can access these areas, contributing to a safer learning and working environment. f) To better support student well-being, the school will leverage **California Healthy Kids Survey** data to enhance existing mental health and wellness services and programs. g) The school will provide dedicated **nursing services** to address students' physical health needs and support their social-emotional well-being, fostering a healthy and supportive learning environment. h) **To promote health awareness, the school will display flyers** at each resource center addressing topics such as cold, flu, and	$838,754	No

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

2	Social, Emotional, and Behavioral Support Systems for All Students	a) Equity and Inclusion staff will maintain and strengthen the **mental health referral process**, designed to connect students and families with essential mental health and wellness resources and support systems. This will include facilitating access to school-based services, community-based organizations, and crisis intervention resources such as 988, as well as providing information on key areas like suicide prevention, teen dating violence, and human trafficking awareness. b) To promote student well-being, the Healthy Youth Department will implement a **Wellness Week** focused on key themes of student connection and self-care. Activities and resources will emphasize practical coping strategies, including spending time in nature, staying hydrated, getting enough sleep, exercising, connecting with others, eating healthy food, doing stretches, and practicing gratitude. c) To support students' social-emotional development, the Healthy Youth Department will provide **Resilience in Student Education (RISE)**, a series of live interactive broadcasts focused on building Social and Emotional Core Competencies. These broadcasts will equip students with essential skills for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, contributing to their overall resilience and well-being. d) To foster positive student development, instructional staff will provide **small group learning environments**, both in the resource center and through distance learning, designed to promote positive communication, responsible behavior, and a sense of accountability among students.	$627,461	No

3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	a) The **Character and Leadership Development Program** will provide opportunities for students to develop character and leadership skills while also promoting their health, wellness, and academic achievement. This will include emphasizing the importance of mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices. b) To foster student success, the school will implement **AVID's social and emotional learning (SEL) framework**. This implementation will support students in meeting their diverse needs, pursuing their academic and career goals, and effectively leveraging their college and career readiness skills. e) **LREBG Action**: To support student health and well-being, the school will implement a **Meal Program**. This program will ensure students have access to nutritious meals, with breakfast and lunch provided at no charge. The school will adhere to relevant regulations, and information on additional food assistance programs will be made available to families. • Metric being used to monitor action: M1.16, M4.3, M4.4 • LREBG funds supporting this action: $68,679.93 c) To better support homeless and foster youth, the school will create and integrate dedicated resources within the school's **Mental Health and Wellness Hub**, providing access to essential services and information. d) **Healthy Youth Therapists** will offer counseling services, facilitate connections to school-based and community-based mental health supports, and manage student cases to ensure access to comprehensive services that address their social-emotional, mental health, and physical well-being. e) To promote student emotional well-being and enhance self-regulation skills, the school will deploy **calming carts** to designated areas. These carts will contain a variety of sensory tools, mindfulness resources, and calming activities, directly supporting social-emotional learning (SEL) initiatives.	$470,165	Yes

4	Collaborative Support Systems for Foster Youth	a. School **enrollment staff will identify and tag incoming Foster Youth students within the Student Information System (SIS)**. This process will enable the Homeless and Foster Youth Liaison to provide targeted support and ensure that these students' academic, physical, mental health, and social-emotional needs are comprehensively met. b. The **Homeless and Foster Youth Liaison will provide ongoing case management services** to support students and will collaborate with instructional staff to coordinate resources and interventions as needed.	$442,894	Yes

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

M5.3	Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences	**2023-24 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways		**2024-25 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways	Available in 2026-27 LCAP	**Maintain or expand opportunities for parental and family member participation for students with exceptional needs**	Maintained opportunities for parental and family participation
M5.4	Maintain connections to community partners that support the academic, physical, and social-emotional needs of students, parents, and family members	**2023-24 Results** 29 community-based partners and alliances **Data Source**: Locally Reported		**2024-25 Results** 30 community-based partners and alliances **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 29 community partners**	Improved 1

M5.5	Provide six Family Learning Series Trainings to all parents and family members	**2023-24 Results** 12 Family Learning Series were provided **Data Source**: Locally Reported	**2024-25 Results** 11 Family Learning Series were provided **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 6 trainings**	Declined 1
M5.6	90% of parents will report that Resource Centers provide innovative learning opportunities for students	**2023-24 Results** 98% of parents and family members **Data Source**: Locally Reported	**2024-25** 99% of parents and family members **Data Source**: Locally Reported	Available in 2026-27 LCAP	**More than 90%**	Improved 1%

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

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

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

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

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

5.1 increased by 24% due to high marketing costs, Virtual Reality and other Resource Center technology purchases.

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

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

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

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

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

1	Strengthening Community: Communication, Support, and Access	a) The school will enhance communication by hosting **Open House and Senior Night events**, providing students and families with direct access to key school information and resources, including academic programs, student support services, and graduation requirements. b) Altus Schools will launch a comprehensive **Family Learning Series** that will empower families in supporting student success. The series will cover key areas including advanced academic programs (AP and Early College Credit), student support services, mental health, responsible technology use, and career pathways. c) Building upon its established **Alumni Community**, the school will further expand opportunities for graduates. Alumni will continue to engage through guest speaking, panel participation in Senior Exhibitions, and ongoing networking initiatives. d) Instructional staff will employ **ParentSquare** to ensure accessible and timely information sharing with students, parents, and families regarding the educational program. This proactive communication will keep everyone informed about academic progress, events, and resources, fostering active participation and a strong school-home partnership. e) To evaluate student well-being and school climate, the school will **administer the California Healthy Kids Survey (CHKS)**, gathering data on student perceptions of mental health, social-emotional health, and their sense of belonging within the school community. f) The school will embed a **confidential feedback form within the Mental Health and Wellness Hub** to facilitate collaborative support. This will allow educational partners to share insights and request assistance while maintaining privacy. g) The school will continue to provide **AltusGo**, a web-based platform that offers students streamlined access to essential school resources, including key instructional tools, resources, and support services. h) The school will leverage technology platforms, including **DocuSign, Zoom, and Adobe**, to enhance collaboration with educational	$2,631,039	No

		partners. DocuSign will streamline digital signatures, Zoom will facilitate virtual meetings, and Adobe will support document sharing and editing. This integrated approach will foster efficient and effective partnerships, ultimately benefiting student outcomes. i) The Communications Department will **enhance the school website** to provide accurate and timely information to parents and community members, ensuring compliance with all educational requirements. The website will also feature interactive elements, allowing visitors to easily ask questions, provide feedback, and connect with school staff. j) To maximize reach and recruit students and families in need of innovative learning methods, the school will conduct a **broad marketing initiative encompassing diverse formats** such as bus advertisements, television and radio spots, print materials, and targeted online search campaigns, all focused on re-engagement and post-high school preparation. k) To recognize and celebrate student accomplishments, the school will provide **promotion and graduation ceremonies** at the end of the academic year. Families and guests are invited to attend these special events, which honor the hard work and achievements of our students.		

2	Integrating Advanced Technologies into Education	a) Enhance career exploration and workforce readiness by providing students with immersive **Transfr Virtual Reality** simulations, leading to increased engagement, improved skill retention, and greater confidence in their future career choices. b) The school is expanding its innovative teaching methods by introducing **3D printing with MakerBot Sketch Large printers**. This initiative will provide all students with opportunities to explore STEAM fields through practical, hands-on projects. Teachers will receive thorough training to ensure effective integration of this technology, preparing students for the evolving demands of the 21st century workforce. c) To ensure optimal learning experiences aligned with Next Generation Science Standards, school staff will proactively maintain and enhance facilities, equipment, and instructional materials. This includes integrating **Vernier temperature probes, pH sensors, and motion detectors** into lab activities, allowing students to gather accurate, real-time data for experiments in physics, chemistry, and biology. This commitment to 'best practices' will provide students with a safe and effective lab environment for scientific exploration and discovery, aligning with modern scientific practices. d) Provide instructional staff with access to **MagicSchool AI** to optimize instructional planning, personalize learning pathways, and develop curriculum that integrates responsible AI usage. This will enable educators to effectively leverage AI tools and guide students in navigating the ethical and practical aspects of AI technology. e) The school's California Cadet Corps will offer an innovative **Aviation Program centered on hands-on experience with unmanned drones**. This program is strategically designed to equip students with foundational knowledge and practical skills vital for future careers in piloting and related aerospace industries.	$126,879	No

3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	a) The school will continue to host our annual **Family Resource Night** at the beginning of the school year. This event will empower families, especially those from historically underserved communities, with information about our educational programs and services. We will focus on ensuring equitable access and opportunities for all students. b) To enhance accessibility for foster youth, we will provide **coordinated transportation services** to our resource center. This will enable them to fully utilize the educational support and services offered, fostering their academic success. c) To foster collaborative partnerships, we will facilitate interactive **English Learner Advisory Committee (ELAC) meetings**. These meetings will empower parents to provide valuable input into the English Learner Plan. We will include an annual Needs Assessment within these meetings to directly inform and improve our services. This process will ensure our services are responsive to the needs of English Learners. d) Instructional staff will use **ELD Progress Reports as a tool to initiate meaningful conversations with families of English Learners**. These conversations will focus on assessing student needs and collaboratively developing personalized learning goals. This approach will foster active family involvement in their child's language development. e) The school will ensure accessibility for all families by **providing translated materials and resources** for parents and family members of English Learners. Additionally, we will staff resource centers with **designated translators or bilingual staff** in locations with high enrollment of non-English speaking families. This will facilitate clear communication and support. f) The school will actively facilitate communication by **arranging translation services** in all languages for non-English-speaking parents. These services will be provided for both in-person and virtual parent-teacher conferences and school meetings.	$156,905	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,574,238	$160,274

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
18.432%	0%	$0	18.432%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

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

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

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

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

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

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

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

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

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

Limited Actions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Concentration Grant Funding

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

Altus Schools Charter School of San Diego, like many other Local Education Agencies (LEAs), has faced challenges in increasing staff this year due to widespread hiring difficulties. As a charter school, CSSD doesn't have traditional comparison schools for calculating staff increases. Despite these challenges, CSSD has prioritized recruiting and hiring qualified instructional staff to directly support students, especially for Certificated Teacher Resource (CTR), Resource Center Associate (RCA), and Learning Associate (LA) positions.

These additional support staff, as outlined in Goal 1, Action 3, will provide targeted tutoring to boost student progress and course completion, particularly for the lowest achieving student groups, and unique learners. These roles are vital for delivering one-on-one and small group instruction to improve student proficiency in Mathematics and English Language Arts. Educational partners believe these new positions will help CSSD enhance student engagement, achievement, and college/career readiness.

To overcome recruitment challenges, CSSD’s Human Resources (HR) Department is dedicated to enhancing its strategies for attracting and retaining high-quality instructional support staff. HR has diversified its recruitment channels to access broader talent pools, leveraging platforms such as EDJOIN, LinkedIn, and Handshake. Their proactive approach also includes participating in virtual and in-person job fairs, distributing flyers within the community, and forming partnerships with surrounding colleges and universities. These comprehensive efforts underscore CSSD's unwavering commitment to staffing for optimal student success.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:57
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:19

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 19,392,007	$ 3,574,238	18.432%	0.000%	18.432%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 14,880,921	$ 3,216,965	$ 345,053	$ 1,301,133	$ 19,744,072.00	$ 15,639,030	$ 4,105,042

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	All	No	LEA-wide	All	All	Ongoing	$ 483,884	$ 28,398	$ 452,585	$ 39,841	$ -	$ 19,856	$ 512,282	0.000%
1	2	English Language Learner Assessment and Support Framework	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 716,617	$ 6,557	$ 654,021	$ 69,153	$ -	$ -	$ 723,174	0.000%
1	3	Personalized Academic Instruction and Support for All Students	All	No	LEA-wide	All	All	Ongoing	$ 2,385,453	$ 128,757	$ 2,245,182	$ 125,193	$ -	$ 143,835	$ 2,514,210	0.000%
1	4	Targeted Math Interventions and Resources	All	No	LEA-wide	All	All	Ongoing	$ 456,711	$ 31,938	$ 425,908	$ 62,741	$ -	$ -	$ 488,649	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 882,966	$ 238,653	$ 730,603	$ 126,254	$ -	$ 264,762	$ 1,121,619	0.000%
1	6	Academic Instruction and Support for Students with Disabilities	SWD	No	Limited	SWD	All	Ongoing	$ 2,398,458	$ 568,291	$ 794,383	$ 1,747,875	$ -	$ 424,491	$ 2,966,749	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 1,130,555	$ 2,885	$ 1,067,074	$ 62,597	$ -	$ 3,769	$ 1,133,440	0.000%
2	1	Dynamic, Engaging and Standards-Aligned Curriculum	All	No	LEA-wide	All	All	Ongoing	$ 857,825	$ 286,583	$ 653,894	$ 346,679	$ -	$ 143,835	$ 1,144,408	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 716,617	$ 292,480	$ 731,241	$ 141,939	$ -	$ 135,917	$ 1,009,097	0.000%
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	All	No	LEA-wide	All	All	Ongoing	$ 952,130	$ 8,500	$ 733,840	$ 82,955	$ -	$ 143,835	$ 960,630	0.000%
3	1	Professional Learning Focused on Improving Academic Performance for All Students	All	No	LEA-wide	All	All	Ongoing	$ 275,397	$ 14,657	$ 263,539	$ 26,515	$ -	$ -	$ 290,054	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 753,830	$ -	$ 690,349	$ 62,597	$ -	$ 884	$ 753,830	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 831,833	$ -	$ 769,236	$ 62,597	$ -	$ -	$ 831,833	0.000%
4	1	Safe and Supportive School Environment for All Students	All	No	LEA-wide	All	All	Ongoing	$ 675,252	$ 163,502	$ 791,585	$ 47,169	$ -	$ -	$ 838,754	0.000%
4	2	Social, Emotional, and Behavioral Support Systems for All Students	All	No	LEA-wide	All	All	Ongoing	$ 623,461	$ 4,000	$ 526,171	$ 4,000	$ 86,263	$ 11,027	$ 627,461	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Low Income & Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	Ongoing	$ 402,665	$ 67,500	$ 143,875	$ 67,500	$ 258,790	$ -	$ 470,165	0.000%
4	4	Collaborative Support Systems for Foster Youth	Foster Youth	Yes	Limited	Foster Youth	All	Ongoing	$ 442,894	$ -	$ 434,856	$ -	$ -	$ 8,038	$ 442,894	0.000%
5	1	Strengthening Community: Communication, Support, and Access	All	No	LEA-wide	All	All	Ongoing	$ 458,354	$ 2,172,685	$ 2,579,335	$ 51,704	$ -	$ -	$ 2,631,039	0.000%
5	2	Integrating Advanced Technologies into Education	All	No	LEA-wide	All	All	Ongoing	$ 37,223	$ 89,656	$ 36,339	$ 89,656	$ -	$ 884	$ 126,879	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 156,905	$ -	$ 156,905	$ -	$ -	$ -	$ 156,905	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 19,392,007	$ 3,574,238	18.432%	0.000%	18.432%	$ 5,378,160	0.000%	27.734%	Total:	$ 5,378,160
								LEA-wide Total:	$ 2,374,955
								Limited Total:	$ 3,003,205
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	English Language Learner Assessment and Support Framework	Yes	Limited	English Learners	All	$ 654,021	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 730,603	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	Limited	English Learners	All	$ 1,067,074	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 731,241	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 690,349	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 769,236	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	$ 143,875	0.000%
4	4	Collaborative Support Systems for Foster Youth	Yes	Limited	Foster Youth	All	$ 434,856	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 156,905	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 19,072,675.00	$ 18,293,993.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	No	$ 27,243	$ 28,524
1	2	English Language Learner Assessment and Support Framework	Yes	$ 751,713	$ 820,812
1	3	Personalized Academic Instruction and Support for All Students	No	$ 4,461,421	$ 3,175,216
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	$ 2,413,440	$ 2,385,566
1	5	Academic Instruction and Support for Students with Disabilities	No	$ 2,967,513	$ 3,007,790
1	6	Systematic Approach to Monitor Academic Engagement and Achievement for All Students	No	$ 90,999	$ 89,364
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	$ 1,385,928	$ 1,514,590
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	$ 872,536	$ 682,011
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	Yes	$ 972,642	$ 1,204,599
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	No	$ 171,880	$ 178,850
3	1	Professional Learning Focused on Improving Academic Performance for All Students	No	$ 205,013	$ 189,418
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	$ 110,843	$ 112,583
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	$ 107,920	$ 107,954
4	1	Safe and Supportive School Environment for All Students	No	$ 555,313	$ 508,592
4	2	Social, Emotional, and Behavioral Support Systems for All Students	No	$ 348,144	$ 371,104
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	$ 745,373	$ 673,615
5	1	Engagement Opportunities and Innovative Teaching Approaches for All Students	No	$ 2,727,004	$ 3,074,217
5	2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	$ 157,750	$ 169,188

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 3,354,721	$ 5,924,001	$ 5,949,004	$ (25,003)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	English Language Learner Assessment and Support Framework	Yes	$ 700,904	$ 759,874.00	0.000%	0.000%
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	$ 2,111,210	$ 1,810,253.00	0.000%	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	$ 1,138,563	$ 1,229,853.00	0.000%	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	Yes	$ 903,028	$ 1,089,085.00	0.000%	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	$ 110,843	$ 112,583.00	0.000%	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	$ 107,920	$ 107,955.00	0.000%	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	$ 693,783	$ 672,213.00	0.000%	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	$ 157,750	$ 167,188.00	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 18,199,045	$ 3,354,721	0.000%	18.434%	$ 5,949,004	0.000%	32.689%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

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Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Appendix F

ARTICLES OF INCORPORATION

California Secretary of State

Business Programs Division
1500 11th Street, Sacramento, CA 95814

Request Type: Certified Copies
Entity Name: ALTUS SCHOOLS SAN DIEGO
Formed In: CALIFORNIA
Entity No.: 2294758
Entity Type: Nonprofit Corporation - CA - Public Benefit

Issuance Date: 06/28/2023
Copies Requested: 1
Receipt No.: 004540821
Certificate No.: 125041319

Document Listing

Reference #	Date Filed	Filing Description	Number of Pages
B1881-1468	06/23/2023	Restated Articles of Incorporation	3

** **** ****** ******** End of list ******** ****** **** **

I, SHIRLEY N. WEBER, PH.D., California Secretary of State, do hereby certify on the Issuance Date, the attached document(s) referenced above are true and correct copies and were filed in this office on the date(s) indicated above.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California on June 28, 2023.

SHIRLEY N. WEBER, PH.D.
Secretary of State

To verify the issuance of this Certificate, use the Certifcate No. above with the Secretary of State Certification Verification Search available at **biz**fileOnline.sos.ca.gov.

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-FILED-

File No.: BA20231031705

Date Filed: 6/23/2023

RESTATED ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the Chair of the Board and the Secretary, respectively, of Student Success Programs, a California nonprofit public benefit corporation, with California Entity Number 2294758 (the "Corporation").

2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

ARTICLE I

The name of the Corporation is Altus Schools San Diego.

ARTICLE II

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes of this Corporation are:

(1) to manage, operate, guide, direct and promote one or more California public charter schools ("Related Public Charter Schools") as may be established to provide public education based on the Altus Model:

(2) to manage, enhance, improve, disseminate, administer, guide and direct the Altus Model and its use by Related Public Charter Schools;

(3) to establish, manage, administer, guide and direct such other educational programs including without limitation, preschools, elementary, middle schools, secondary, alternative schools or community programs;

(4) to perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with this Corporation's general and specific purposes.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3)

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B1881-1469 06/23/2023 5:00 PM Received by California Secretary of State

of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE III

All corporate property is irrevocably dedicated to the purposes set forth in Article II. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the Nonprofit Public Benefit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

ARTICLE IV

The authorized number and qualifications of members of the Corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

ARTICLE V

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational or charitable purposes meeting the requirements of Revenue and Taxation Code section 214 and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue

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Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

3. The foregoing amendment to and restatement of the Articles of Incorporation has been duly approved by the Board of Directors.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Dated: May 18, 2023

Len Hering, Chair of the Board

Angela Reyes Neri, Secretary

Certificate Verification No.: 125041319 Date: 06/28/2023

STUDENT SUCCESS PROGRAMS

RESOLUTION APPROVING RESTATED ARTICLES OF INCORPORATION

WHEREAS, Student Success Programs ("SSP") is a California nonprofit public benefit corporation operating California public charter schools, as authorized by California Education Code section 47604; and

WHEREAS, SSP seeks to change its corporate name to Altus Schools San Diego and change the names of the charter schools operated by the Corporation; and

WHEREAS, Restated Articles of Incorporation have been drafted changing the corporate name to Altus Schools San Diego and eliminating reference to the Charter School of San Diego in anticipation of changing the charter school's name.

THEREFORE, IT IS RESOLVED that Board of Directors approves of the Restated Articles of Incorporation (attached hereto as Exhibit "A")

PASSED AND ADOPTED by the Board of Directors at a regular meeting held on May 18, 2023, by the following vote:

Ayes: Barton, Hering, Morton, Schweinfurter

Nos: ---

Absent: Crean

Abstentions: ---

Len Hering, Chair of the Board

7/2/2023
Date

* * * *

CERTIFICATE OF SECRETARY

I certify that I am the duly elected Secretary of Student Success Programs, a California nonprofit public benefit corporation; that this resolution is true and correct as written and was duly adopted by the Board at a regular meeting held on May 18, 2023.

Angela Reyes Neri, Secretary

EXHIBIT A

RESTATED ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the Chair of the Board and the Secretary, respectively, of Student Success Programs, a California nonprofit public benefit corporation, with California Entity Number 2294758 (the "Corporation").

2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

ARTICLE I

The name of the Corporation is Altus Schools San Diego.

ARTICLE II

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes of this Corporation are:

(1) to manage, operate, guide, direct and promote one or more California public charter schools ("Related Public Charter Schools") as may be established to provide public education based on the Altus Model:

(2) to manage, enhance, improve, disseminate, administer, guide and direct the Altus Model and its use by Related Public Charter Schools;

(3) to establish, manage, administer, guide and direct such other educational programs including without limitation, preschools, elementary, middle schools, secondary, alternative schools or community programs;

(4) to perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with this Corporation's general and specific purposes.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3)

of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE III

All corporate property is irrevocably dedicated to the purposes set forth in Article II. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the Nonprofit Public Benefit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

ARTICLE IV

The authorized number and qualifications of members of the Corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

ARTICLE V

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational or charitable purposes meeting the requirements of Revenue and Taxation Code section 214 and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue

Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

3. The foregoing amendment to and restatement of the Articles of Incorporation has been duly approved by the Board of Directors.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Dated: May 18, 2023

Len Hering, Chair of the Board

Angela Reyes Neri, Secretary

Appendix G

PROOF OF ACTIVE CORPORATION STATUS

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Business Search

*The California Business Search provides access to available information for **corporations**, **limited liability companies** and **limited partnerships** of record with the California Secretary of State, with **free PDF copies** of over 17 million imaged business entity documents, including the most recent imaged Statements of Information filed for Corporations and Limited Liability Companies.*

*Currently, information for Limited Liability Partnerships (e.g. law firms, architecture firms, engineering firms, public accountancy firms, and land survey firms), General Partnerships, and other entity types are **not contained** in the California Business Search. If you wish to obtain information about LLPs and GPs, submit a Business Entities Order paper form to request copies of filings for these entity types. Note: This search is not intended to serve as a name reservation search. To reserve an entity name, select Forms on the left panel and select Entity Name Reservation ? Corporation, LLC, LP.*

Basic Search

- *A Basic search can be performed using an entity name or entity number. When conducting a search by*

ALTUS SCHOOLS SAN DIEGO (2294758)

Request Certificate

Initial Filing Date	03/10/2003
Status	Active
Standing - SOS	Good
Standing - FTB	Good
Standing - Agent	Good
Standing - VCFCF	Good
Formed In	CALIFORNIA
Entity Type	Nonprofit Corporation - CA - Public Benefit
Principal Address	10170 HUENNEKENS STREET SAN DIEGO, CA 92121
Mailing Address	10170 HUENNEKENS STREET SAN DIEGO,CA92121
Statement of Info Due Date	03/31/2027
Agent	Individual MARY SEARCY BIXBY 10170 HUENNEKENS STREET SAN DIEGO, CA 92121

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search **only ACTIVE entities** (Corporations, Limited Liability Companies, Limited Partnerships, Cooperatives, Name Reservations, Foreign Name Reservations, Unincorporated Common Interest Developments, and Out of State Associations). The basic search performs a contains ?keyword? search. The Advanced search allows for a ? starts with? filter. To search entities that have a status other than active or to refine search criteria, use the **Advanced** search feature.

Advanced Search

- An Advanced search is required when searching for publicly traded disclosure information or a status other than active.
- An Advanced search allows for searching by specific entity types (e.g., Nonprofit Mutual Benefit Corporation) or by entity groups (e.g., All Corporations) as well as searching by ?begins with? specific search criteria.

Disclaimer: Search results are limited to the 500 entities closest matching the entered search criteria. If your desired search result is not found within the 500 entities provided, please refine the search criteria using the Advanced search function for additional results/entities. The California Business

ALTUS SCHOOLS SAN DIEGO (2294758)

Request Certificate

Initial Filing Date	03/10/2003
Status	Active
Standing - SOS	Good
Standing - FTB	Good
Standing - Agent	Good
Standing - VCFCF	Good
Formed In	CALIFORNIA
Entity Type	Nonprofit Corporation - CA - Public Benefit
Principal Address	10170 HUENNEKENS STREET SAN DIEGO, CA 92121
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Statement of Info Due Date	03/31/2027
Agent	Individual MARY SEARCY BIXBY 10170 HUENNEKENS STREET SAN DIEGO, CA 92121

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complete or certified record.

Although every attempt has been made to ensure that the information contained in the database is accurate, the Secretary of State's office is not responsible for any loss, consequence, or damage resulting directly or indirectly from reliance on the accuracy, reliability, or timeliness of the information that is provided. All such information is provided "as is." To order certified copies or certificates of status, (1) locate an entity using the search; (2)select Request Certificate in the right-hand detail drawer; and (3) complete your request online.

altus scho

Advanced

Results: 2

Entity Information	Initial Filing Date
ALTUS SCHOOLS SAN DIEGO (2294758)	03/10/2003
Altus Schools San Diego (5652282)	04/14/2023

ALTUS SCHOOLS SAN DIEGO (2294758)

Request Certificate

Initial Filing Date	03/10/2003
Status	Active
Standing - SOS	Good
Standing - FTB	Good
Standing - Agent	Good
Standing - VCFCF	Good
Formed In	CALIFORNIA
Entity Type	Nonprofit Corporation - CA - Public Benefit
Principal Address	10170 HUENNEKENS STREET SAN DIEGO, CA 92121
Mailing Address	10170 HUENNEKENS STREET SAN DIEGO,CA92121
Statement of Info Due Date	03/31/2027
Agent	Individual MARY SEARCY BIXBY 10170 HUENNEKENS STREET SAN DIEGO, CA 92121

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Appendix H

BYLAWS

BYLAWS
OF
ALTUS SCHOOLS SAN DIEGO
A California Nonprofit Public Benefit Corporation

ARTICLE 1
OFFICES

Section 1.1 Principal Office. The Corporation's principal office shall be fixed and located at 10170 Huennekens Street, San Diego, California. The Board of Directors ("Board") is granted full power and authority to change the principal office from one location to another within the State of California.

Section 1.2 Other Offices. The Board may at any time establish branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

ARTICLE 2
PURPOSES

Section 2.1 Description In Articles. The Corporation's specific and general purposes are described in its Articles of Incorporation.

ARTICLE 3
CORPORATION WITHOUT MEMBERS

Section 3.1 Corporation Without Members. The Corporation shall have no members within the meaning of the Nonprofit Corporation Law.

ARTICLE 4
DIRECTORS

Section 4.1 Powers. Subject to the limitations of the Articles of Incorporation and these Bylaws, and such local public agency laws as may be applicable to the Corporation, the Corporation's activities and affairs shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the Corporation's activities to any person(s), to a management company, or to committees, however composed, provided that the Corporation's activities and affairs shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to the other powers enumerated in these Bylaws and permitted by law:

a. To approve personnel policies and monitor their implementation, to select and remove certain officers, agents, and employees of the Corporation, and to prescribe such powers and duties for them as are compatible with law, the Articles of Incorporation, or these Bylaws; to fix their compensation; and to require from them security for faithful service;

b. To conduct, manage, and control the Corporation's affairs and activities, and to make such rules and regulations therefor as are consistent with law, the Articles of Incorporation, or these Bylaws, as they may deem best;

c. To adopt, make, and use a corporate seal, and to alter the form of the seal from time to time as they may deem best;

d. To borrow money and incur indebtedness for the Corporation's purposes, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and security therefor;

e. To carry on a business at a profit and apply any profit that results from such business activity to any activity that it may lawfully engage in;

f. To act as trustee under any trust incidental to the principal object of the Corporation, and to receive, hold, administer, exchange, and expend funds and property subject to such trust;

g. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property;

h. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental to or expedient for attainment of the Corporation's purposes;

i. To establish and approve all major educational and operational policies;

j. To approve the Corporation's annual budget and business plan;

k. To receive funds for the operation of the charter schools operated by the Corporation ("Schools" or individually "School") in accordance with the charter school law;

l. To solicit and receive grants and donations consistent with the mission of the Schools; and

m. To carry out such duties as are described in the Charter of any Schools approved by chartering authority under the Charter Schools Act of 1992. (Education Code Section 47600 et seq.)

No assignment, referral, or delegation of authority by the Board, or anyone else, shall preclude the Board from exercising the authority required to meet its responsibility for conducting the Corporation's activities and the Board shall retain the right to rescind any such delegation.

Section 4.2 Number and Appointment of Directors.

a. The authorized number of Directors shall be not less than five (5) or more than eleven (11), unless changed by a duly adopted amendment to this provision. The exact number of Directors shall be fixed within these limits by a Resolution of the Board. If the chartering authority appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members.

b. Directors, except for the representative designated by the chartering authority, shall be nominated and appointed by a majority of Directors then in office at an annual meeting of the Board. Directors shall take office at the annual meeting at which appointed.

c. PARENT REPRESENTATIVE. For so long as the Corporation operates one (1) or more duly authorized California charter schools, the existing Board of Directors shall appoint a Parent Representative to the Board of Directors from a list of qualified candidates. The Parent Representative shall be qualified according to the policies of the Corporation and must have a primary caregiver relationship to a student enrolled in a School. Should the Parent Representative cease to have a student enrolled in a School, the Parent Representative's seat will be deemed vacated. Should no qualified applicants apply, the Board of Directors shall leave the Parent Representative seat vacant until a qualified applicant applies and is appointed.

Section 4.3 Qualifications of Directors. The qualifications for Directors are generally the ability to attend board meetings, a willingness to actively support and promote the Schools and a dedication to its educational endeavors, and as otherwise determined by the Corporation's policies. The Board shall endeavor to draw Directors from the business community and the larger San Diego community.

Section 4.4 Terms of Office. Except as otherwise provided below, each Director shall hold office for a term of two (2) years. Directors may serve three (3) consecutive terms. Thereafter, Directors may serve additional terms after a break in service for at least one (1) year; provided that a Director that has served three (3) consecutive terms may be appointed to serve additional terms, without a break in service, if the Board determines that such additional terms are essential to the continuity of Board management and affairs. Notwithstanding the foregoing, the Parent Representative shall hold office only so long as they have a primary caregiver relationship to a student enrolled in a School, but in no instance for more than two (2) years.

Section 4.5 Resignation and Removal. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any Director may resign effective upon giving written notice to the Superintendent School Services and Founder, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be appointed before such time, to take office when the resignation

becomes effective.

Any director, except for the representative appointed by the chartering authority, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority. Any vacancy caused by the removal of a director shall be filled as provided in Section 4.6.

Section 4.6 Vacancies. A vacancy on the Board shall be deemed to exist if a Director dies, resigns, is removed, or if the authorized number of Directors is increased. In addition to the above, the Parent Representative seat shall also be considered vacant should the current Parent Representative cease to have a primary caregiver relationship to a student enrolled in a School.

The Board may declare vacant the office of a Director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by a final order or judgment of any court to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law.

Vacancies in the Board, except for the representative appointed by the chartering authority, shall be filled by the vote of a majority of Directors then in office. Each Director so selected shall hold office until the expiration of the term of the replaced Director and until a successor has been selected and qualified. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority.

Section 4.7 Place of Meetings. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act and Education Code Section 47604.1.

Section 4.8 Meetings; Annual Meetings. The Board shall hold an annual meeting for the purpose of organization, selection of officers, and the transaction of other business. Such meeting shall be held at such a time, date, and place as may be specified and noticed by the Board. All meetings of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act.

Section 4.9 Regular Meetings. Regular meetings of the Board, including the annual meeting, shall be held at least four (4) times per year on such dates and at such times and places as may be fixed from time-to-time by the Board. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 4.10 Special Meetings. Special meetings of the Board for any purpose(s) may be

called at any time by the Chair of the Board, or a majority of the Board of Directors. If a Chair of the Board has not been elected then the Superintendent Schools Services and Founder is authorized to call a special meeting in place of the Chair of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 4.11 In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

a. Any such notice shall be addressed or delivered to each director at the director's address (or telephone or facsimile number, or electronic mail address, as applicable) as it is shown on the records of the Corporation or as may have been given to the Corporation by the director for purposes of notice or, if an address (or telephone or facsimile number, or electronic mail address, as applicable) is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 4.12 Quorum. A majority of the Directors then in office shall constitute a quorum, and every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 4.13 Teleconference Meeting[1]. Members of the Board of Directors may participate

[1] Pursuant to Government Code Section 54953, the Corporation may use teleconferencing without complying with the

in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which the greatest number of pupils enrolled in the Schools reside.

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda[2];

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call[3]

Section 4.14 Adjournment. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board meeting to another time and place. Notice of any adjournment to another time or place shall be given prior to the time of the adjourned meeting to the Directors who were not present at the time of the adjournment.

Section 4.15 Rights of Inspection. Subject to applicable federal and state laws regarding pupil confidentiality, every Director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the Corporation's physical properties.

Section 4.16 Fees and Compensation. Directors shall not receive any compensation for their service; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred when conducting the Corporations business. The Corporation may carry liability insurance respecting the conduct of the Corporation's business by the Directors.

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certain requirements of paragraphs (a.), (c), and through (d) if the Corporation complies with the requirements of Section 54953(e). Section 54953 (e) shall remain in effect until January 1, 2024, unless this termination date is otherwise legislatively extended.

[2] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[3] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Section 4.17 Restriction on Interested Directors. No persons serving on the Board at any time may be interested persons. An interested person is (a) any person being compensated by the Corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother- in-law, or father-in-law of any such person.

Section 4.18 Standard of Care.

a. A Director shall perform the duties of a Director, including duties as a member of any committee of the Board on which the Director may serve, in good faith, in a manner such Director believes to be in the Corporation's best interests and with such care, including reasonable inquiry, as an ordinarily prudent person in a like situation would use under similar circumstances.

b. In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

1. One or more of the Corporation's officers or employees whom the Director believes to be reliable and competent in the matters presented;

2. Legal counsel, independent accountants, or other persons as to matters that the Director believes to be within such person's professional or expert competence; or

3. A committee upon which the Director does not serve that is composed exclusively of any or any combination of directors, persons described in paragraphs 1. and 2. as to matters within its designated authority, which committee the Director believes to merit confidence, so long as, in any such case, the Director acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Section 4.19 Property Rights. No Director shall have any right or interest in any of the Corporation's property or assets.

Section 4.20 Non-liability of Directors. No Director shall be personally liable for the Corporation's debts, liabilities, or obligations.

Section 4.21 General Public Agency Prohibitions Governing Certain Transactions. Notwithstanding the foregoing Sections, nothing in this Article 4 shall be construed to authorize any transaction otherwise prohibited by California Government Code Section 81000 et seq., Government Code Section 1090 as modified by Education Code Section 47604.1, or other applicable laws.

ARTICLE 5
OFFICERS

Section 5.1 Officers. The officers of the Corporation shall be a Superintendent School

Services and Founder, Secretary, and a Chief Financial Officer. The Corporation may also have, at the discretion of the Board, a Chair of the Board, one or more vice-presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as the Superintendent School Services and Founder or the Chair of the Board.

Section 5.2 Election. The Corporation's officers, except the Superintendent School Services and Founder, shall be chosen at the annual meeting by, and shall serve at the pleasure of, the Board, and shall hold their respective offices until their resignation, removal, or other disqualification from service, or until their respective successors shall be elected. The Superintendent School Services and Founder shall hold office for a term of three (3) years, and shall be elected at an annual meeting of the Board.

Section 5.3 Removal. Any officer may be removed, either with or without cause, by the Board at any time or, except in the case of an officer chosen by the Board, by any officer upon whom such power of removal may be conferred by the Board. Any such removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 5.4 Resignation. Any officer may resign at any time by giving written notice to the Board, but without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.5 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 5.6 Chair of the Board. If a Chair of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 5.7 Superintendent School Services and Founder. The Superintendent Schools Services and Founder is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business and officers of the Corporation, including but limited to, hiring, supervision and evaluation of employee, contract approval, supervising fiscal affairs, and effectuating the corporate purposes etc. unless otherwise limited by the policies of the Corporation. In the absence of the Chair of the Board, or if there is no Chair of the Board, the Superintendent School Services and Founder shall preside at the meetings of the Board. The Superintendent School Services and Founder has the general powers and duties of management usually vested in the office of president and such other powers and duties as may be prescribed from time to time by the Board.

The Superintendent School Services and Founder shall also be responsible for creating an

annual business plan and submitting it to the Board for approval. The Superintendent School Services and Founder shall participate in the recruitment of the Corporation's staff and the creation of the education plan for each School.

Section 5.8 Vice President. In the absence or disability of the president/chief executive officer, a vice president shall perform all the duties of the Superintendent School Services and Founder and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Superintendent School Services and Founder. A vice president shall have such other powers and perform such other duties as from time to time may be prescribed by the Board.

Section 5.9 Secretary. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding, whether regular or special, and if special, how authorized, the notice thereof given, the names of those directors present and absent, the vote or abstention of each Board member present for each action taken and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of California, the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The Secretary shall keep the seal of the Corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all members promptly after the meetings. The Secretary shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the treasurer/controller. In general, the secretary shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 5.10 Chief Financial Officer. The Chief Financial Officer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the Corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, and disbursements. The books of account shall at all times be open to inspection by any director.

The Chief Financial Officer shall deposit, or cause to be deposited, all moneys and other valuables in the name and to the credit of the Corporation with such depositaries as may be designated from time to time by the Board. The Chief Financial Officer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Superintendent School Services and Founder and directors, upon request, an account of all transactions as Chief Financial Officer and of the Corporation's financial condition. The Chief Financial Officer shall present to the Board at all regular meetings an operating statement and report since the last preceding regular meeting of the Board. The Chief Financial Officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

ARTICLE 6
COMMITTEES

Section 6.1 Board Committees. The Board may, by resolution, create one or more standing or *ad hoc* committees, each consisting of at least two (2) members of the Board, and no one who is not a director, to serve at the Board's pleasure. Appointments to such Board committees shall be by majority vote of the directors then in office, and the presidents of such Board committees shall be appointed by the Superintendent School Services and Founder. Unless otherwise provided in these Bylaws or by the laws of the State of California, each committee shall have all of the Board's authority to the extent delegated by the Board, except that no committee, regardless of Board resolution, may:

a. Fill vacancies on the Board or on any committee that has the authority of the Board;

b. Amend or repeal Bylaws or adopt new Bylaws;

c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable; or

d. Appoint any other committees of the Board or the members thereof;

Section 6.2 Meetings and Action of Board Committees. Meetings and actions of Board committees shall be governed by, and held and taken in accordance with, the provisions of Article 4 of these Bylaws concerning meetings of the Board, with such changes in the context of those provisions as are necessary to substitute the committee and its members for the Board and its members, except that the time of regular meetings of the committees may be determined either by resolution of the Board or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board. Notice of special meetings of Board committees shall also be given to any and all alternate members who shall have the right to attend all meetings of the committee. The Board may adopt rules for the government of any Board committee not inconsistent with the provisions of these Bylaws.

Section 6.3 Other Committees. The Superintendent School Services and Founder, subject to the limitations imposed by the Board, or the Board itself, may create other committees, either standing or special, to serve the Board that do not have the Board's powers. The Superintendent School Services and Founder, with the approval of the Board, shall appoint members to serve on such committees, and shall designate presidents for such committees. If a director is on a committee, he or she shall be the president of that committee. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member shall sooner resign or be removed from the committee.

Meetings of a committee may be called by the Superintendent School Services and Founder, the president of the committee, or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of

the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.

Any member of a committee may resign at any time by giving written notice to the president of the committee or to the Superintendent School Services and Founder. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The Superintendent School Services and Founder may, with prior approval of the Board, remove any appointed member of a committee.

A vacancy in any committee or any increase in the membership thereof shall be filled for the unexpired portion of the term by the Superintendent School Services and Founder with approval of the Board.

ARTICLE 7
CONTRACTS WITH DIRECTORS

Section 7.1 Contracts with Directors. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest *(nor* shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

Section 7.2 Corporate Loans and Advances. The Corporation shall not make any loan of money or property to or guarantee the obligation of any Director or officer; provided, however, that the Corporation may advance money to a director or officer of the Corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or director, provided that in the absence of such advance, such director or officer would be entitled to be reimbursed for such expenses by the Corporation or any subsidiary.

Section 7.3 Annual Statement of Certain Transactions. The Corporation shall comply with Section 6322 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE 8
OTHER PROVISIONS

Section 8.1 Validity of Instruments. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing and any assignment or endorsement thereof executed or entered into between the Corporation and any other person, when signed by the Superintendent School Services and Founder or vice president and the secretary or treasurer/controller of the Corporation, shall be valid and binding on the Corporation in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner as from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent, or employee shall have any power or authority to bind the Corporation

by any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

Section 8.2 Checks. Drafts. etc. All of the Corporation's checks, drafts, or other evidences of indebtedness, and all securities owned or held by it that are subject to transfer, shall be signed by two (2) officers, which signatures shall be garnered in compliance with such other requirements as the Board from time-to-time may require.

Section 8.3 Annual Report. The Corporation shall provide to the directors and such other persons designated by the Board, within 120 days after the close of its fiscal year, a report containing the following information in reasonable detail:

a. The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year.

b. The principal changes in the assets and liabilities, including trust funds, during the fiscal year.

c. The revenue or receipts of the Corporation, both unrestricted and restricted to particular purposes, for the fiscal year.

d. The expenses or disbursements of the Corporation, for both general and restricted purposes, during the fiscal year.

Section 8.4 Public Inspection and Disclosure. The Corporation shall have available for public inspection at its principal office a copy of each of its annual exempt organization information returns for each of the last three years and a copy of its state and federal applications for recognition of exemption.

Section 8.5 Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the General Provisions of the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires. The captions and headings in these Bylaws are for convenience only and are not intended to limit or define the scope or effect of any provision.

Section 8.6 Fiscal Year. The fiscal year of the Corporation shall end on the last day of June of each year.

Section 8.7 Robert's Rules of Order. Except to the extent otherwise provided in these Bylaws and to the extent consistent with applicable law, the Corporation's meetings shall be conducted and governed by the parliamentary procedures set forth in Robert's Rules of Order.

Section 8.8 Termination and Dissolution. This Corporation shall exist only so long as is necessary to accomplish its general and specific purposes. Once the Board determines that the Corporation's purposes have been fulfilled, it shall immediately resolve to terminate and dissolve

the Corporation in accordance with applicable law and the Corporation's Articles of Incorporation.

ARTICLE 9
INDEMNIFICATION AND INSURANCE

Section 9.1 Indemnification. To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding" as that term is used in that section and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses" as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c) the approval of such indemnification may be made by:

(a) A majority vote of a quorum consisting of directors who are not parties to such proceeding; or

(b) The court in which such proceeding is or was pending upon application made by this Corporation or the agent or the attorney or other person rendering services in connection with the defense whether or not such application by the agent attorney or other person is opposed by this Corporation.

ARTICLE 10
AMENDMENTS

Section 10.1 Bylaws. These Bylaws will be reviewed not less often than once every four (4) years and documented as to date of review.

Section 10.2 Effective Date. These Bylaws shall become effective immediately upon their adoption.

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting Secretary of Altus Schools San Diego, a California nonprofit public benefit corporation, and that the foregoing Bylaws, comprising 14pages (including this page), constitute the Bylaws of said Corporation were duly adopted at a meeting of the Corporation's Board of Directors held on December 7, 2023, and that these bylaws have not been amended or modified since that date.

IN WITNESS WHEREOF, I have signed my name and affixed the seal of the Corporation to this certificate on December 7, 2023.

DocuSigned by:
Lynne N. Alipio
0E93F20DCFEB48A...
Lynne Alipio, Secretary

Appendix I

CONFLICT OF INTEREST CODE

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COSD CLERK OF THE BOARD
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CONFLICT OF INTEREST CODE
OF
ALTUS SCHOOLS SAN DIEGO

1. Standard Code of FPPC

The Political Reform Act of 1974 (Gov. Code§ 81000 *et seq.)* requires each state and local government agency to adopt and promulgate a conflict of interest code. Pursuant to Education Code section 47604.1 (b)(4)(A), charter schools must comply with the Political Reform Act and adopt a conflict of interest code. Therefore, Altus Schools San Diego ("ASSD" or "Corporation"), which operates California public charter schools and is doing business as Altus Schools Audeo ("AUDEO") and Altus Schools Charter School of San Diego ("CSSD"), is therefore required to adopt such a code. The FPPC has adopted a regulation (Title 2 Cal. Code of Regs. § 18730) which contains the terms of a model conflict of interest code, which can be incorporated by reference as an agency's code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act.

2. Adoption of Standard Code of FPPC

The terms of Title 2 Cal. Code of Regs. § 18730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated herein by reference. This regulation and the Appendix attached hereto designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code of ASSD. This code shall take effect when approved by the Board of Supervisors for the County of San Diego and shall thereupon supersede all prior codes adopted by the ASSD.

3. Filing of Statements of Economic Interests

Pursuant to Section 4 of the model code set forth in Title 2 of the Cal. Code of Regs. § 18730(b), designated employees set forth in the Appendix shall file statements of economic interests (Form 700) with the Secretary of ASSD. Upon receipt of the statements of the members of the Board of Directors of ASSD, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the Board of Supervisors for the County of San Diego. Statements for all other designated employees shall be retained by the Secretary.

APPROVED AND ADOPTED by the Board of Directors of on the 7th day of December, 2023.

DocuSigned by:
Lea Hering
Chairperson, Board of Directors
Altus Schools San Diego

ATTEST:
DocuSigned by:
Secretary to the Board of Directors
Altus Schools San Diego

Approved and/or authorized by the Board of Supervisors of the County of San Diego.
Meeting Date: 2/6/24 Minute Order No. 1
By: Date: 2/8/24
Deputy Clerk of the Board Supervisors

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APPENDIX TO CONFLICT OF INTEREST CODE OF ALTUS SCHOOLS SAN DIEGO

Preamble

Any person designated in Section I of this Appendix who is unsure of any right or obligation arising under this Code may request a formal opinion or letter of advice from the FPPC or an opinion from the ASSD's general counsel. (Gov. Code§ 83114; Title 2 Cal. Code of Regs. § 18730(b)(11).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code§ 83114(a).)

Opinions rendered by general counsel do not provide any statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party's reliance on general counsel's opinion as evidence of good faith. In addition, ASSD may consider whether such reliance should constitute a mitigating factor to any disciplinary action that ASSD, AUDEO, or CSSD may bring against the requesting party under Government Code § 91003.5.

I.

Designated Employees

Designated Employees	Categories Disclosed
Chairperson and Members of the Board of Directors	4 through 6
Superintendent School Services and Founder	1 through 6
Deputy Superintendent School Services	1 through 6
Finance Administrator	1 through 6
CFO/Treasurer of the Board of Directors	1 through 6
General Counsel	4 through 6
Consultants/New Positions[1]	--

[1] With respect to consultants, the Superintendent School Services and Founder may determine in writing that a particular consultant/new position, although a "designated employee," is hired to perform a range of duties that is limited in scope and thus is not required to comply with the written disclosure requirements described in these categories. Such written determination shall include a description of the consultant/new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Superintendent School Services and Founder's determination is a public record and shall be retained for public inspection by ASSD, in the same manner as this Conflict of Interest Code. Nothing herein excuses any such consultant from any other provision of this Conflict of Interest Code.

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II.

Disclosure Categories

Category 1. Reportable Investments

A designated employee in this category shall report all reportable investments, as defined in Government Code § 82034, in business entities located in, doing business in, planning to do business in, or having done business in the previous two (2) years in San Diego County in which the Corporation's school is located, which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized the Corporation or its school.

Category 2. Reportable Interests in Real Property

A designated employee in this category shall disclose all interests in real property, as defined in Government Code *§§* 82033 and 82035, that are within two (2) miles of any facility or real property owned or used by ASSD.

Category 3. Reportable Income

A designated employee in this category shall disclose all income as defined in Government Code § 82030 of the designated employee from business entities or other sources located in, doing business in, planning to do business in, or having done business in the previous two (2) years in San Diego County during the reporting period which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized the Corporation or its school.

Category 4. Less-Inclusive Reportable Investments

A designated employee in this category shall disclose only investments as defined in Government Code § 82034 in any business entity, which within the last two (2) years has contracted with or in the future foreseeably may contract with ASSD to provide personnel, services, supplies, material, machinery or equipment:

(a) to ASSD of the type utilized by the Charter School which is located in or doing business in San Diego County, and associated with the job assignment or position of the designated employee; or

(b) to any entity which has contracted with ASSD within the last two (2) years or which in the future foreseeably may contract with ASSD to provide services, supplies, materials, machinery or equipment associated with the job assignment or position of the designated employee.

Category 5. Less-Inclusive Reportable Income

A designated employee in this category shall disclose only that reportable income as defined in Government Code § 82030 which is derived from a source which within the last two (2) years has contracted with ASSD or in the future foreseeably may contract with ASSD to provide personnel, services, supplies, materials, machinery or equipment:

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(a) to ASSD, of the type utilized by ASSD which is located in or doing business in San Diego County, and associated with the job assignment or position of the designated employee; or

(b) to any entity which has contracted with ASSD within the last two years or which in the future foreseeably may contract with ASSD to provide personnel, services, supplies, materials, machinery or equipment associated with the job assignment or position of the designated employee.

Category 6. Business Positions

A designated employee in this category shall disclose by completing Form 700, Schedule C. A designated employee shall list, with respect to any business entity which operates or provides facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized the Corporation or its school:

(a) the name and address of each business entity in which he or she is a director, officer, partner, trustee, employee, or in which he or she holds any position of management;

(b) a description of the business activity in which the business entity is engaged; and

(c) the designated employee's position with the business entity.

RESOLUTION OF THE BOARD OF DIRECTORS
ALTUS SCHOOLS SAN DIEGO ADOPTING A CONFLICT OF INTEREST CODE

WHEREAS, Altus Schools San Diego ("Corporation"), which operates California public charter schools and is doing business as Altus Schools Audeo and Altus Schools Charter School of San Diego, is required to adopt a Conflict of Interest Code pursuant to Government Code Section 87300; and

WHEREAS, the Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code Regs. §18730) which is a model conflict of interest code and requires certain local agency officials, employees, and consultants to file FPPC Form 700, statement of economic interests; and

WHEREAS, Corporation desires to adopt a Conflict of Interest Code incorporating the FPPC Model Code by reference;

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of the Corporation that:

1. A Conflict of Interest Code, in the form attached as Exhibit A, is adopted and promulgated.

2. Upon this final approval by the Board of Directors of the Corporation, the Superintendent School Services and Founder is hereby directed and authorized to submit a certified copy thereof to the San Diego County Board of Supervisors for approval.

APPROVED AND ADOPTED this 7th day of December 2023

AYES: Members: Barton, Hering, Morton, Schweinfurter
NOES:
ABSENT: Member: Crean
ABSTAIN:

DocuSigned by:
Len Hering
[illegible]
Chairman, Board of Directors
Altus Schools San Diego

ATTEST:
DocuSigned by:
[illegible]
[illegible]
Secretary, Board of Directors
Altus Schools San Diego

EXHIBIT

A

CONFLICT OF INTEREST CODE
OF
ALTUS SCHOOLS SAN DIEGO

1. Standard Code of FPPC

The Political Reform Act of 1974 (Gov. Code§ 81000 *et seq.)* requires each state and local government agency to adopt and promulgate a conflict of interest code. Pursuant to Education Code section 47604.1 (b)(4)(A), charter schools must comply with the Political Reform Act and adopt a conflict of interest code. Therefore, Altus Schools San Diego ("ASSD" or "Corporation"), which operates California public charter schools and is doing business as Altus Schools Audeo ("AUDEO") and Altus Schools Charter School of San Diego ("CSSD"), is therefore required to adopt such a code. The FPPC has adopted a regulation (Title 2 Cal. Code of Regs. § 18730) which contains the terms of a model conflict of interest code, which can be incorporated by reference as an agency's code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act.

2. Adoption of Standard Code of FPPC

The terms of Title 2 Cal. Code of Regs. § 18730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated herein by reference. This regulation and the Appendix attached hereto designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code of ASSD. This code shall take effect when approved by the Board of Supervisors for the County of San Diego and shall thereupon supersede all prior codes adopted by the ASSD.

3. Filing of Statements of Economic Interests

Pursuant to Section 4 of the model code set forth in Title 2 of the Cal. Code of Regs. § 18730(b), designated employees set forth in the Appendix shall file statements of economic interests (Form 700) with the Secretary of ASSD. Upon receipt of the statements of the members of the Board of Directors of ASSD, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the Board of Supervisors for the County of San Diego. Statements for all other designated employees shall be retained by the Secretary.

APPROVED AND ADOPTED by the Board of Directors of on the 7th day of December, 2023.

DocuSigned by:
Len Hering
056621A553A6466...
Chairperson, Board of Directors
Altus Schools San Diego

ATTEST:
DocuSigned by:
Lynn N. Alger
0E93520DCFEB48A...
Secretary to the Board of Directors
Altus Schools San Diego

APPENDIX TO CONFLICT OF INTEREST CODE OF ALTUS SCHOOLS SAN DIEGO

Preamble

Any person designated in Section I of this Appendix who is unsure of any right or obligation arising under this Code may request a formal opinion or letter of advice from the FPPC or an opinion from the ASSD's general counsel. (Gov. Code§ 83114; Title 2 Cal. Code of Regs. § l8730(b)(11).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code§ 83114(a).)

Opinions rendered by general counsel do not provide any statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party's reliance on general counsel's opinion as evidence of good faith. In addition, ASSD may consider whether such reliance should constitute a mitigating factor to any disciplinary action that ASSD, AUDEO, or CSSD may bring against the requesting party under Government Code § 91003.5.

I.

Designated Employees

Designated Employees	Categories Disclosed
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Finance Administrator	1 through 6
CFO/Treasurer of the Board of Directors	1 through 6
General Counsel	4 through 6
Consultants/New Positions[1]	--

[1] With respect to consultants, the Superintendent School Services and Founder may determine in writing that a particular consultant/new position, although a "designated employee," is hired to perform a range of duties that is limited in scope and thus is not required to comply with the written disclosure requirements described in these categories. Such written determination shall include a description of the consultant/new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Superintendent School Services and Founder's determination is a public record and shall be retained for public inspection by ASSD, in the same manner as this Conflict of Interest Code. Nothing herein excuses any such consultant from any other provision of this Conflict of Interest Code.

II.

Disclosure Categories

Category 1. Reportable Investments

A designated employee in this category shall report all reportable investments, as defined in Government Code § 82034, in business entities located in, doing business in, planning to do business in, or having done business in the previous two (2) years in San Diego County in which the Corporation's school is located, which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized the Corporation or its school.

Category 2. Reportable Interests in Real Property

A designated employee in this category shall disclose all interests in real property, as defined in Government Code §§ 82033 and 82035, that are within two (2) miles of any facility or real property owned or used by ASSD.

Category 3. Reportable Income

A designated employee in this category shall disclose all income as defined in Government Code § 82030 of the designated employee from business entities or other sources located in, doing business in, planning to do business in, or having done business in the previous two (2) years in San Diego County during the reporting period which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized the Corporation or its school.

Category 4. Less-Inclusive Reportable Investments

A designated employee in this category shall disclose only investments as defined in Government Code § 82034 in any business entity, which within the last two (2) years has contracted with or in the future foreseeably may contract with ASSD to provide personnel, services, supplies, material, machinery or equipment:

(a) to ASSD of the type utilized by the Charter School which is located in or doing business in San Diego County, and associated with the job assignment or position of the designated employee; or

(b) to any entity which has contracted with ASSD within the last two (2) years or which in the future foreseeably may contract with ASSD to provide services, supplies, materials, machinery or equipment associated with the job assignment or position of the designated employee.

Category 5. Less-Inclusive Reportable Income

A designated employee in this category shall disclose only that reportable income as defined in Government Code § 82030 which is derived from a source which within the last two (2) years has contracted with ASSD or in the future foreseeably may contract with ASSD to provide personnel, services, supplies, materials, machinery or equipment:

(a) to ASSD, of the type utilized by ASSD which is located in or doing business in San Diego County, and associated with the job assignment or position of the designated employee; or

(b) to any entity which has contracted with ASSD within the last two years or which in the future foreseeably may contract with ASSD to provide personnel, services, supplies, materials, machinery or equipment associated with the job assignment or position of the designated employee.

Category 6. Business Positions

A designated employee in this category shall disclose by completing Form 700, Schedule C. A designated employee shall list, with respect to any business entity which operates or provides facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized the Corporation or its school:

(a) the name and address of each business entity in which he or she is a director, officer, partner, trustee, employee, or in which he or she holds any position of management;

(b) a description of the business activity in which the business entity is engaged; and

(c) the designated employee's position with the business entity.

Appendix J

UNIFORM COMPLAINT POLICY AND FORMS

1800 Uniform Complaint Policy and Procedures

Approved: May 13, 2009
Amended: June 29, 2015**;** March 10, 2016; August 26, 2020; December 7, 2022**;** February 28, 2024; June 26, 2024; June 26, 2025

The Board of Directors of Altus Schools San Diego, a California nonprofit public benefit corporation operating Altus Schools Audeo and Altus Schools Charter School of San Diego hereafter collectively referred to as "Charter School" or "School", hereby adopts this policy to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

(1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, sexual orientation, or any combination of those characteristics, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics or any combination of those characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code sections 243(a) or 244(a).

(2) Complaints alleging a violation of state or federal law or regulation governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Child Care and Development Programs;
- Consolidated Categorical Aid;
- Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public schools, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs, and
- School Safety Plans.

(3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
   i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
   ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
   iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. Complaint regarding pupil fees, local control and accountability plans ("LCAP"), or noncompliance with Education Code sections 243 or 244 only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected students, parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or, Charter School, and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable.

If the Charter School adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy. Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations ("C.F.R sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

The Charter School acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief of Staff & Compliance Officer or designee on a case-by-case basis. Charter School shall ensure that complainants are protected from retaliation.

Compliance Officers

The Board of Directors designates the Chief of Staff & Compliance Officer ("COSCO") to be the Compliance Officer, to receive and investigate complaints and to ensure the Charter School's compliance with law:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

The COSCO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the COSCO or designee.

Should a complaint be filed against the COSCO, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

Notifications

The COSCO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be available on the Charter School's website. The Charter School shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that School is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that School is operating pursuant to Title 22 licensing requirements.
3. A statement that School is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30) calendar days of the Charter School's decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals Charter School's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil right law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code §section 262.3.
11. A statement that copies of Charter School's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints, which allege that the Charter School has violated federal, or state laws or regulations enumerated in the section "Scope", above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance of unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy. A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the COSCO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the COSCO or designee shall be made in writing. The period for filing may be extended by the COSCO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The COSCO shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees, LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.
Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint. A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Final Written Decision

The Charter School shall issue an investigation report (the "Decision) based on the evidence. The Charter School's decision shall be in writing and sent to the complainant within sixty (60) calendar days of the Charter School's receipt unless the timeframe is extended with the written agreement of the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether the Charter School is in compliance with the relevant law.
3. Corrective actions, if the Charter School finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal the Charter School's decision within thirty (30) calendar days to the CDE, except when the Charter School has used its UCP to address complaints that are not subject to the UCP requirements
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the California Department of Education

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with the Charter School and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Charter School failed to follow its complaint procedures.
2. Relative to all allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE, that the complainant has appealed the Decision, the COSCO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the Charter School's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the Charter School for resolution as a new complaint. If the CDE notifies the Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusion of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decisions remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Charter School has not taken action within sixty (60) calendar days of the date of the complaint was filed with the Charter School.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by Charter School. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

Civil Law Remedies
A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

Altus SCHOOLS CHARTER SCHOOL OF SAN DIEGO

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____Grade: _____ Date of Birth:_____

Street Address/Apt. #: _____

City: _____State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Genetic Information
- ☐ Sex (Actual or Perceived)

- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Immigration Status/Citizenship
- ☐ Marital Status
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

Have you discussed your complaint or brought your complaint to any Altus Schools Charter School of San Diego personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents: ☐ Yes ☐ No

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Compliance Officer:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street, San Diego, CA 92121
(858) 678-4811

Altus SCHOOLS AUDEO

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____Grade: _____ Date of Birth:_____

Street Address/Apt. #: _____

City: _____State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Sex (Actual or Perceived)

- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Marital Status
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

Have you discussed your complaint or brought your complaint to any Altus Schools Audeo personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents: ☐ Yes ☐ No

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Compliance Officer:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street, San Diego, CA 92121
(858) 678-4811

Appendix K

DASS STATUS APPROVAL DOCUMENTATION FROM CDE

Dashboard Alternative School Status (DASS) Schools List for 2023-24 School Year and 2024 Dashboard

California Department of Education

Posted: March 4, 2025

CDS	County	District	School	CharterSchool	DASSStatusType	FirstDASSDashboard	LastDASSDashboard	DassApplicationRenewalYear
37683383730959	San Diego	San Diego Unified	Charter School of San Diego	Yes	2023 DASS Application	2024 Dashboard	2025 Dashboard	Spring 2026

Appendix L

DASS MOU CRITERIA APPROVAL

Office of Charter Schools

Deidre Walsh, Director
(619) 725-7107
Fax (619) 725-7108
dwalsh1@sandi.net

August 12, 2022

Via E-mail <ttuter@altusschools.net>

Tim Tuter
Executive Director
Audeo Charter School and Charter School of San Diego
10170 Huennekens Street
San Diego, CA 92121

Re: Renewal Criteria

Dear Tim:

San Diego Unified School District ("SDUSD") is the charter granting authority of Audeo Charter School ("Audeo") and Charter School of San Diego ("CSSD"). Audeo and CSSD (collectively, "Charter Schools") are eligible under the Dashboard Alternative School Status ("DASS") program. SDUSD understands that the enclosed 16 state and local measures ("DASS Renewal Criteria") was presented to Charter Schools' governing board, Student Success Programs ("SSP"), for approval at an open, public session on June 29, 2022. The DASS Renewal Criteria was developed mutually by SDUSD and the Charter Schools and will serve as the alternative metrics to be used as part of SDUSD's analysis for charter renewal pursuant to Education Code section 47607.

Sincerely,

Deidre Walsh

Deidre Walsh
Director
Office of Charter Schools
San Diego Unified School District

Tiffany DeGraffenreid

Tiffany DeGraffenreid
Program Manager
Office of Charter Schools
San Diego Unified School District

Update June 22, 2022

Dashboard Alternative School Status (DASS) Charter School Renewal Criteria for San Diego Unified School District

The Dashboard Alternative School Status (DASS) is for schools that serve high-risk students. Alternative schools participating in the Dashboard Alternative School Status (DASS) program is limited to certain eligibility requirements. Schools are identified as "alternative" through one of two methods:

Defined Alternative Schools

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

- Continuation
- County or District Community Day
- Opportunity
- County Community
- Juvenile Court
- California Education Authority, Division of Juvenile Justice
- County-Run Special Education Schools

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

Other Alternative Schools

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

- Expelled (*EC* Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (*EC* Section 48917)
- Suspended (*EC* Section 48925[d]) more than 10 days in a school year
- Wards of the Court (*Welfare and Institution Code [WIC]* Section 601 or 602) or dependents of the court (WIC Section 300 or 654)

- Pregnant and/or Parenting
- Recovered Dropouts – State Board of Education (SBE) defines recovered dropouts based on *EC* Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days
- Habitually Truant (*EC* Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (*EC* Section 48263)
- Retained more than once in kindergarten through grade eight
- Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)
- Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
- Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
- Foster Youth (*EC* Section 42238.01[b])
- Homeless Youth

DASS Renewal Criteria

Due to the special population served by a DASS school the following will be used for renewal criteria for Audeo Charter School, a DASS charter school authorized by the San Diego Unified School District:

Under targets, the term Altus Schools shall be understood to refer to the Altus Model Schools within San Diego County, including The Charter School of San Diego, Audeo Charter School, Audeo Charter II, Audeo Charter III, Grossmont Secondary, and Sweetwater Secondary

STATE AND LOCAL MEASURES	TARGET	SOURCE	RATIONALE	Met?
1. **Smarter Balanced Assessments Distance From Standard – English Language Arts** (Students enrolled as of CBEDS)	The school will meet this in one of two ways: 1. Exceed the county DASS schools average (charter and non-charter, excluding Altus schools) 2. Exceed the state DASS schools average (charter and non-charter)	School Dashboard	• Measure is on the Dashboard	Yes/No

STATE AND LOCAL MEASURES	TARGET	SOURCE	RATIONALE	Met?
2. **Smarter Balanced Assessments Distance From Standard – Math** (Students enrolled as of CBEDS)	The school will meet this in one of two ways: 1. Exceed the county DASS schools average (charter and non-charter, excluding Altus schools) 2. Exceed the state DASS schools average (charter and non-charter)	School Dashboard	• Measure is on the Dashboard	Yes/No
3. **Smarter Balanced Assessments Proficiency Results – English Language Arts**	The school will meet this in one of two ways: 1. Exceed the county DASS schools average (charter and non-charter, excluding Altus schools) 2. Exceed the state DASS schools average (charter and non-charter)	CDE CAASPP Results	• CDE Reported Results	Yes/No
4. **Smarter Balanced Assessments Proficiency Results – Math**	The school will meet this in one of two ways: 1. Exceed the county DASS schools average (charter and non-charter, excluding Altus schools) 2. Exceed the state DASS schools average (charter and non-charter)	CDE CAASPP Results	• CDE Reported Results	Yes/No
5. **Meet all Local Indicators on Dashboard**	The school will meet this by receiving a "Met" performance level on all Dashboard Local Indicators.	School Dashboard	• Measures are on the Dashboard	Yes/No
6. **Northwest Evaluation Association** (NWEA) Measures of Academic Progress (MAP):	The school will meet this with an average of 60% or higher in Reading, Language Usage and Math schoolwide and by all significant student groups.	School Reported	• Measure was on previous district MOU • Target is a LCAP Measure	Yes/No

STATE AND LOCAL MEASURES	TARGET	SOURCE	RATIONALE	Met?
7. DASS Graduation Rate	The school will meet this in one of two ways: 1. Exceed the county DASS schools average (charter and non-charter, excluding Altus schools) 2. Exceed the state DASS schools average (charter and non-charter)	School Dashboard	• Measure is on the Dashboard	Yes/No
8. 1-Year Dropout Rate	The school will meet this by maintaining a dropout rate of 5% or less.	CDE DataQuest	• Measure was on previous district MOU • Target is a LCAP Measure	Yes/No
9. Student Participation Rate (Attendance)	The school will meet this by achieving 84% participation rate schoolwide and by significant student group.	School Reported	• Measure was on previous district MOU • Target is a LCAP Measure	Yes/No
10. Suspension Rate Indicator	The school will meet this by achieving a schoolwide suspension rate of 1.5% or less.	CDE Dashboard	• Measure is on the Dashboard • Target is a LCAP Measure	Yes/No
11. Expulsion Rate	The school will meet this by achieving a schoolwide expulsion rate of 1% or less.	CDE DataQuest	• Measure is on the Dashboard • Target is a LCAP Measure	Yes/No
12. English Learner Progress Indicator	The school will meet with this in one of two ways: 1. Exceed the county DASS schools average (charter and non-charter, excluding Altus schools) 2. Exceed the state DASS schools average (charter and non-charter)	CDE Dashboard	• Measure is on the Dashboard	Yes/No
13. Student Confidence Survey	The school will meet this by achieving 90% or higher on Confidence Survey of new students.	School Reported	• Target is a LCAP Measure	Yes/No

STATE AND LOCAL MEASURES	TARGET	SOURCE	RATIONALE	Met?
14. Student Safety Survey	The school will meet this by achieving 90% or higher on Student Safety Survey from Annual LCAP Engagement Survey.	School Reported	• Target is a LCAP Measure	Yes/No
15. Parent Safety Survey	The school will meet this by achieving 90% or higher on Parent Safety Survey from annual LCAP Engagement Survey.	School Reported	• Target is a LCAP Measure	Yes/No
16. College Persistence Rate and College Completion Rate (4 year and 6 year)	The school will meet this in one of two ways: 1. Exceed the county DASS schools average (charter and non-charter, excluding Altus schools) 2. If available, exceed the state DASS schools average, (charter and non-charter)	National Student Clearinghouse	• CDE Defines strong post-secondary outcomes as achieving rates of college persistence and completion that are equal to their peers.	Yes/No

Renewal Determination Criteria

The school will include data and/or support documentation as part of its charter renewal petition to demonstrate the renewal criteria were met. The district may renew the charter if it determines the school met the renewal criteria. If the renewal criteria are not met, the school shall provide a written explanation to the district as part of its charter renewal petition describing why they were not met and how the school plans to ensure the criteria is met. The district shall consider the school's written explanation in determining whether to grant or deny the charter renewal petition and/or the term length of the charter.

Updated June 22, 2022

Dashboard Alternative School Status (DASS) Charter School Renewal Criteria for San Diego Unified School District

The Dashboard Alternative School Status (DASS) is for schools that serve high-risk students. Alternative schools participating in the Dashboard Alternative School Status (DASS) program is limited to certain eligibility requirements. Schools are identified as "alternative" through one of two methods:

Defined Alternative Schools

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

- Continuation
- County or District Community Day
- Opportunity
- County Community
- Juvenile Court
- California Education Authority, Division of Juvenile Justice
- County-Run Special Education Schools

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

Other Alternative Schools

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

- Expelled (*EC* Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (*EC* Section 48917)
- Suspended (*EC* Section 48925[d]) more than 10 days in a school year

- Wards of the Court (*Welfare and Institution Code [WIC]* Section 601 or 602) or dependents of the court (WIC Section 300 or 654)
- Pregnant and/or Parenting
- Recovered Dropouts – State Board of Education (SBE) defines recovered dropouts based on *EC* Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days
- Habitually Truant (*EC* Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (*EC* Section 48263)
- Retained more than once in kindergarten through grade eight
- Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)
- Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
- Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
- Foster Youth (*EC* Section 42238.01[b])
- Homeless Youth

Charter School of San Diego DASS Renewal Criteria

Due to the special population served by a DASS school the following will be used for renewal criteria for The Charter School of San Diego, a DASS charter school authorized by the San Diego Unified School District:

Under targets, the term Altus Schools shall be understood to refer to the Altus Model Schools within San Diego County, including The Charter School of San Diego, Audeo Charter School, Audeo Charter II, Audeo Charter III, Grossmont Secondary, and Sweetwater Secondary

STATE AND LOCAL MEASURES	TARGET	SOURCE	RATIONALE	Met?
1. Smarter Balanced Assessments Distance From Standard – English Language Arts	The school will meet this in one of two ways: 1. Exceed the county DASS schools average (charter and non-charter, excluding Altus schools) 2. Exceed the state DASS schools average (charter and non-charter)	School Dashboard	• Measure is on the Dashboard	Yes/No

STATE AND LOCAL MEASURES	TARGET	SOURCE	RATIONALE	Met?
(Students enrolled as of CBEDS)				
2. **Smarter Balanced Assessments Distance From Standard – Math** (Students enrolled as of CBEDS)	The school will meet this in one of two ways: 1. Exceed the county DASS schools average (charter and non-charter, excluding Altus schools) 2. Exceed the state DASS schools average (charter and non-charter)	School Dashboard	• Measure is on the Dashboard	Yes/No
3. **Smarter Balanced Assessments Proficiency Results – English Language Arts**	The school will meet this in one of two ways: 1. Exceed the county DASS schools average (charter and non-charter, excluding Altus schools) 2. Exceed the state DASS schools average (charter and non-charter)	CDE CAASPP Results	• CDE Reported Results	Yes/No
4. **Smarter Balanced Assessments Proficiency Results – Math**	The school will meet this in one of two ways: 1. Exceed the county DASS schools average (charter and non-charter, excluding Altus schools) 2. Exceed the state DASS schools average (charter and non-charter)	CDE CAASPP Results	• CDE Reported Results	Yes/No
5. **Meet all Local Indicators on Dashboard**	The school will meet this by receiving a "Met" performance level on all Dashboard Local Indicators.	School Dashboard	• Measures are on the Dashboard	Yes/No
6. **Northwest Evaluation Association** (NWEA) Measures	The school will meet this with an average of 60% or higher in Reading, Language Usage and Math schoolwide and by all significant student groups.	School Reported	• Measure was on previous district MOU • Target is a LCAP Measure	Yes/No

STATE AND LOCAL MEASURES	TARGET	SOURCE	RATIONALE	Met?
of Academic Progress (MAP):				
7. DASS Graduation Rate	The school will meet this in one of two ways: 1. Exceed the county DASS schools average (charter and non-charter, excluding Altus schools) 2. Exceed the state DASS schools average (charter and non-charter)	School Dashboard	• Measure is on the Dashboard	Yes/No
8. 1-Year Dropout Rate	The school will meet this by maintaining a dropout rate of 5% or less.	CDE DataQuest	• Measure was on previous district MOU • Target is a LCAP Measure	Yes/No
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11. Expulsion Rate	The school will meet this by achieving a schoolwide expulsion rate of 1% or less.	CDE DataQuest	• Measure is on the Dashboard • Target is a LCAP Measure	Yes/No
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Renewal Determination Criteria

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Appendix M

BOARD OF DIRECTORS ROSTER

ALTUS SCHOOLS SAN DIEGO

DBA

Altus Schools Audeo ▪ Altus Schools Charter School of San Diego

Board Of Directors
2025- 2026

Tim Morton
Chairman
Term I: October 22, 2021 – June 30, 2023
Term II: July 1, 2023 – June 30, 2025
Term III: July 1, 2025 – June 30, 2027
10170 Huennekens Street, San Diego, CA 92121
tmorton@altusschools.net

Len Hering
Vice President and Board Member
Term IV: January 1, 2018 – June 30, 2020
Term V: July 1, 2020 – June 30, 2022
Term VI: July 1, 2022 – June 30, 2024
Term VII: July 1, 2024 – June 30, 2026
10170 Huennekens Street, San Diego, CA 92121
lhering@altusschools.net

Scott Barton
Board Member
Term IV: July 1, 2025 – June 30, 2027
10170 Huennekens Street, San Diego, CA 92121
sbarton@altusschools.net

Chris Megison
Board Member
Term I: February 27, 2025 – June 30, 2027
10170 Huennekens Street, San Diego, CA 92121
cmegison@altusschools.net

Eric Schweinfurter
Board Member
Term I: July 1, 2020 – June 30, 2022
Term II: July 1, 2022 – June 30, 2024
Term III: July 1, 2024 – June 30, 2026
10170 Huennekens Street, San Diego, CA 92121
eschweinfurter@altusschools.net

updated: 05/2025

Appendix N

WASC APPROVAL LETTER

COMMISSION MEMBERS

R. DAVID GAUDI JR., Ed.D.
Chairperson
Hawaii Association of Independent Schools

ODIE J. DOUGLAS
Vice Chairperson
Association of California School Administrators

MICHAEL ALVAREZ
Western Catholic Educational Association

CUAHTEMOC AVILA, Ed.D.
Association of California School Administrators

KEVIN BAKER, Ph.D.
East Asia Regional Council of Schools

GRANT BENNETT
Association of California School Administrators

JANICE BLABER
Hawaii State Department of Education

DANNY BLAS
California Teachers Association

KEVIN COLLINS, Ed.D.
Association of California School Administrators

MICHAEL COLLINS
California Association of Private School Organizations

GREGORY DHUYVETTER
Western Catholic Educational Association

LEE DUNCAN, Ed.D.
Association of Christian Schools International

TOBY ELMORE
California Association of Private School Organizations

JUAN A. FLECHA
Association of California School Administrators

KRISTIE FLOHRA
National Lutheran School Accreditation

ANDREA FUKUMOTO
Hawaii State Department of Education

CAROL GREEN
California Congress of Parents and Teachers, Inc. (PTA)

ESTHER KANEHAILUA
Hawaii State Department of Education

CINDY KAZANIS
California Department of Education

KAWENA MARTINEZ
Hawaii State Teachers Association

MONIQUE MCWAYNE
California Department of Education

LINDA NORMAN, Ed.D.
Western Catholic Educational Association

CHRISTOPHER OASE, D.A.
California School Boards Association

DOREEN OLESON, Ed.D.
California Association of Independent Schools

ANDREW RODRIGUEZ
California Federation of Teachers

MATTHEW RUSSO, Ed.D.
Postsecondary Education

JASON SAMPLE
Charter Schools

JONATHAN SCHILD, Ed.D.
Western Catholic Educational Association

DAVID SCIARRETTA, Ed.D.
Charter Schools

LAURA STEFANSKI
Public Member, California

KATHERINE THOROSSIAN, Ed.D.
Association of California School Administrators

BERIT VON POHLE, Ed.D.
Pacific Union Conference of Seventh-day Adventists

DIANA WALSH-REUSS, Ed.D.
Association of California School Administrators

LIVINGSTON (JACK) WONG
Public Member, Hawaii

April 27, 2023

Jay Garrity, Administrator of Instructional Services
The Charter School of San Diego
10170 Huennekens St.
San Diego, California 92121

Dear Jay Garrity:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Spring 2023 Commission Meeting. The ACS WASC Commissioners have determined The Charter School of San Diego (6-12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's report, and the satisfactory completion of the accreditation visit.

It is the decision of the Commission to grant six-year accreditation status through June 30, 2029 with a mid-cycle report in the 2025-2026 school year.

The Charter School of San Diego is required to submit a mid-cycle progress report. The report should demonstrate that the school has: 1) addressed the growth areas for continuous improvement through the schoolwide action plan; 2) made appropriate progress on the implementation of the schoolwide action plan; and 3) improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon The Charter School of San Diego's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to The Charter School of San Diego's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

R. David Gaudi Jr., Ed.D.
Commission Chairperson

cc: Visiting Committee Chairperson
Superintendent

Appendix O

UC A-G APPROVAL LIST

2025-26 A-G Reference List

menu

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Course ownership

✔ All | School Network courses | School courses

School

Altus Schools The Charter Sc

ALL | A | B | C | D | E | F | G

2025-26 | 2024-25 | 2023-24 | 2022-23 | 2021-22

All subject areas by course title

School owned course | School Network owned course

Course	Transcript Abbreviation	Details
(EDGE) Spanish 1 () *Imagine Learning LLC (Formerly known as Edgenuity)* E LOTE Level 1	Span 1, 2 / A2321, A2322	Online-based
(EDGE) Spanish 3 () *Imagine Learning LLC (Formerly known as Edgenuity)* E LOTE Level 3	Span 5, 6 / A2325, A2326	Online-based
(EDGE) Spanish II () *Imagine Learning LLC (Formerly known as Edgenuity)* E LOTE Level 2	Span 2, 3 / A2323, A2324	Online-based
ALGEBRA 1 and 2 () C Algebra I	ALGEBRA 1 (P) / 4041 ALGEBRA 2 (P) / 4042	Classroom-based

Course	Transcript Abbreviation	Details
Algebra I () *Imagine Learning LLC (Formerly known as Edgenuity)* C Algebra I	Alg 1 / A 4041 Alg 2 / A 4042	Classroom-based Online-based
Algebra II () *Imagine Learning LLC (Formerly known as Edgenuity)* C Algebra II	Int Algebra 1 / A 4151 Int Algebra 2 / A 4152	Online-based
American Literature 1 and 2 () B English	AM LIT 1 (P) & AM LIT 2 (P) / 1583, 1584	Classroom-based
AP Calculus AB () *Imagine Learning LLC (Formerly known as Edgenuity)* C Calculus	AP Calc AB 1 / A4189 AP Calc AB 2 / A4190	UC Honors Online-based
AP English Language and Composition () *Imagine Learning LLC (Formerly known as Edgenuity)* B English	AP Eng Lang & Comp 1,2 / A1655, A1656	UC Honors Online-based
AP English Literature and Composition () *Imagine Learning LLC (Formerly known as Edgenuity)* B English	AP Eng Lit & Comp 1, 2 / A1653, A1654	UC Honors Online-based
AP Environmental Science () *Imagine Learning LLC (Formerly known as Edgenuity)* D Interdisciplinary Sciences	AP Environ Sci 1 / A 6455 AP Environ Sci 2 / A6456	UC Honors Online-based
AP Government and Politics United States () *The College Board Advanced Placement Program* A Civics / American Government	AP Gov 1 / A6839	UC Honors Online-based
AP Human Geography () *Imagine Learning LLC (Formerly known as Edgenuity)* A World History / Cultures / Historical Geography	AP Hum Geo 1,2 / A6536, A6537	UC Honors Online-based

Course	Transcript Abbreviation	Details
AP Psychology () *Imagine Learning LLC (Formerly known as Edgenuity)* G History / Social Science	AP Psych 1, AP Psych 2 / A6834, A6835	UC Honors Online-based
AP Spanish Language and Culture () *The College Board Advanced Placement Program* E LOTE Level 4+	AP Spanish Lang and Culture	UC Honors Classroom-based Online-based
AP United States History () *Imagine Learning LLC (Formerly known as Edgenuity)* A U.S. History	AP U.S. Hist 1 / A6721 AP U.S. Hist 2 / A6722 AP U.S. Hist 1 / A6721 AP U.S. Hist 2 / A6722	UC Honors Online-based
AP World History () *Imagine Learning LLC (Formerly known as Edgenuity)* A World History / Cultures / Historical Geography	AP World Hist 1 / A6639 AP World Hist 2 / A6640	UC Honors Online-based
ART 1 and 2 () F Visual Arts	ART 2 / A0192 ART 1 / A0191	Classroom-based
Art History 1, 2 () F Visual Arts	Art Hist 1, Art Hist 2 / A0291, A0292	Classroom-based
Asian American Pacific Islander Studies () G Interdisciplinary	AAPI Studies / A9179-5	Classroom-based
AVID 10 () *AVID - Advancement Via Individual Determination* G Interdisciplinary	/ A8209 / A8210 AVID 10a, AVID 10b	Classroom-based
AVID 11 () *AVID - Advancement Via Individual Determination* G Interdisciplinary	/ A8227 / A8228 AVID 11a, 11b	Classroom-based

Course	Transcript Abbreviation	Details
AVID 12 () *AVID - Advancement Via Individual Determination* G Interdisciplinary	/ A8221 / A8222 AVID 12a, AVID 12b	Classroom-based
AVID 9 () *AVID - Advancement Via Individual Determination* G Interdisciplinary	/ A8207 / A8208 AVID 9a, AVID 9b	Classroom-based
BIOLOGY 1 and 2 () D Biology / Life Sciences	BIOLOGY 2 (P) / A6112 BIOLOGY 1 (P) / A6111	Classroom-based
Biology Honors with Labs () *Imagine Learning LLC (Formerly known as Edgenuity)* D Biology / Life Sciences	Hnrs. Bio 1 / A6121 Hnrs. Bio 2 / A6122	UC Honors Online-based
Biology with Labs () *Imagine Learning LLC (Formerly known as Edgenuity)* D Biology / Life Sciences	Bio 1 / A6111 Bio 2 / A6112	Online-based
Black and African American Studies () G Interdisciplinary	Black and African American Studies B/Afro Studies / A9179-1	Classroom-based
California Cadet Corps 1, 2 () G Interdisciplinary	CA Cadet Corps 1, 2	Classroom-based
California Cadet Corps 3, 4 () G Interdisciplinary	CA Cadet Corps 3, 4	Classroom-based
California Cadet Corps 5, 6 () G Interdisciplinary	CA Cadet Corps 5, 6	Classroom-based
California Cadet Corps Leadership 1, 2 () G Interdisciplinary	CA Cadet Corps Leadership 1, 2	Classroom-based
Career and Life Management 1, 2 () G Interdisciplinary	Car & Life Man 1, 2	Classroom-based

Course	Transcript Abbreviation	Details
Career Explorations 1 and 2 () G Interdisciplinary	Career Explorations 1 / A8103 Career Explorations 2 / A8104	Classroom-based Online-based
CHEMISTRY 1-2 () D Chemistry	CHEMISTRY 1(P) / A6211 CHEMISTRY 2(P) / A6212	Classroom-based
Chemistry Honors with Labs () *Imagine Learning LLC (Formerly known as Edgenuity)* D Chemistry	Honors Chem 1 / A6221 Honors Chem 2 / A6222	UC Honors Online-based
Chemistry with Labs () *Imagine Learning LLC (Formerly known as Edgenuity)* D Chemistry	Chem 1 / A6211 Chem 2 / A6212	Online-based
Chicano(a) and Latin(x) Studies () G Interdisciplinary	Chicano(a)/Latin(x) Studies / A9179-7	Classroom-based
Child Development Pathway 1, 2 () G Interdisciplinary	Child Dev 1, 2 / A1175, A1176	Classroom-based
Child Development Pathway 3, 4 () G Interdisciplinary	Child Dev 3, 4 / A1177, A1178	Classroom-based
Commercial Art 1,2 () F Visual Arts	COM ART 2 / 0202 COM ART 1 / 0201	Classroom-based
Computer Science Discoveries () C Computer Science	Computer Science Discoveries 1, 2 / A3576, A3577	Classroom-based
Concepts in Probability and Statistics () *Imagine Learning LLC (Formerly known as Edgenuity)* C Statistics	Stats 1 / A4171 Stats 2 / A4172	Online-based
Contemporary Voices in Lit 1 and 2 () B English	CON VOC LT 1 (P) & CON VOC LT 2 (P) / 1612, 1613	Classroom-based

Course	Transcript Abbreviation	Details
Design Careers 1,2 () G Interdisciplinary	Design Careers 1, 2	Classroom-based
Drawing 1 & 2 () F Visual Arts	Drawing 1 / A0271 Drawing 2 / A0272	Classroom-based
Earth and Space Science () D Earth and Space Sciences	Earth & Space Science / A6023, A6034	Classroom-based
Earth and Space Science with Labs () *Imagine Learning LLC (Formerly known as Edgenuity)* D Earth and Space Sciences	Earth & Space Sci 1 / A6023 Earth & Space Sci 2 / A6024	Online-based
Economics () *Imagine Learning LLC (Formerly known as Edgenuity)* G History / Social Science	Econ 1 / A6758	Online-based
ECONOMICS 1 () G History / Social Science	ECONOMICS 1(P) / 6758	Classroom-based
ENGLISH 1 and 2 () B English	ENGLISH 1 (P) / 1540 ENGLISH 2 (P) / 1541	Classroom-based
English 3 and 4 () B English	ENGLISH 3 (P) & ENGLISH 4 (P) / 1570, 1571	Classroom-based
English Language Arts 10 () *Imagine Learning LLC (Formerly known as Edgenuity)* B English	Eng 3 / A 1570 Eng 4 / A 1571	Classroom-based Online-based
English Language Arts 10 Honors () *Imagine Learning LLC (Formerly known as Edgenuity)* B English	Eng 3 Honors / A 1554 Eng 4 Honors / A 1555	UC Honors Online-based
English Language Arts 11 () *Imagine Learning LLC (Formerly known as Edgenuity)* B English	Am Lit 1 / A 1583 Am Lit 2 / A 1584	Online-based

Course	Transcript Abbreviation	Details
English Language Arts 11 Honors () *Imagine Learning LLC (Formerly known as Edgenuity)* B English	Honors Am Lit 1 / A1589 Honors Am Lit 2 / A1590	UC Honors Online-based
English Language Arts 12 () *Imagine Learning LLC (Formerly known as Edgenuity)* B English	English Lit 1 / A1641 English Lit 2 / A1642	Online-based
English Language Arts 12 Honors () *Imagine Learning LLC (Formerly known as Edgenuity)* B English	Honors English Lit 1 / A1643 Honors English Lit 2 / A1644	UC Honors Online-based
English Language Arts 9 () *Imagine Learning LLC (Formerly known as Edgenuity)* B English	Eng 1 / A1540 Eng 2 / A1541	Classroom-based Online-based
English Language Arts 9 Accelerated () *Imagine Learning LLC (Formerly known as Edgenuity)* B English	English 1 Accel/Adv / A1552 English 2 Accel/Adv / A1553	Online-based
ENGLISH LITERATURE 1,2 () B English	ENG LIT 2(P) / 1642 ENG LIT 1(P) / 1641	Classroom-based
Entrepreneurship 1,2 () G Interdisciplinary	Entrep 1, 2	Classroom-based
Environmental Sustainability () G Interdisciplinary	Environmental Sustainability 1, 2 / A6240, A6241	Classroom-based
French 1, 2 () E LOTE Level 1	Frch 1 / A2001 Frch 2 / A2002	Classroom-based
French 3, 4 () E LOTE Level 2	FRNCH 3/4 / A2003, A2004	Classroom-based
French 5/6 () E LOTE Level 3	FRNCH 5/6 / A2005. A2006	Classroom-based

Course	Transcript Abbreviation	Details
French I () *Imagine Learning LLC (Formerly known as Edgenuity)* E LOTE Level 1	Frch 1 / A2001 Frch 2 / A2002	Online-based
French II () *Imagine Learning LLC (Formerly known as Edgenuity)* E LOTE Level 2	Frnch 3 / A 2003 Frnch 4 / A 2004	Online-based
French III () *Imagine Learning LLC (Formerly known as Edgenuity)* E LOTE Level 3	Frnch 5 / A 2005 Frnch 6 / A 2006	Online-based
Geometry () *Imagine Learning LLC (Formerly known as Edgenuity)* C Geometry	Geom 1 / A 4141 Geom 2 / A 4142	Classroom-based Online-based
GEOMETRY 1 and 2 () C Geometry	GEOMETRY 2 (P) / 4142 GEOMETRY 1 (P) / 4141	Classroom-based
German 1,2 () E LOTE Level 1	GER 2(P) / 2052 GER 1(P) / 2051	Classroom-based
German 3,4 () E LOTE Level 2	GER 4 (P) / 2054 GER 3 (P) / 2053	Classroom-based
GERMAN 5, 6 () E LOTE Level 3	GER 5 (P) / 2055 GER 6 (P) / 2056	Classroom-based
Government 1 () A Civics / American Government	Government 1(P) / 6757 GOVT 1 / A6757	Classroom-based
Health Science and Medical Technology () *Imagine Learning LLC (Formerly known as Edgenuity)* G Interdisciplinary	Health Sci & Med Tech 1 / A8426 Health Sci & Med Tech 2 / A8427	Online-based

Course	Transcript Abbreviation	Details
Health Science Concepts () *Imagine Learning LLC (Formerly known as Edgenuity)* G Interdisciplinary	Hlth Sci Concepts 1 / A8424 Hlth Sci Concepts 2 / A8425	Online-based
Honors American Literature 1 and 2 () B English	Honors Am Lit 1, 2 / A1589, A1590	UC Honors Classroom-based
Honors Chemistry 1, 2 () D Chemistry	Honors Chem 1, 2 / A6221, A6222	UC Honors Classroom-based
Honors Pre Calculus () C Pre-Calculus	Honors Pre-Calc 1,2 / A4181, A4182	UC Honors Classroom-based
Honors US History 1, 2 () A U.S. History	H US Hist 1,2 / A6711, A6712	UC Honors Classroom-based
Hospitality and Tourism Year 1 () G Interdisciplinary	Hospitality, Tourism, and Recreation 2 / A8482 Hospitality, Tourism, and Recreation 1 / A8481	Classroom-based
Hospitality and Tourism Year 2 () G Interdisciplinary	Hospitality, Tourism, and Recreation 4 / A8484 Hospitality, Tourism, and Recreation 3 / A8483	Classroom-based
Information and Communication Technology () *Imagine Learning LLC (Formerly known as Edgenuity)* G Interdisciplinary	Info & Comm Tech 1 / A3705 Info & Comm Tech 2 / A3706	Online-based
Integrated Math 1 a,b () C Mathematics I	Integ Math 1a / A4157 Integ Math 1b / A4158	Classroom-based
Integrated Math 2a, 2b () C Mathematics II	Int Math 2a, 2b / 4159, 4160	Classroom-based
Integrated Math 3a & 3b () C Mathematics III	Integ Math 3a / A4163 Integ Math 3b / A4164	Classroom-based

Course	Transcript Abbreviation	Details
INTERMEDIATE ALGEBRA 1- 2 () C Algebra II	INT ALG 2(P) / 4152 INT ALG 1(P) / 4151	Classroom-based
Introduction to Business () *Imagine Learning LLC (Formerly known as Edgenuity)* G Interdisciplinary	Intro to Business 1 / A0514 Intro to Business 2 / A0515	Online-based
Introduction to Green Technology () D Interdisciplinary Sciences	Introduction to Green Technology and Energy / A3763, A3764	Classroom-based
Marine Biology () D Biology / Life Sciences	Marine Bio 1 Marine Bio 2 / A6441 / A6442	Classroom-based
Mathematics I () *Imagine Learning LLC (Formerly known as Edgenuity)* C Mathematics I	Integ. Math 1a / A4157 Integ. Math 1b / A4158	Online-based
Mathematics II () *Imagine Learning LLC (Formerly known as Edgenuity)* C Mathematics II	Integ. Math 2a / A 4159 Integ. Math 2b / A 4160	Online-based
Mathematics III () *Imagine Learning LLC (Formerly known as Edgenuity)* C Mathematics III	Integ. Math 3a / A 4163 Integ. Math 3b / A 4164	Online-based
Military Science 1, 2 () G Interdisciplinary	Military Science 1, 2	Classroom-based
Military Science 3, 4 () G Interdisciplinary	Military Science 3, Military Science 4 / A4503, A4504	Classroom-based
Music Appreciation () F Music	Mus App 1 Mus App 2 / A5381 / A5382	Classroom-based

Course	Transcript Abbreviation	Details
Native American Studies () G Interdisciplinary	Native Am Studies / A9179-3	Classroom-based
Nursing Assistant () *Imagine Learning LLC (Formerly known as Edgenuity)* G Interdisciplinary	Nursing Assistant 1 / A8428 Nursing Assistant 2 / A8429	Online-based
Pathways Exhibition () G Interdisciplinary	Pathways Exhibition / A8105	Classroom-based

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Appendix P

NCAA APPROVAL LIST

High School Portal

Welcome CATHRYN RAMBO (ALTUS SCHOOLS THE CHARTER SCHOOL OF SAN DIEGO)

High School's NCAA Courses

High School Account Status

High School Account Status				
Account Status*	**Account Status Type**	**May approved core courses be used?**	**May proof of graduation be used?**	**Description (Please review the Additional Information box below as it may contain other important information about this account.)**
✓ (07/18/2016)	Cleared	Yes	Yes	Courses and proof of graduation may be used in the initial-eligibility certification process. Some CLEARED accounts may have coursework that does not meet NCAA core-course legislation.
	Extended Evaluation	Pending Individual Review	Yes	The use of courses in the initial-eligibility certification process is pending individual review. Proof of graduation may be used in the initial-eligibility certification process.
	Not Cleared	No	No	Courses and proof of graduation may not be used in the initial-eligibility certification process.
	In Review	No	No	Courses and proof of graduation may not be used in the initial-eligibility certification process at this time. Upon rendering of a decision, courses and proof of graduation may or may not be used in the initial-eligibility certification process, depending on account status.
	Suspended	No	No	This account did not complete the review process. To determine if courses and proof of graduation may be used in the initial-eligibility certification process, this account must complete the review process. This account may resume its review by contacting the NCAA Eligibility Center.
	Closed	No	No	This account is no longer in operation. Please review the High School Information and List of NCAA Courses for details regarding use of courses and proof of graduation in the initial-eligibility certification process.
	None	No	No	This account has not been reviewed. To determine if courses and proof of graduation may be used in the initial-eligibility certification process, this account must complete the review process.

	Not Applicable	No	No	An account status is not applicable for this account. Courses and proof of graduation may not be used in the initial-eligibility certification process.
	Withdrawn	No	No	This account has opted out of the review process. Courses and proof of graduation may not be used in the initial-eligibility certification process. This account may resume its review by contacting the NCAA Eligibility Center.

* Proof of graduation will be used through the remainder of the academic year in which a high school's account status changes if its previous account status permitted the use of proof of graduation. For high schools that do not operate on a traditional academic calendar, proof of graduation will be used only through the completion date of coursework for which the student was enrolled prior to the change in account status. The status of core courses will remain through the academic term (e.g., semester, quarter) in which a high school's account status changes. For schools with nontraditional academic calendars, core course statuses will remain for students with a course enrollment date prior to and including the date of school status change.

High School Summary

High School Summary	
NCAA High School Code	052831
CEEB Code	052831
High School Name	ALTUS SCHOOLS THE CHARTER SCHOOL OF SAN DIEGO
Address	10170 HUENNEKENS ST SAN DIEGO CA - 92121
Primary Contact Name	CATHRYN RAMBO
Primary Contact Phone	858-678-2058
Primary Contact Fax	858-552-6660
Primary Contact Email	crambo@charterschool-sandiego.net
Secondary Contact Name	TIM TUTER
Secondary Contact Phone	8586782042
Secondary Contact Fax	8585526666
Secondary Contact Email	ttuter@altusschools.net
School Website	http://charterschool-sandiego.net/
Link to Online Course Catalog/Program of Studies	http://charterschool-sandiego.net/
Last Update of List of NCAA Courses	03-May-23
Other Teams Formally Affiliated	No teams data found

Please review information regarding your school and district. The information listed below applies only to courses completed at the above school.

High School Information

Coursework from this school/program meets NCAA nontraditional core-course legislation. CREDIT RECOVERY coursework from this school/program, designated as "R" on students' transcripts, meets NCAA nontraditional core-course legislation.

Grading Scales

View Grading Scales

High School Grading Scale Period: 2024-25 Through 2024-25

High School Grading Period: 2024-25 Through 2024-25

High School Numeric Grade Scale:
There are no numeric grades available for this grading period.

High School Weighted Grade:

Honors		Advanced Placement	
Grade	Unit	Grade	Unit
A	5	A	5
B	4	B	4
C	3	C	3
D	1	D	1
		F	0

Legal Disclaimer: The following list of NCAA courses are maintained as a guide for college-bound student-athletes seeking an NCAA initial-eligibility certification. The list of NCAA-approved core courses does not, nor is intended to, signify accreditation, certification, approval or endorsement of any high school or specific courses by the NCAA or NCAA Eligibility Center and is subject to change at any time and without notice. Core-course information included on this website is provided for guidance purposes only and should not be solely relied on as an

indication of NCAA initial eligibility. Certification of a college-bound student-athlete is case specific, and the Eligibility Center has the authority to determine in its sole discretion whether the college-bound student-athlete has met all criteria.

Back to Search

High School Core-Course Information

Select Course Category

○Show All Approved Courses
○English ○Social Science ○Mathematics ○Natural/Physical Science ○World Language, Comparative Religion and Philosophy

○Show All Not Approved Courses
○English ○Social Science ○Mathematics ○Natural/Physical Science ○World Language, Comparative Religion and Philosophy

○Show All Archived Courses
○English ○Social Science ○Mathematics ○Natural/Physical Science ○World Language, Comparative Religion and Philosophy

○Show All Pending Individual Review Courses
○English ○Social Science ○Mathematics ○Natural/Physical Science ○World Language, Comparative Religion and Philosophy

○Show All Additional Information Required Courses
○English ○Social Science ○Mathematics ○Natural/Physical Science ○World Language, Comparative Religion and Philosophy

When a high school indicates a course is offered exclusively to students with **education-impacting disabilities**, a "=" symbol appears next to the course title.

NCAA legislation permits a student to receive credit for a core course only one time. As a result, if a student repeats a core course, the student will only receive credit once for the core course, and the highest grade earned in the course will be included in the calculation of the student's core-course GPA. Likewise, if a student completes a course that is duplicative in content with another core course, the student will only receive credit for one of the duplicative courses, and the course with the highest grade earned will be included in the calculation of the student's core-course GPA.

Approved Courses

English

Show 25 entries

Search:

Course Weight	Title	Notes	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	HONORS ENGLISH 3-4				05/17/2018	05/18/2018	No	Show Course History
	HONORS ENGLISH LITERATURE 1				08/23/2016	08/24/2016	No	
	HONORS ENGLISH LITERATURE 2				08/23/2016	08/24/2016	No	
	ACCELERATED ENGLISH 1-2				07/05/2016	07/05/2016	No	
	ENGLISH LITERATURE 1				08/03/2015	08/03/2015	No	
	ENGLISH LITERATURE 2				08/03/2015	08/03/2015	No	
	JOURNALISM 1				08/03/2015	08/03/2015	No	
	AP ENGLISH LANGUAGE & COMPOSITION 1				12/18/2014	12/18/2014	No	Show Course History
	AP ENGLISH LANGUAGE & COMPOSITION 2				12/18/2014	12/18/2014	No	Show Course History
	AP ENGLISH LITERATURE & COMPOSITION 1				12/18/2014	12/18/2014	No	Show Course History
	AP ENGLISH LITERATURE & COMPOSITION 2				12/18/2014	12/18/2014	No	Show Course History
	AMERICAN LITERATURE 1				08/05/2014	08/05/2014	No	
	AMERICAN LITERATURE 2				08/05/2014	08/05/2014	No	
	CONTEMPORARY VOICES IN LIT 1				08/05/2014	08/05/2014	No	
	CONTEMPORARY VOICES IN LIT 2				08/05/2014	08/05/2014	No	
	ENGLISH 1				08/05/2014	08/05/2014	No	Show Course History
	ENGLISH 2				08/05/2014	08/05/2014	No	Show Course History
	ENGLISH 3				08/05/2014	08/05/2014	No	Show Course History
	ENGLISH 4				08/05/2014	08/05/2014	No	Show Course History
	HONORS AMERICAN LITERATURE 1				08/05/2014	08/05/2014	No	

Course Weight	Title	Notes	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	HONORS AMERICAN LITERATURE 2				08/05/2014	08/05/2014	No	
	WORLD LITERATURE 1				08/05/2014	08/05/2014	No	
	WORLD LITERATURE 2				08/05/2014	08/05/2014	No	
	WRITERS WORKSHOP 1				08/05/2014	08/05/2014	No	
	WRITERS WORKSHOP 2				08/05/2014	08/05/2014	No	

Showing 1 to 25 of 25 entries

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Social Science

Show 25 entries

Search:

Course Weight	Title	Notes	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	AP GOVERNMENT & POLITICS- UNITED STATES				07/26/2016	07/26/2016	No	
	AP US HISTORY 1-2				07/05/2016	07/05/2016	No	
	AP WORLD HISTORY 1-2				07/05/2016	07/05/2016	No	
	AP HUMAN GEOGRAPHY 1				12/18/2014	12/18/2014	No	Show Course History
	AP HUMAN GEOGRAPHY 2				12/18/2014	12/18/2014	No	Show Course History
	AP PSYCHOLOGY 1				12/18/2014	12/18/2014	No	Show Course History
	AP PSYCHOLOGY 2				12/18/2014	12/18/2014	No	Show Course History
H	HONORS US HISTORY 1				08/20/2014	08/20/2014	No	
H	HONORS US HISTORY 2				08/20/2014	08/20/2014	No	
	HONORS UNITED STATES HISTORY 1				08/05/2014	12/18/2014	No	Show Course History
	HONORS UNITED STATES HISTORY 2				08/05/2014	12/18/2014	No	Show Course History
	ECONOMICS 1				08/05/2014	08/05/2014	No	Show Course History

Course Weight	Title	Notes	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	GEOGRAPHY 1				08/05/2014	08/05/2014	No	Show Course History
	GOVERNMENT 1				08/05/2014	08/05/2014	No	Show Course History
	PHILOSOHPY 1				08/05/2014	08/05/2014	No	
	PSYCHOLOGY 1				08/05/2014	08/05/2014	No	Show Course History
	PSYCHOLOGY 2				08/05/2014	08/05/2014	No	
	SOCIOLOGY 1				08/05/2014	08/05/2014	No	Show Course History
	UNITED STATES HISTORY 1				08/05/2014	08/05/2014	No	
	UNITED STATES HISTORY 2				08/05/2014	08/05/2014	No	
	WORLD HISTORY GEOGRAPHY ECONOMICS 1				08/05/2014	08/05/2014	No	
	WORLD HISTORY GEOGRAPHY ECONOMICS 2				08/05/2014	08/05/2014	No	

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Mathematics

Show 25 entries

Search:

Course Weight	Title	Notes	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	AP CALCULUS AB 1-2				07/26/2016	07/26/2016	No	Show Course History
	INTEGRATED MATH 1 A-B				06/04/2015	06/04/2015	No	Show Course History
	INTEGRATED MATH 2 A-B				06/04/2015	06/04/2015	No	Show Course History
	INTEGRATED MATH 3 A-B				12/18/2014	12/18/2014	No	Show Course History
	INTERMEDIATE ALGEBRA 1-2	DUPLICATIVE OF ALGEBRA 2			08/05/2014	02/02/2015	No	Show Course History

Course Weight	Title	Notes	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	STATISTICS 1-2				08/05/2014	12/18/2014	No	Show Course History
	ALGEBRA 1-2				08/05/2014	08/05/2014	No	Show Course History
	GEOMETRY 1-2				08/05/2014	08/05/2014	No	Show Course History
	HONORS PRE-CALCULUS 1-2				08/05/2014	08/05/2014	No	Show Course History
	PRE- CALCULUS 1-2				08/05/2014	08/05/2014	No	Show Course History

Showing 1 to 10 of 10 entries

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Natural/Physical Science

Show 25 entries

Search:

Course Weight	Title	Notes	Lab	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	MARINE BIOLOGY 1		X			05/02/2023	05/03/2023	No	
	MARINE BIOLOGY 2		X			05/02/2023	05/03/2023	No	
	EARTH AND SPACE SCIENCE 1		X			09/20/2021	09/21/2021	No	
	EARTH AND SPACE SCIENCE 2		X			09/20/2021	09/21/2021	No	
	AP ENVIRONMENTAL SCIENCE 1					07/26/2016	07/26/2016	No	
	AP ENVIRONMENTAL SCIENCE 2					07/26/2016	07/26/2016	No	
	HONORS BIOLOGY 1-2					07/05/2016	07/05/2016	No	
	HONORS CHEMISTRY 1		X			06/04/2015	06/04/2015	No	
	HONORS CHEMISTRY 2		X			06/04/2015	06/04/2015	No	
	BIOLOGY 1		X			08/05/2014	08/05/2014	No	Show Course History
	BIOLOGY 2		X			08/05/2014	08/05/2014	No	Show Course History
	CHEMISTRY 1		X			08/05/2014	08/05/2014	No	Show Course History

Course Weight	Title	Notes	Lab	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	CHEMISTRY 2		X			08/05/2014	08/05/2014	No	Show Course History
	PHYSICS 1		X			08/05/2014	08/05/2014	No	Show Course History
	PHYSICS 2		X			08/05/2014	08/05/2014	No	Show Course History

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World Language, Comparative Religion and Philosophy

Note: The additional subject area includes only world language, comparative religion and philosophy courses. Courses submitted under additional that are not in these categories cannot be approved. Examples include AP Computer Science, AP Research, Entrepreneurship, Psychology and Speech. These courses may be approved if submitted under a different discipline.

Show 25 entries Search:

Course Weight	Title	Notes	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	FRENCH 5				05/14/2019	05/14/2019	No	
	FRENCH 6				05/14/2019	05/14/2019	No	
	FRENCH 3-4				05/16/2018	05/17/2018	No	
	FRENCH 1				07/13/2017	07/13/2017	No	
	FRENCH 2				07/13/2017	07/13/2017	No	
	GERMAN 5				07/13/2017	07/13/2017	No	
	GERMAN 6				07/13/2017	07/13/2017	No	
	GERMAN 3				12/18/2014	12/18/2014	No	Show Course History
	GERMAN 4				12/18/2014	12/18/2014	No	Show Course History
	SPANISH 6				12/18/2014	12/18/2014	No	Show Course History
	GERMAN 1				08/05/2014	08/05/2014	No	
	GERMAN 2				08/05/2014	08/05/2014	No	
	SPANISH 1				08/05/2014	08/05/2014	No	Show Course History
	SPANISH 2				08/05/2014	08/05/2014	No	Show Course

Course Weight	Title	Notes	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
								History
	SPANISH 3				08/05/2014	08/05/2014	No	
	SPANISH 4				08/05/2014	08/05/2014	No	
	SPANISH 5				08/05/2014	08/05/2014	No	

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Appendix Q

COLLEGE BOARD APPROVAL LIST

Administrator - School Status

Academic Year:
2024 - 2025

Altus Schools The Charter School Of San Diego

Visit Website (http://www.charterschool-sandiego.net)
10170 Huennekens St
San Diego, CA 92121-2964

Active Administrators: (/start/school/admin/s/4481/)
Cathryn Rambo
District Administrators:
No Active District Administrators

Course List

Status Please Select

Search

Subject	Teacher	Teacher Email	Course Audit Form	Course Document	Status
No data available in table					

Added Online Providers

Subject	Status	School
Calculus AB Remove Course	Approved by Provider	Edgenuity
English Language and Composition Remove Course	Approved by Provider	Edgenuity
English Literature and Composition Remove Course	Approved by Provider	Edgenuity
Environmental Science Remove Course	Approved by Provider	Edgenuity
Human Geography Remove Course	Approved by Provider	Edgenuity
Psychology Remove Course	Approved by Provider	Edgenuity
U.S. Government and Politics Remove Course	Approved by Provider	Edgenuity
United States History Remove Course	Approved by Provider	Edgenuity
World History: Modern Remove Course	Approved by Provider	Edgenuity

Appendix R

GATE PLAN

Altus SCHOOLS

2025 - 2026

GIFTED AND TALENTED EDUCATION
PROGRAM MANUAL

GATE
Gifted And Talented Education

PREPARED BY :

Equity and Inclusion Department

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29 Appendix B: Individualized GATE Plan

31 Appendix C: References

32 Appendix D: GATE Organizations

SECTION 1: GATE PROGRAM

GATE Program Design

Altus Schools recognize the unique attributes of each student, encompassing their individual interests, strengths, and challenges. The objective is to identify and celebrate the distinct talents and capabilities of every student, understanding that "giftedness" varies across a spectrum. With guidance from the California Association for the Gifted GATE Services Guide, we employ a combination of personalized learning principles, National Standards in Gifted and Talented Education, and evidence-based strategies to optimize the academic, social, and personal achievements of GATE (Gifted and Talented) students.

Aligned with the 2019 PRE-K-GRADE 12 Gifted Programming Standards by the National Association of Gifted Children, our approach encompasses the following standards:

1. Learning and Development
2. Assessment
3. Curriculum Planning and Instruction
4. Learning Environments
5. Programming
6. Professional Learning

At Altus Schools, GATE students benefit from an Individualized Gate Plan (IGP), jointly developed by the student, parent(s), and teachers. The IGP tailors curriculum and instructional approaches to meet the unique requirements of each gifted student, considering their needs, interests, and abilities. Key components of each IGP include:

- Differentiated learning experiences, encompassing acceleration, enrichment, and tailored curriculum responsive to students' needs, interests, and abilities, delivered through various teaching, and learning platforms.
- Inspiring learning environments fostering creativity, flexibility, autonomy, and small group instruction.
- Opportunities for independent study, community-based learning, and project-based learning.
- Preparation for postsecondary education.

GATE students receive personalized instruction from GATE Certified teachers through one-on-one sessions and small group settings. They are encouraged to enroll in Honors, Advanced Placement, and Accelerated courses, with curriculum compacted based on standards mastery. Courses prioritize project-based and community-based learning, offering students choice and autonomy in mastering essential concepts and skills.

Altus Kids Homeschool TK-5 Program

The primary aim of homeschooling is to cultivate an environment rich in resources and experiences that foster curiosity, growth, and exploration among children. When applied to the Gifted and Talented Education (GATE) program, these principles significantly enhance the learning journey of gifted students.

Gifted children typically exhibit a strong affinity for homeschooling due to its flexibility and personalized attention, attributes often lacking in traditional educational settings. They often demonstrate accelerated learning abilities and a penchant for delving deeply into subjects beyond the scope of conventional curricula. Homeschooling offers an ideal platform to accommodate these tendencies. Altus Kids, within this framework, have various avenues to pursue academic and intellectual advancement, including:

- Inquiry Based Learning
- Flexible Pacing with Curriculum Compacting
- Thematic and Cross-Disciplinary Projects

- Computer-Based Instruction and Personalized Support

Characteristics of Gifted Students' Learning and Behavioral Characteristics

Each student possesses unique characteristics and traits. While gifted students share certain common traits, no two gifted learners display the exact same combination of attributes. The following list provides a general reference for common traits observed among gifted students:

Cognitive	Creative	Affective	Behavioral
• Keen power of abstraction • Interest in problem-solving and applying concepts • Voracious and early reader • Large vocabulary • Intellectual curiosity • Power of critical thinking, skepticism, self-criticism • Persistent, goal-directed behavior • Independence in work and study • Diversity of interests and abilities	• Creativeness and inventiveness • Keen sense of humor • Ability for fantasy • Openness to stimuli, wide interests • Intuitiveness • Flexibility • Independence in attitude and social behavior • Self-acceptance and unconcern for social norms • Radicalism • Aesthetic and moral commitment to self-selected work	• Unusual emotional depth and intensity • Sensitivity or empathy to the feelings of others • High expectations of self and others, often leading to feelings of frustration • Heightened self-awareness, accompanied by feelings of being different • Easily wounded, need for emotional support • Need for consistency between abstract values and personal actions • Advanced levels of moral judgment	• Spontaneity • Boundless enthusiasm • Intensely focused on passions—resists changing activities when engrossed in own interests • Highly energetic—needs little sleep or down time • Constantly questions/Insatiable curiosity • Impulsive, eager and spirited • Perseverance—strong determination in areas of importance • High levels of frustration—particularly when having difficulty meeting standards of performance (either imposed by self or others)

		• Idealism and sense of justice	• Volatile temper, especially related to perceptions of failure • Non-stop talking/chattering

Source: Clark, B. (2008). *Growing up gifted (7th ed.)* Upper Saddle River, NJ: Pearson Prentice Hall.

Students who are Twice Exceptional

A twice exceptional GATE learner is a student who has exceptional abilities or talents (such as being gifted in a particular area) while also having a learning disability or other special needs. This means that they excel in some areas but may face challenges in others. Despite these challenges, they have the potential for high achievement and may require specialized support to fully develop their talents and overcome obstacles in their learning journey. Despite potential past negative school experiences, where attention may have been primarily directed towards the disability rather than considering the holistic development of the child, Altus Schools are dedicated to crafting a strengths-oriented, personalized plan to address their individual needs and optimize their potential. The student's general education team partners with the student's Special Education team to coordinate plans that complement each other in the following ways:

- Strengths-based curriculum and instruction
- Social-Emotional curriculum and counseling services
- Explicit instruction in organizational skills, time management, study skills
- Integration of technology tools

Gifted Underachievers

Gifted students who demonstrate a significant gap between their potential and their actual performance are termed "gifted underachievers." These individuals often exhibit shared motivational and attitudinal traits, with low self-esteem being the most prevalent characteristic. They may doubt their ability to meet the high expectations set by family members, educators, and themselves, leading to feelings of pressure and stress associated

with their gifted status. While there is no universal profile for gifted underachievers, categorizing them into common types such as The Successful, The Creative, The Underground, and The At-Risk, as outlined in Table 1.1, can aid in identifying behaviors, traits, and educational requirements to tailor their learning experiences effectively.

Table 1.1 Types of Gifted Learners

Type	Feelings/Attitudes	Behaviors/ Characteristics	Needs (at school and at home)
Type 1: **The Successful**	Bright, motivated achievers. However, their motivation may be directed towards teacher acceptance rather than towards the full development of their high abilities	Well behaved, conformist; Achieve in schoolwork; seek approval from teachers and other adults; neat, tidy bookwork; may be perfectionists; seek order and structure; like clear instructions; do not take risks; may 'achieve,' but at levels significantly below their true ability	Self-knowledge; independent learning skills; assertiveness skills; creativity development; to be challenged; to see deficiencies; to take risks; to develop an incremental view of intelligence; risk-taking experiences; affirmation of their ability to cope with challenges; independence; freedom to make choices

Type 2: **The Creative**	Frustrated because school system does not recognize their high abilities; often overlooked as their impatience can mask their giftedness; may be bored, angry, resentful, and may 'take it out' on teachers and other students, which can further decrease likelihood of being identified as gifted	Can be obstinate, tactless, sarcastic; question and challenge authority; can be rude, arrogant, unpopular with peers; sometimes acts as class clown; does not 'suffer fools gladly'	To connect with others; learn tact, flexibility, self-awareness, and self-control; support for creativity; contractual systems; less pressure to conform; interpersonal skills; strategies to cope with potential psychological vulnerabilities; affirmation of strengths; confidence in their abilities communicated to them; appropriate behavior modeled for them; respect their goals

Type 3: **The Underground**	Chooses acceptance by peer group over excelling academically, then may be afraid to drop the camouflage; can feel conflicted, guilty, and insecure, and/or have a diminished sense of self	Conceal ability for peer acceptance; strong belonging needs; may be insecure, anxious; may feel guilty for denying their gifts	Freedom to make choices; conflicts to be made explicit; support for abilities; role models who cross cultures; self-understanding and acceptance; an audience to listen to what they have to say; college and career planning; lifelong learning modelled; gifted role models; reassurance

Type 4: **The At-** **Risk**	Physically present, but intellectually/emotionally divorced from what is going on; angry with adults and themselves because the system has not met their needs and they feel rejected; withdraw, refuse to participate; act out or respond defensively	Can be depressed and withdrawn or angry and defensive; interests may lie outside curriculum and not perceived as valued by teachers or classmates; extremely low self-esteem; low performance	Safety; structure; professional counseling; alternative environment; individualized program; confrontation and accountability, but minimal punishments; direction and short-term goals; family counseling; avoid power struggles; confidence conveyed about their ability to overcome obstacles; preserve relationships

Adapted from: https://www.education.act.gov.au/teaching_and_learning/g-and-talented-education

SECTION 2: STUDENT IDENTIFICATION

Identification Process

Altus Schools' procedures for identification are equitable, comprehensive, and ongoing. The Schools have developed an identification process that ensures universal access to all students, including those from diverse socioeconomic and cultural backgrounds, language proficiencies, and/or disabilities, have equal opportunity to be identified and participate in the GATE program. Teachers are certifiably GATE trained in how to identify characteristics and implement specific strategies, which they can do through our key process, the Pathways Personalized Education Plan (PPEP).

The Schools use an annual, multi-criterion assessment process to determine identification for the GATE Program. Families of all students in grades 2-5, 7, and 9 are offered the opportunity for evaluation. Parents, guardians and/or caregivers are provided with information on the assessment window, assessment type, and the GATE identification process. Parent/guardian permission is required to administer assessments to their child.

The following categories are used for identification of students' extraordinary capability in relation to their peers:

- Intellectual Ability: A student demonstrates extraordinary or potential for extraordinary intellectual development. The Schools measure intellectual ability with the Cognitive Abilities Test (CogAT).
- Creative Ability: A student displays characteristics of flexibility, originality of thought, curiosity, and adventurousness. The Schools measure creative ability with the Renzulli scales.
- Leadership Ability: A pupil displays the characteristic behaviors necessary for extraordinary leadership. The Schools measure leadership ability with the Renzulli scales.

- Motivation Ability: A student demonstrates a capacity for high levels of interest, enthusiasm, perseverance, and endurance. The Schools measure motivation ability with the Renzulli scales.

Students are eligible to participate in the GATE program with the following qualifying scores:

- Option 1: CogAT composite score or any subtest score at or above 90th Age Percentile Rank (APR).
- Option 2: CogAT composite score or any subtest score between 84th-89th APR + above average Renzulli Scale score.

The final determination of eligibility of a student rests with the School Coordinator and the GATE Coordinator.

Assessments

The Cognitive Abilities Test (CogAT)

The Cognitive Abilities Test (CogAT) is a nationally standardized, norm-referenced test (NRT). The CogAT measures reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. Reasoning skills develop gradually throughout a person's lifetime and at different rates for different individuals. Reasoning abilities and problem-solving skills are predictors of success in school and are important characteristics of students who are gifted and talented.

The Schools use the CogAT Age Percentile Rank (APR) score as a component to determine eligibility for the GATE program. A percentile rank indicates the percentage of students in the same age or grade group whose scores fall below the score obtained by a particular student. For example, if a fifth-grade student obtains a grade PR of 90 on the Quantitative Battery, it means that the student scored higher than 90 percent of the fifth-grade students in the national sample.

Students who score at or above the 90th percentile in the composite ranking or any test battery are generally very gifted students who are eligible to participate in the GATE program.

Students who score between 84th-89th APR on their composite scores or any test battery may be identified as gifted and designated to participate in the GATE program. Determination for GATE includes additional factors based on the student's characteristics using the Renzulli Scales. The student's skills and abilities in Leadership, Motivation, and Creativity are assessed along with any specific talent areas such as Music, Art, Drama, Math, Technology, and Communication.

Students who score between 80th -83rd APR on their composite scores or any test battery are not eligible for the GATE program. These students are very bright and can be high achievers in school. These students may need enrichment, advanced curriculum, or differentiated instruction to keep them challenged and motivated.

Details

The CogAT consists of a verbal battery, quantitative battery, and nonverbal battery. Each battery is a separate section of the test containing 3 different types of questions that cover unique cognitive abilities. The test session is expected to take approximately two hours depending on the test level.

Students will take the online version of the test, administered by a school counselor or administrator.

Grade	CogAT Test Level	Number of Questions	Test Time
2nd Grade	**Level 8**	**156**	**122 minutes**
3rd Grade	**Level 9**	**176**	**90 Minutes**
4th Grade	**Level 10**	**176**	**90 Minutes**

5th Grade	**Level 11**	**176**	**90 Minutes**
7th Grade	**Level 13/14**	**176**	**90 Minutes**
9th Grade	**Level 15/16**	**176**	**90 Minutes**

Verbal Battery

The verbal battery measures verbal aptitude, word knowledge and concepts, facility with language, verbal reasoning, and analogies. Students with high verbal scores can usually be expected to do well in reading and language activities. Since most instruction and assignments are language-based, these students typically perform well daily in school. To support their advanced linguistic abilities, they may need to be provided with enrichment activities including advanced vocabulary, real-world writing, and a wide range of supplemental reading. Students with low verbal scores may struggle with reading, writing, and other language-based activities. They may need supplemental instruction in vocabulary as well as in basic literacy skills.

Quantitative Battery

This subtest measures mathematical reasoning and problem solving, numerical sequences and patterns, and manipulation of mathematical concepts. Students with high quantitative scores usually do well with complex mathematical or numerical activities and concepts. Enrichment tasks should go beyond calculations and include mathematical thinking, explorations of advanced concepts, and real-world problem solving (probability, codes, etc.). Students with low quantitative scores may need supplemental instruction in basic math skills to achieve success.

Non-Verbal Battery

This subtest measures reasoning and problem solving with patterns and relationships, pictorial analogies, and categories. This subtest is also helpful for obtaining an accurate assessment of

the cognitive abilities of a student who may have limited proficiency in English or who has had limited opportunities to acquire verbal or quantitative knowledge. Students with high non-verbal scores can often be expected to do well with logic, models, creative thinking, constructions or building, technology, or other non-language-based activities. Because the problem-solving skills on the non-verbal subtest have little direct correlation to most reading, writing, and math instruction, students with high non-verbal scores who have strong aptitudes in this area may not be easily recognized in the classroom. It is important to help these students continue to develop their verbal and quantitative skills, but also to find ways for them to apply their excellent non-verbal skills. Strategies include using a variety of graphic organizers and other pictorial ways for students to demonstrate learning (including thinking maps, diagrams, drawings, models, multimedia projects, etc.); providing opportunities for creative problem solving, finding logical patterns and relationships, and the use of high-level questions and critical thinking activities. Students with low non-verbal scores may just not have strengths in this area, may have had no previous exposure to pictorial problem solving and analogies, may be "out-thinking" themselves ("well, it could be this, but if you look at it that way, it could be this, or even this…"), have vision issues, or may just not understand the tasks.

Accommodations and Modifications

Students with Special Needs and English Language Learners (ELLs) have access to testing accommodations and modifications that vary by test level to support equitable access to the assessment and demonstration of skills.

A testing **accommodation** refers to a change in the procedures for administering an assessment. The accommodation is intended to reduce as much as possible the effect of student characteristics that interfere with performance during testing and, subsequently, with valid inferences about the student's abilities. Testing accommodations should not change the kinds of abilities being measured; they should change how those abilities are measured. Testing accommodations decisions will be informed by a student's 504 plan, Individualized Education Program (IEP), and teacher input. Accommodations available in the CogAT include repeated directions, separate location, assistance with the online test, large print edition, read aloud, extended time, and others that may be indicated in a student's IEP. For ELLs,

accommodations include directions administered in a language other than English, repeated directions, read aloud, extended time on the Verbal battery, and provision of English/Native language word-to-word dictionary.

A testing **modification** is a change in the procedures for administering a test that may affect the constructs being measured. A modification is sometimes necessary when accommodation is not possible. A testing modification may lead to scores that differ in meaning between students who received the modification and those who did not receive it. The only modification permitted at Levels 5/6–8 of CogAT allows ELL students to omit the Sentence Completion test. Students who are given this modification receive an alternative Verbal Battery score.

Note: The CogAT quantitative subtests measure how well a student can hold numerical information in working memory while simultaneously mentally transforming that information in some way, for example, by performing elementary calculations on it. Therefore, students cannot use calculators even when a student's IEP permits calculator usage. Offloading calculations to a calculator removes the transformation processes and invalidates the normative scores (CogAT 7/8 Planning and Implementation Guide, 2014).

Composite Score

The composite score is the total or overall score. Students with high composite scores often seem to be the traditional "gifted" students, with excellent skills in most areas. Students with high scores in one or two batteries may also be gifted and may need differentiated instruction in their areas of strength. Low composite scores may indicate that the student will need more structure, time, and practice to learn effectively.

Renzulli Scale Scores

The Scales for Rating the Behavioral Characteristics of Superior Students are called the Renzulli Scales. This standardized, observational instrument is supported by research and used as an effective method for identifying gifted and talented students. The scales are completed by teachers who rate students on certain observable behaviors and characteristics such as leadership, motivation, and creativity. Teachers will observe additional behaviors based on

specific student characteristics. For identification purposes, students who score above average are considered for GATE programs.

Rating Scale	Eligible Score Range	Characteristics
Leadership	35-42	Behaviors that reflect an individual's ability to guide or direct actions by other individuals
Motivation	55-66	Behaviors that reflect an individual's ability to bring energy to bear on problems or tasks
Creativity	45-54	Behaviors that reflect an individual's ability to produce original, novel, and unique ideas or products
Additional	Varies	Behaviors that reflect exceptional skills and abilities in areas such as: • Artistic • Musical • Dramatics • Mathematics • Technology

Results

Each school will obtain results after all designated grade levels have completed testing. Results will be made available to parents/guardians from the student's teacher and a copy of the results will be kept in the student files. The results will be the basis of the overall qualification criteria for Gifted and Talented Education (GATE).

Please contact Ana Maria Rojas, Equity and Inclusion Administrator, at arojas@altusschools.net, for any questions about this assessment or the GATE identification process.

SECTION 3: CURRICULUM AND INSTRUCTION

As stated in the National Programming Standard #3: Curriculum Planning and Instruction, "Educators apply evidence-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating curriculum that is responsive to diversity. Educators use a repertoire of instructional strategies to ensure specific student outcomes and measurable growth." Altus Schools develop strengths-based customized curriculum, differentiation of instruction, and personalized strategies that build upon Common Core State Standards (CCSS) and various curriculum frameworks. Teachers implement research-based strategies to effectively engage GATE students in the educational program and are coached and advised by Instructional Leads and GATE Certified staff to create meaningful and relevant educational experiences for GATE students.

Altus Schools provides multiple grouping options of instruction for GATE students that include independent study, cluster grouping, and hybrid settings. These services are integrated within the standards-based curriculum that is differentiated according to the students' identified strengths, interests, and readiness.

Advanced Course Offerings

GATE students are encouraged to enroll in Altus Schools' advanced courses. Altus Schools offer Accelerated courses, Honors courses, and Advanced Placement (AP) courses:

Accelerated	Honors	Advanced Placement
English 1, 2	Honors US History 1, 2 Honors American Literature 1, 2 Honors English 3, 4 Honors English Literature 1, 2 Honors World Literature 1, 2 Honors Pre-Calculus 1, 2 Honors Biology 1, 2 Honors Chemistry 1, 2	AP Human Geography 1, 2 AP U.S. History 1, 2 AP World History 1, 2 AP Gov't & Politics: U.S.1 AP English Language & Composition 1, 2 AP English Literature & Composition 1, 2 AP Calculus AB 1, 2 AP Environmental Science 1, 2 AP Psychology 1, 2

Differentiation

Teachers differentiate for gifted and talented students through a variety of methods - they may change the instructional strategies, alter the format of an assignment, increase the intellectual demand of an assignment, or provide additional complexity. All assignments offer the student the opportunity to utilize higher-level thinking skills like analysis, evaluation, and creation.

Acceleration

GATE students are afforded the opportunity for academic acceleration, enabling those who have demonstrated mastery in a subject to progress to the subsequent course. This approach ensures engagement in developmentally suitable coursework, facilitates progress congruent with their preferred learning pace, and fosters intellectual stimulation.

Enrichment Activities

GATE students participate in supplementary educational endeavors designed to delve deeply into subjects of interest from various perspectives. These activities encompass community-

based learning experiences, laboratory work, extensive research, guest lectures, and project-based learning ventures.

Customized Curriculum Development

The Schools tailor curriculum using a strengths-based approach to address the unique needs, interests, and learning styles of each gifted student. Through collaboration among the instructional team and the student, utilizing tools such as Personality Profiles, Learning Style Inventories, and Strengths Assessments, lessons and assignments are designed to enhance student engagement, creativity, and mastery of state standards.

Curriculum Compacting

Curriculum compacting, a research-grounded instructional strategy, allows teachers to differentiate instruction by adapting the curriculum for students who have already mastered the material. This involves substituting known content with extension activities, engaging students in deeper and more complex thinking, eliminating redundancy, and preventing boredom. Teachers adjust courses to match the pace and depth of learning appropriate for gifted students' abilities and motivation.

Community-Based Learning

Community-Based Learning, a research-backed strategy, integrates academic learning with real-world applications. Gifted students actively connect classroom learning with experiences in the community, fostering the development of analytical, reflective, and problem-solving skills beneficial beyond the school environment.

Project-Based Learning

Project-Based Learning (PBL) is an instructional approach that centers on students working collaboratively to explore real-world challenges, issues, or questions. Gifted students are presented with opportunities to apply their knowledge and extend their learning through authentic, meaningful projects. Project-based learning endeavors promote creativity, critical thinking, and effective communication skills.

Early College Credit

Articulated Courses: At Altus Schools, GATE students are eligible to participate in articulated courses, which are Altus high school courses that qualify for college credit. Students who complete an articulated course with a grade of B or higher can earn both high school and college credit. These college credits are CSU transferable, with five articulated course options that are also accepted by the UC system.

Dual Enrollment: GATE students may also participate in the Altus College Dual Enrollment Program. This program provides high school students with the opportunity to take college courses tuition-free while completing their high school coursework. College courses can be taken on a college campus or online.

Homeschool TK-5

Inquiry-Based Learning

Inquiry-based learning invites students to follow their natural curiosity and explore topics that genuinely interest them. This approach encourages questions, research, experimentation, and creative expression. In a homeschool environment, it might look like a learner diving into marine biology, forming their own questions, investigating local aquatic life, and sharing their discoveries through a self-designed project.

Flexible Pacing with Curriculum Compacting

Learners are able to progress at a pace that suits their individual strengths. Through pre-assessment and observation, families can streamline instruction by adjusting the time spent on content their student has already mastered. This opens time for more meaningful challenges, exploration of new ideas, or extended projects, ensuring that learning remains engaging and appropriately paced.

Thematic and Cross-Disciplinary Projects

Connecting ideas across subject areas helps learners build a deeper understanding of the world around them. Thematic, cross-disciplinary projects blend content from science, math, language arts, social studies, and the arts. Units might incorporate original work, experimentation, independent learning, cooperative learning, critical thinking, problem solving, analysis, synthesis, and evaluation. Students will generate new ideas by synthesizing current knowledge and transferring it to new applications.

Computer-Based Instruction and Personalized Support

Technology offers flexible and responsive ways to support learning. Computer-based instruction can be a valuable tool for both extending learning and addressing specific skill areas that need reinforcement. Programs and platforms can provide adaptive practice, interactive simulations, or access to content well beyond grade level—all tailored to a student's individual needs. This approach is especially helpful for learners who may have uneven skill development, allowing them to strengthen certain areas while continuing to grow in others. With thoughtful selection, technology becomes a powerful way to personalize instruction and promote confidence, curiosity, and independence.

SECTION 4: SOCIAL AND EMOTIONAL DEVELOPMENT

Altus Schools facilitate the social and emotional growth of academically gifted and talented (GATE) students to foster responsibility, self-awareness, self-esteem, and agency. This support is provided through the RISE (Resilience in Students and Education) program, offering monthly interactive sessions focused on essential social skills, coping mechanisms, and resilience-building strategies throughout the academic year. Teachers undergo GATE training and Culturally and Linguistically Responsive Teaching professional development to recognize various social and emotional issues and tailor their instructional approaches according to students' Naviance survey data and individual learning requirements. Altus teachers, staff, and administration follow a Multiple Tiered System of Support and are trained to make referrals to in-house youth mental health therapists or external agencies when appropriate. Altus teachers have a distinctive opportunity to help them address their emotional needs through classroom assignments and activities designed to promote self-awareness and social-emotional well-being. Altus Schools believe it is crucial to encourage acceptance and appreciation of their internal experiences as strengths.

SECTION 5: PROFESSIONAL LEARNING

Altus University provides a comprehensive professional learning experience for teachers designed to improve educational experiences for GATE students. Teacher certification is a key component for providing GATE students with a rigorous, personalized, and relevant learning plan that builds on each student's giftedness and interests.

Altus University offers GATE Training once a year that consists of:

- Small cohort of educators
- Four consecutive training sessions
- Based on GATE programming standards
- Application with Altus curriculum and instruction
- Integration with Naviance results and other APAC departments

Training Sessions	Topics
Day 1	☐ Syllabus, Course Requirements ☐ Programming Standards ☐ GATE: The Who, What, Why, How ☐ Literature Review ☐ Types of Gifted Learners
Day 2	Assignment #1 Due ☐ GATE Characteristics ☐ GATE Strategies ☐ Differentiated Instruction
Day 3	Assignment #2 Due ☐ Social Emotional Learning and Growth Mindset ☐ Article Summaries and Case Studies ☐ Applying Strategies to Types of Learners with Naviance ☐ Individualized GATE Plan
Day 4	Assignment #3 Due ☐ Parent/Guardian Engagement ☐ Cognitive Abilities Test (CogAT) ☐ GATE and Altus Instruction/Curriculum ☐ GATE Planning

Due Date	Assignments
Training Day 2	Review one article of choice on the education of gifted students. Include a summary of the article, describe your reactions, and how you will apply the information.
Training Day 3	Implement a strategy we discussed with one of your GATE students. Guiding questions to help you reflect: • What strategy did you choose? • Why did you use this strategy? • What lesson or activity did you use? • How did it go? • How did it impact the student's attitude toward the assignment? • How did it impact the student's productivity?
Training Day 4	Complete an Individualized GATE Plan for one of your identified GATE students.

SECTION 6: PARENT, FAMILY MEMBER AND COMMUNITY ENGAGEMENT

Parents, guardians, family members, and members of the community are actively involved in the development, execution, and assessment of the Schools' Gifted and Talented Education (GATE) program. The school collaborates with parents and guardians in crafting the Individualized GATE Plan (IGP) for each student, wherein parents play a significant role in formulating the plan that shapes curriculum and instructional choices for the students. Additionally, the school fosters engagement with parents, family, and community members through various means including the establishment of community partnerships, provision of parent training sessions, and conducting surveys.

APPENDIX A: GATE Classification Profile and CogAT FAQs

Gifted and Talented Classification Profile

Student Name: _____ SSID: _____

Grade: _____Teacher: _____ School/ Resource Center:_____

A. CogAT Scores

-Cognitive Abilities Test Results

Test Date:	Verbal	Quantitative	Nonverbal	Composite
Age Percentile Rank (PR)				

B. Renzulli Scales

- Rating the behavioral characteristics of gifted and talented students

SCALE	SCORE	Description
Leadership		35-42 range demonstrates exceptional characteristics of dependability, collaboration, directing, facilitating, and articulation.
Motivation		55-66 range demonstrates exceptional characteristics of goal orientation, self directedness, inquisitiveness, and intrinsic motivation
Creativity		45-54 range demonstrates exceptional characteristics of imaginative, risk taking, flexible thinking, non-conformity, and astuteness.
Additional		

Student qualifies under the following option:

___Option 1: CogAT composite score or subtest score at or above 91st age percentile rank (APR)

___Option 2: CogAT composite score or subtest score in 85th—90th age percentile rank (APR) + Renzulli Scale score

___ Student does not qualify

C. Teacher Judgment

By signing this profile, teacher represents that he/she believes the student will be able to be successful in specialized program and courses designed for Gifted and Talented students.

Teacher Signature: _____ Date: _____

D. Parent Consent

By signing this profile, parent agrees with the GATE qualification determination and gives consent for student to participate in a specialized program and courses designed for Gifted and Talented students.

Parent Signature: _____ Date: _____

FOR OFFICE USE ONLY

Status Date: _____

Date Entered in SIS: _____

Frequent Questions & Answers

Q: Who will be offered the CogAT Assessment?

A: Altus Schools will offer the assessment to students in grades 2-5, 7, and 9.

Q: How is the assessment administered?

A: The CogAT is administered during the spring semester at our main offices, with a remote testing option available. Various testing session dates and times are offered. Students take the online version of the assessment with audio-led instructions. Since each subtest is timed, students in the same grade level complete each subtest in cohort before advancing to the next section. Remote online testing at the student's resource center is an accommodation for students unable to attend in-person testing at the main offices.

Q: How will the results be used?

A: Student score results will be used as the basis for the GATE identification process. Additionally, students may be rated on behavioral characteristics of superior students using the Renzulli Scales for learning, motivation, creativity, and leadership. The whole student profile will be used to determine eligibility for GATE. Instructional staff will also use a student's ability profile resulting from the CogAT to personalize curriculum and instruction.

Q: If a student transferred to an Altus School from another district in which they were identified for GATE, do they need to test again?

A: No. Students who have previously been identified as GATE do not need to test again. They may participate in GATE services with verification of eligibility.

Q: What does the GATE program look like at an Altus School?

A: Personalized education is at the core of the Altus model, in which each student receives a Personalized Pathways Educational Plan (PPEP) designed with the student's strengths, interests and areas of need in mind. This plan is developed with student and family input, and it is informed by the student's academic profile. When students are identified as GATE, the student's teacher will create a GATE plan for that student, in which instructional strategies and curriculum offerings are planned and customized to build on the student's giftedness.

APPENDIX B: INDIVIDUALIZED GATE PLAN

Student Name:	**Local ID#**

INDIVIDUALIZED GATE PLAN

2025-2026

The Individualized GATE Plan (IGP) aims to offer a comprehensive instructional framework tailored to the gifted student's readiness, interests, and abilities. It incorporates GATE strategies, Naviance learning survey outcomes, and collaborative input from the student, teacher, and parent in its creation.

Teacher Directions:

- Create a shareable folder in your OneDrive for your GATE plans
- Save a copy of this IGP template and rename for each GATE student
- Work with your student and family to review and create the GATE plan
- Ensure that all sections highlighted in gold below are completed by directly replacing the instructions provided. This process should be informed by observations, collaboration with the student and their parent/guardian, and insights gathered from Naviance survey outcomes.

Reference the 2025-26-GATE Program Manual *and/or reach out to Vanessa Vallon for guidance.*

STUDENT INFORMATION	
Characteristics of student	Describe your student's unique characteristics, patterns, and traits. (i.e., areas in Cognitive, Creative, Affective, Behavioral)
Type of Learner	Describe the type of learner they are (e.g., Successful, The Creative, The Underground, The At-Risk, etc.) that includes their feelings/attitudes, behaviors, and needs (at school and at home).
Strengths/Challenges	What are your student's areas of strength/challenge? Include academic subject, learning styles, likes/dislikes, etc.

Student Name:	**Local ID#**

RECOMMENDATIONS	
Naviance Connection	According to the student's Naviance results and discussion, what learning activities would be best for this student? (i.e., Learning and Productivity survey)
Course(s) or subject area that will be offered	Link to Course Offerings Link to Articulated Course Offerings and Dual Enrollment resources: Early College Credit
Differentiated Instruction	How will you differentiate their coursework? This could be via content (what they are learning), process (how they learn it), and/or product (how they show you what they learned). The more specific, the better.
Strategies	Identify specific GATE strategies you will use to extend instruction. (e.g., more challenging tasks, extensions that require in-depth content exploration, expanded investigation in related topics of the learner's choice, open-ended tasks, or projects.)
Twice Exceptional Special Education Students (if applicable)	Identify specific strategies you will use (e.g., modified requirements, differentiated instruction and assessment, extended work time, guiding templates, support structures, and school personnel with whom you may need to consult.)
English Learners (if applicable)	Identify specific integrated EL (English Learners) strategies you will use. Consider resources in students' native language, visuals, allowing alternate ways to demonstrate their learning, support personnel with whom you may need to consult, gaining the help of peers, Listenwise. Link to English Learners
Social Emotional Learning	What learning opportunities will you provide for your student to help them learn essential social skills, coping strategies, and resiliency? (e.g., RISE (Resilience in Students and Education, AVID, SEL & MH Lessons)

APPENDIX C: REFERENCES

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APPENDIX D: GATE ORGANIZATIONS

The American Association for Gifted Children at the Social Science Research Institute, Duke University

With a mission to "foster a better understanding of the educational needs and capabilities of all gifted and talented children and youth," the AAGC shares information, research, and curriculum development pertaining to gifted education. https://sites.duke.edu/aagc/

The Association for the Gifted (TAG)

A division of the Council for Exceptional Children. Promotes scholarly research, advocacy, and professional development.

https://cectag.com/

California Association for the Gifted (CAG)

A non-profit organization of teachers, administrators, parents, and professionals interested in promoting gifted education in California.

https://cagifted.org/

Davidson Institute for Talent Development

A non-profit organization that supports profoundly gifted young people and opportunities for development of talents.

https://www.davidsongifted.org/

National Association for Gifted Children

The nation's leading organization focused on the needs of gifted and talented children. Dedicated to uplifting and empowering those who support children with advanced abilities, NAGC provides professional learning, research, and advocacy to ensure all children have equitable opportunities and support to develop their gifts and talents.

https://nagc.org/

Renzulli Center for Creativity, Gifted Education, and Talent Development and **National Center for Research on Gifted Education**

Centers from the University of Connecticut that advocate for a broadened conception of giftedness, and a focus on the development of potential in groups not ordinarily included in special programs for the gifted and talented, including high potential students with disabilities, underachievers, and those attending school in high-poverty districts.

https://gifted.uconn.edu/ and https://ncrge.uconn.edu/

Supporting Emotional Needs of the Gifted (SENG)

Nonprofit organization that empowers families and communities to guide gifted and talented individuals to reach their goals intellectually, physically, emotionally, socially, and spiritually.

https://www.sengifted.org/

World Council for Gifted and Talented Children

A worldwide network of educators, scholars, researchers, parents, educational institutions, and others interested in research and information on the gifted.

https://world-gifted.org/

Appendix S

ENGLISH LEARNER PLAN

2025-2026

English Learner Plan

Altus SCHOOLS

English Learner Plan

2024– 2025

Purpose and Overview

Altus Schools meet the applicable legal requirements for English Learners (EL). We follow the California Department of Education requirements in all guidelines for: the annual notification to parents and guardians, student identification, student placement and progress monitoring, program options, English Language Development (ELD) and core content instruction, teacher qualifications and professional learning, and family engagement. The ultimate goal of this plan is the re-classification of English Learners to fluent English proficient status.

We also monitor and evaluate program effectiveness on a semiannual basis and follow all guidelines with the implementation of standardized testing requirements. The Altus Schools' English Learner Plan is built upon the school's unique ELA/ELD Framework in correspondence with the California English Learner Roadmap.

The Altus Schools English Learner Plan is organized into the following sections:

Section 1: Student Identification, Assessment and Reclassification

Section 2: Equitable Access to Rigorous Course of Study and High-Quality Instruction

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Introduction

The California English Learner Roadmap was adopted by the State Board of Education in July, 2017:

> *"The new English Learner policy explicitly focuses on English learners in the context of the state's efforts to improve the educational system, the quality of teaching and learning, and educational outcomes. It centers on standards, curriculum frameworks, assessment, accountability/school improvement, educator quality, early childhood/preschool, social and family support services, and parent/community involvement. Its purpose is to promote local capacity-building and continuous improvement in each of these areas and their interrelationship, based on evidence of effectiveness from local experience as well as the most current rigorous research evidence that speaks to the strengths and needs of the diverse population of English learners."- CA Roadmap Policy 2017*

This English Learner policy was outlined in a guidance document and made available to LEAs in March 2018. The California Roadmap outlines four interrelated principles that guide all levels of school systems towards a coherent set of practices, services, and approaches to teaching and learning.

Principle #1: Assets-Oriented and Needs-Responsive Schools

Principle #2: Intellectual Quality of Instruction and Meaningful Access

Principle #3: System Conditions to Support Effectiveness

Principle #4: Alignment and Articulation Within and Across Systems

Altus Schools have aligned these principles to each of the schools' systems:

CA EL Roadmap Principles	Altus Schools Program Highlights
Assets-Oriented and Needs-Responsive Schools	• Pathways Personalized Education Plan (PPEP) establishes an on-going process of customizing instruction, curriculum, services and supports for each EL • Data Integration Systems ensure that student data informs curriculum and instructional decisions for each individual student
Intellectual Quality of Instruction and Meaningful Access	• Comprehensive ELD program includes Integrated ELD and Designated ELD • Curriculum is rigorous and standards-based (CA UC a-g approved) • Instruction is engaging, relevant, and scaffolded based on individual student needs, strengths, and interests
System Conditions to Support Effectiveness	• Strategic planning and cycles of continuous improvement are based on multiple measures and key performance data, with a focus on student groups • Altus University focuses on English Learners: English Learner Achievement Department's goals to ensure excellence over compliance with implementation of EL Plan and professional learning
Alignment and Articulation within and across Systems	• Pathways Advisory Council ensures alignment and articulation across curriculum development • Learning Leads ensure consistency and continuity in the implementation of research-based instructional practices, effective engagement strategies, and formative & summative assessment procedures

Section 1: Student Identification, Assessment, and Reclassification

English Learner Identification

Altus Schools' enrollment process includes a determination of whether or not the student has previously attended a California public school where a Home Language Survey (HLS) was administered. If a student's enrollment at the Charter School is the student's first enrollment in a California public school, then the Charter School will administer the HLS pursuant to EC Section 52164.1. If a language other than English is indicated on the HLS, then the Charter School initiates its process for determining the student's English language proficiency.

The completed HLS responses determine whether the student is given an Initial Language Assessment adopted by the state of California: the English Language Proficiency Assessments for California (ELPAC). If a student does not demonstrate proficiency on the ELPAC, the student will qualify as an English Learner (EL).

English Learner Assessment

Beginning in 2017–18, the ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

- Initial ELPAC—an initial identification of students as English Learners, assesses their English language proficiency level so that they receive appropriate instruction in English. A student will only take the Initial ELPAC one time.
- Summative ELPAC—an annual assessment to measure an English Learner's progress in learning English and to identify the student's ELP level in Listening, Speaking, Reading, and Writing, one of the criteria used for informing ELD plan and reclassifying EL students.
- Alternate ELPAC— the state's ELP assessment for students identified with the most significant cognitive disabilities whose individualized education program (IEP) indicates the use of an alternative assessment.

After assessment, a student score report (SSR) will be generated that indicates the student's language proficiency level. The score report is divided into two areas: oral language and written language. These areas are combined to provide an overall score which is used to determine the student's overall proficiency level. The following tables show the correlating proficiency levels for both the Initial and Summative ELPAC:

Initial ELPAC Levels	Novice English Learner Level	Intermediate English Learner Level	Initial Fluent English Proficient Level
Score Descriptor	Students at this level are **beginning to develop** oral and written English skills	Students at this level have **somewhat to moderately developed** oral and written English skills	Students at this level **have well developed** oral and written English skills.
ELD Standards Proficiency Levels	**Emerging**—Requires substantial linguistic support	**Expanding**—Requires moderate linguistic support	**Bridging**—Requires light linguistic support

Summative ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	**Emerging**—Requires substantial linguistic support	**Expanding**—Requires moderate linguistic support	**Bridging**—Requires light linguistic support	

For students who enroll with previous ELPAC scores and who have not been reclassified as fluent English proficient, the ELPAC will be administered annually based on the ELPAC testing cycle until students are reclassified as fluent English proficient. Students with disabilities who are also identified as ELs will be assessed based on modifications according to their Individualized Education Plans (IEP) or 504 plans or by the Alternate ELPAC as determined by the IEP or 504 team.

The school will notify all parent/guardians annually, in writing, and in the student's home language when possible, of the ELPAC assessment administration, the reasons their child is identified as an EL, and of ELPAC results.

Additionally, Altus Schools assess all students upon enrollment and at the beginning and end of each school year using a standards-based assessment, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in reading, language usage, and math. MAP assessments provide detailed, actionable data with students' present skill levels in relation to state standards to inform the creation of the Pathways Personalized Education Plan (PPEP) upon enrollment. MAP pre and post assessments provide student growth data

for the school year to inform the adjustment of the PPEP as necessary for student achievement. MAP data provides specific information about student reading skills in the areas of word recognition, word structure, vocabulary, reading literature, and reading informational text skills for comprehension and fluency.

English Learner Reclassification

Reclassification is the process in which an English Learner is reclassified as a Fluent English Proficient (RFEP) student after meeting various linguistic and academic criteria. This process occurs formally three times per year after applicable assessment windows conclude and data is available. Altus Schools have developed student reclassification procedures based on criteria set forth by California Department of Education (CDE) guidelines including those stipulated for students with disabilities identified to take the Alternate ELPAC. In general, students initially identified as English Learners (ELs) are reclassified as Fluent English Proficient when they meet the following criteria:

CDE Guideline 1*:* Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development.

- **Altus Criteria 1:** English Language Proficiency Assessments for California (ELPAC) Results demonstrate English proficiency in all areas with an **ELPAC Overall Performance Level (PL): 4; Alternate ELPAC Overall PL 3.**

CDE Guideline 2: Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery.

- **Altus Criteria 2: Observation Protocol for Teachers of English Learners (OPTEL)**
  Approved by the California State Board of Education in November 2023, the OPTEL (Appendix A) is completed by teachers to evaluate student use of English while engaging in academic content learning, including interactive academic language use with peers and assess language practices across a range of proficiency levels. Students with recommended thresholds of Level 3 or above on expressive and receptive OPTEL ratings are eligible for reclassification. For students who take the Alternate ELPAC, instructional staff will use the student's classroom and academic performance based on the student's IEP goals for academic performance and ELD.

CDE Guideline 3: Parent/Guardian opinion and consultation

- **Altus Criteria 3: Parent/Guardian Consultation**
  Parent/Guardian is consulted and provided a formal opportunity to give input into their student's progress towards English language proficiency, inclusive of IEP team members.

CDE Guideline 4: Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

- **Altus Criteria 4: Standards-based Assessment Results**
  NWEA MAP Assessment Results: Reading scores reflect the student's grade level range OR Smarter Balanced Assessment Results in ELA: Level 3 or 4.

Students who take the Alternate ELPAC: Teacher Form of the Vineland Adaptive Behavior Scale Score of Adequate, Moderately Low or higher in the Communication Domain.

RFEP Student Monitoring

Altus Schools monitor the academic progress of Reclassified Fluent English Proficient (RFEP) students for **four years** from the reclassification date, as required by state and federal guidelines. Each year, through the Pathways Personalized Education Planning (PPEP) process, the instructional team meets to review the performance and progress of RFEP students. Through the use of *Ellevation*, an EL program monitoring system, the instructional team is able to leverage the integration of student data and efficient processes to determine an informed and strategic instructional approach for each student. Teachers complete an RFEP Student Monitoring Form (Appendix B) to report on academic performance and ELD skills and make a recommendation for next steps. For students not meeting academic targets, staff analyze student assessment data and create an instructional intervention plan. Assessment data that is monitored includes:

- ELPAC scores
- Smarter Balanced ELA results
- NWEA MAP Reading scores and Language Usage scores
- Curriculum embedded assessments
- Participation rates
- Credit completion
- Teacher and parent/guardian observation

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

Intervention measures may include:

- Conference with student and parent/guardian
- Specialized reading and/or writing tutoring sessions
- Placement in ELD, Literacy, or AVID courses

Section 2: Equitable Access to Rigorous Course of Study and High Quality Instruction

Comprehensive English Language Development (ELD) Program

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

> *"English learners at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD. Such a multilayered application of the CA ELD Standards requires deep collaboration among educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual ELs and a persistent belief that all ELs can achieve the highest levels of academic and linguistic excellence." - CA ELA/ELD Framework (2015), Ch. 2. P. 119*

In accordance with the California Department of Education guidance on English Learners participating in an independent study program, Title 5 California Code of Regulations Section 11309, and California Education Code sections 51747[e]; 51749.5[a][4][C]), the Altus Schools ELD program provides opportunities for live interaction with certificated staff, as well as synchronous and asynchronous instruction according to grade level guidelines:

- Grades K-3: opportunities for daily synchronous instruction throughout the school year.
- Grades 4-8: daily live interaction and weekly synchronous instruction throughout the school year.
- Grades 9-12: weekly synchronous instruction throughout the school year.

ELs have full access to the Schools' educational program, including distance learning, through **Integrated English Language Development (ELD)**. Teachers use the California English Language Development (CA ELD) Standards in tandem with California Common Core State Standards (CCSS) for ELA/Literacy and other content standards.

Effective instructional experiences for ELs throughout the day and across the disciplines:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence
- Build both content knowledge and academic English
- Value and build on primary language and culture and other forms of prior knowledge

(California ELD Standards, 2014)

Key Components of Integrated ELD at Altus Schools:

- Content courses aligned to CA ELD standards
- English Learner Supplemental Guides to curriculum and instructional materials for each proficiency level
- Embedded Instructional Strategies and Supports: Specifically Designed Academic Instruction in English (SDAIE), scaffolds, instructional resources, graphic organizers, videos, audio texts, native

language supports
- Strategic use of technology tools, including AI powered tools, to make grade-level content comprehensible, and support student engagement and interaction.

Teachers are specifically trained on ELD standards and research-based instructional strategies including Specially Designed Academic Instruction in English (SDAIE), the Sheltered Instruction Observation Protocol (SIOP) Model to make content comprehensible for English Learners and Writing Redesigned for Innovative Teaching and Equity (WRITE). The SIOP Model is a research-based framework for planning and delivering instruction that has been empirically validated as a model of sheltered instruction to make grade level content accessible to English Learners while also helping them to develop academic English proficiency (Echevarría et al., 2017). The WRITE Institute is a national Academic Excellence model for professional development that supports schools with systemic, K-12 literacy implementation in English. WRITE provides research-based professional learning and curriculum, including a focus on the specific needs of English learners and multilingual learners. Integrating these frameworks, our school leverages the following high-leverage research-based practices:

1. Increase access to content with Comprehensible Input (Krashen, 1985).
2. Build on students' backgrounds.
3. Utilize scaffolding techniques appropriate for proficiency level (Gibbons, 2009).
4. Teach and model genre writing as a process.
5. Teach grammar and vocabulary explicitly and in context.
6. Publish student writing.
7. Use assessment data to inform instruction.

To support hybrid learning, the Schools offer EL students blended (online/textbook) learning opportunities. Online courses (Edgenuity, Canvas) offer many supports for EL students including:

- Read aloud of text available in seven languages
- Audio translation of text
- Explicit instruction of academic vocabulary
- Close reading of text
- Closed captioning of instruction
- On-screen text and transcriptions available for translation into 17 different languages
- Dictionary
- Curated resource libraries for language support

Designated ELD enables students to engage in culturally responsive, grade level courses that provide focused instruction utilizing the CA ELD standards. Course content is intended to build into and from content instruction in order to develop critical language skills needed for content learning in English. These language development courses:

- Are part of the core curriculum for an English Learner, taught during the instructional day.
- Utilize curriculum designed to build students' foundational and academic vocabulary and practice speaking and listening in a supported online environment designed to accelerate English language acquisition and prepare students for the ELPAC.
- Engage students in daily asynchronous and blended weekly synchronous learning, with interactive activities to support development in all language domains.
- Provide opportunities for daily live interaction with teachers and instructional support staff.
- May utilize literacy circles with grade level, CA ELD standards-aligned curriculum resources to deliver

ELD instruction.
- Are enhanced with individualized tutoring sessions, in person or virtually, with an instructional focus on developing the four language domains: Reading, Writing, Speaking, and Listening.
- Utilize systematic, focused, and highly engaging teaching materials that prepare students for success with the Common Core State standards.

Altus Schools utilize **Summit K12** as the online curriculum for designated ELD courses. It is a standards-based curriculum platform designed to support ELs in developing literacy and academic language skills. It offers personalized learning pathways in reading, writing, listening, and speaking, and is aligned with CA ELD standards. Key features of this curriculum program include:

- Personalized Learning Plans (PLPs): mastery-based learning pathways individualized for each student's language proficiency level.
- Progress monitoring with comprehensive and immediate reports.
- Content differentiated to grade level bands.
- Video lesson models, guided practice, and assessments for individual practice.

All students who have an English Language Acquisition Status (ELAS) of English Learner (EL) are enrolled in a designated ELD course. Students are identified to participate in appropriate Designated ELD courses based on their language proficiency as determined by the ELPAC. Enrollment in these courses is required during the student's school enrollment until the student is redesignated as fluent English proficient (RFEP.) The instructional team, including parents/guardians, sets language acquisition goals for students with measures and benchmarks for achievement.

Designated ELD Courses for Middle School 6-8

Middle School ELD Language & Literacy 1, 2 (A1607a, A1607b) Grades: 6-8 for ELPAC Level 1

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, newly enrolled in a U.S. school, scored at the Novice performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 1 on the Summative ELPAC. Students receive focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the **Emerging proficiency level** develop basic English communication skills in social and academic contexts.

Middle School ELD Language & Literacy 3, 4 (A1608a, A1608b) Grades: 6-8 for ELPAC Level 2

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Intermediate performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 2 on the Summative ELPAC. Students receive focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the early **Expanding proficiency level** develop language skills to learn and communicate about a range of topics and academic content areas.

Middle School ELD Language & Literacy 5, 6 (A1609a, A1609b) Grades: 6-8 for ELPAC Level 3

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, who scored at the performance level 3 on the Summative ELPAC. Students receive focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the **Exit Expanding or Early Bridging proficiency levels** be able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.

Middle School ELD Language & Literacy 7, 8 (A1610a, A1610b) Grades: 6-8 for ELPAC Level 4

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners that scored at a performance level 4 on the Summative ELPAC. Students receive focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the **Bridging or exit Bridging proficiency levels** be able to communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.

Applicable to each Middle School course: Each lesson incorporates grade level ELD standards and may be customized to include standards-aligned supplemental activities from instructional platforms and other teacher-created resources. Teachers also provide opportunities for daily live interaction and conduct weekly standards-based synchronous instruction with activities that support student collaboration, peer interaction and ELPAC preparation. Students who demonstrate proficiency in the standards of the course (at least 70%) and score at the corresponding ELPAC level may progress to the next ELD course level. Courses may be retaken for course credit based on ELPAC score.

Designated ELD Courses for High School 9-12

High School ELD Language & Literacy 1, 2 (A1575, A1576) Grade: 9-12 for ELPAC Level 1

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, newly enrolled in a U.S. school, scored at the Novice performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 1 on the Summative ELPAC. Students receive focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the **Emerging proficiency level** develop basic English communication skills in social and academic contexts.

High School ELD Language & Literacy 3, 4 (A1577, A1578) Grades: 9-12 - ELPAC Level 2

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Intermediate performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 2 on the Summative ELPAC. Students receive

focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the early **Expanding proficiency level** develop language skills to learn and communicate about a range of topics and academic content areas.

High School ELD Language & Literacy 5, 6 (A1579, A1580) Grades: 9-12 – ELPAC Level 3

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, who scored at the performance level 3 on the Summative ELPAC. Students receive focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the **Exit Expanding or Early Bridging proficiency levels** be able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.

High School ELD Language & Literacy 7, 8 (A1581, A1582) Grades: 9-12 - ELPAC Level 4

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners that scored at a performance level 4 on the Summative ELPAC. Students receive focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the **Bridging or exit Bridging proficiency levels** be able to communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.

Applicable to each High School course: Each lesson incorporates grade level ELD standards and may be customized to include standards-aligned supplemental activities from instructional platforms and other teacher-created resources. Teachers also conduct weekly standards-based synchronous instruction with activities that support student collaboration, peer interaction and ELPAC preparation. Students who demonstrate proficiency in the standards of the course (at least 70%) and score at the corresponding ELPAC level may progress to the next ELD course level. Courses may be retaken for course credit based on ELPAC score.

Altus Kids TK-5 Homeschool students receive a personalized, standards-based, learning roadmap that is developed in partnership with the student's parent/guardian and teacher. With an assets-based approach to second language acquisition, the roadmap is customized to the student's academic strengths, first language literacy, areas of growth, and English language proficiency level. Teachers support parents/guardians as learning coaches to deliver daily designated ELD instruction, with a key focus on explicit and systematic instruction on phonemic awareness and phonics, that is supported with daily synchronous instruction in grades TK-5, and additional options for daily interaction in grades 4-5. Parents/guardians receive training on using the ELL curriculum supports in each content area for integrated ELD instruction delivery at home. Students also have the option to attend a skills-based enrichment session at the resource center each week facilitated by a credentialed teacher. The weekly enrichment session is designed to create purposeful opportunities for students to develop social and academic language skills in a small peer group setting.

EL Progress Monitoring and *Ellevation*

Altus Schools systematically monitor the academic performance of English Learners through *Ellevation,* an EL program management platform that integrates student data, monitoring forms, and digital workflow processes to streamline EL team collaboration. With *Ellevation,* the instructional team of each English Learner is able to get to know each student in depth and make informed instructional decisions to support the student's language acquisition and academic progress.

By completing an EL Progress Monitoring form (Appendix C) that is integrated into the annual PPEP process, teachers of English Learners evaluate each student's academic data, and the impact of designated and integrated language supports on the student's content mastery and growth in oral and written language. Teachers also report the student's academic strengths, areas for growth, and results of implemented intervention strategies. Finally, teachers make a recommendation for interventions needed to support each EL in the identified area of need and in relation to the student's assessment data.

During PPEP planning, teachers of English Learners and their instructional lead will review the form and implement appropriate academic supports and interventions by using evidence-based language development strategies, the Altus Multi-Tiered Systems of Support (MTSS) and culturally responsive family engagement.

Access to Honors, Advanced/AP Classes, Early College Credit, Special Education, and Gifted and Talented Education

English learners have the same access to the education programs and services as native English-speaking students. At Altus Schools, a lack of proficiency in English is not a barrier to enrollment in courses meeting the UC a–g requirements or in AP/Honors classes in subject areas other than English. English Learners also have access to the Altus Early College Credit program, in which they can earn college credits through dual enrollment and by completing articulated Altus coursework. Students will be placed in these courses according to the PPEP, teacher recommendation, and the approval of the Learning Lead and Counselor.

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

A student is not referred for special education services unless and until it is established, through the Student Study Team (SST) that the student has been provided with an effective instructional program and that research-based interventions, which have been implemented with fidelity over time, have been confirmed as insufficient.

Once referred, Altus Schools will make every reasonable effort to ensure that all notification requirements governing Prior Written Notice (PWN) and Assessment Plan (AP) will be provided to the parent or legal guardian of the child in a language they understand. The school will develop an AP for each English Learner who has been referred in accordance with SELPA requirements, procedures and timelines. Wherever possible, assessments will be conducted in the language in which the student is most proficient and will be conducted by trained bilingual personnel. An Individualized Education Plan (IEP) for an English Learner will be developed, reviewed, and revised in accordance with SELPA procedures and include all required language and linguistic elements.

Additionally, English Learners have access to Gifted and Talented Education (GATE) assessment opportunities and instructional support in accordance with the Altus Schools GATE program, which has developed an identification process that ensures access to all students, including those from diverse socioeconomic and cultural backgrounds, language proficiencies, and/or disabilities. The assessment utilized for GATE identification, the Cognitive Abilities Test (CogAT), provides modifications and accommodations to support ELs, including directions administered in a language other than English, repeated directions, read aloud, extended time on the Verbal battery of the assessment, and provision of English/Native language word-to-word dictionary.

The majority of students who enroll at Altus Schools are ages 16 and older. These students are, on average, several years behind in academic skills and credits to earn a high school diploma at the time of enrollment. The overwhelming majority of ELs who enroll are either designated as Long-Term English Learners (LTELs) or at high risk of becoming LTELs. LTELs are pupils who have not attained English language proficiency within 7 years of initial classification as an English learner. These students tend to have social vocabulary skills to communicate at home, in school, and in the community but are historically "stuck" at intermediate or below levels on the ELPAC assessment, have low academic English language skills, and do not have generalized reading and writing skills across curricular areas or domains. Research indicates that many LTELs have learned behaviors of school avoidance, non-engagement, and passive learning. This puts this group of students at high risk of not achieving language proficiency and of dropping out of high school.

Research suggests that there should be three elements in high quality ELD programs (Díaz-Rico, 2012):

1. Development of proficiency and fluency in social and academic English
2. Explicit instruction of language and grammatical structures
3. Content learning combined with English acquisition

Embedded within Altus Schools' comprehensive ELD program comprised of Integrated and Designated language development, Altus Schools have identified essential elements to be highly effective in independent study and flex-learning models: **Specially Designed Academic Instruction in English (SDAIE), Small Group Instruction, and Blended Learning**.

Teachers are trained in **SDAIE and the SIOP** model. SDAIE incorporates various teaching techniques that adapt instruction for English Learners, while considering progression through the ELD standards, and while making content instruction comprehensible (Díaz-Rico, 2012.) It provides students with language support while they are learning academic subjects. SDAIE focuses on academic content, provides scaffolding for key concepts, and frontloads vocabulary, thus providing content learning combined with language acquisition. SDAIE is employed during in-person, virtual, synchronous and asynchronous instruction.

The key aspects of SDAIE employed at Altus Schools are:

1. Grade-level content is rigorous and engages students in high-level learning tasks. Instructional techniques are employed to promote language and literacy development while learning content. Strategies include: building background knowledge and accessing prior knowledge, frontloading vocabulary, and repetition of key words in context.
2. Lessons are differentiated and scaffolded based on students' language proficiency so that all material is comprehensible. Essential academic vocabulary is defined, visuals are embedded into instruction (graphic organizers, pictures, charts, graphs, objects), lessons include focus on vocabulary and grammatical structures, and literacy supports are embedded into the courses (audio, translation, videos, close reading).
3. Teachers and students interact with a focus on academic language while still developing social language. Teachers ensure opportunities for social interaction and verbal processing of information in order to increase meaning making and retention.

Additionally, teachers at Altus Schools are equipped with evidence-based practices to facilitate data-informed, small group instruction to English Learners and support their proficiency growth in reading, writing, and especially speaking and listening. Teachers use a variety of instructional resources and practices to deliver **explicit instruction** on language and grammatical concepts that are key to language acquisition. For example, teachers may deliver designated ELD in small group tutoring sessions and utilize a variety of curricular materials, such as novels and non-fiction text, as the context to engage homogeneous groups of students in relevant, high interest learning experiences and deliver standards-based explicit instruction. These small group tutoring sessions focus on building grammar skills, English pronunciation and listening skills, vocabulary building, reading comprehension, reading fluency, speaking, and writing structures. Small group tutoring sessions utilize the SIOP Model, which includes six key principles of instruction:

- Provide many opportunities for ELs to develop oral language competency through interaction with others.
- Explicitly link ELs' background knowledge and experiences to lesson content and past learning.
- Provide explicit and contextualized vocabulary instruction to ELs.
- Provide meaningful, comprehensible, and accessible lessons.
- Stimulate ELs' thinking and provide meaningful activities for students to demonstrate learning.
- Assess ELs frequently, before, during, and after lessons, and plan purposefully, based on the assessment data.

Altus Schools provide English learners with a customized, **Blended Learning program**. The key idea behind blended learning is that students have some control over time, pace, path, and place. This model promotes a locus of control with students, increases their motivation to learn and allows them the time they need to work through the material. This approach gives EL students the ability to read and hear the instruction (often at the same time), while utilizing context to help create connections between the English words and their meaning.

The Blended Learning program combines the school's existing curriculum for ELD Language and Literacy (Summit K12), English Language Arts in conjunction with online curriculum (Edgenuity) and online tools (Achieve 3000, BrainPop ELL, Canvas resource libraries) that provide systemic and personalized learning. The blended learning program employs research-based strategies within the curriculum and utilization of online tools to **combine content learning with language acquisition**:

- Set high expectations (rigorous curriculum)
- Provide explicit instruction (online curriculum and online tools)
- Make instruction accessible through the elements of Universal Design for Learning (UDL) (curriculum design)
- Make learning relevant, engaging and culturally responsive (web 2.0 tools and high interest content)

Specialized Support for Newcomer English Learners

Altus Schools have developed specific support processes to tailor the instructional program to Newcomer English Learners. The **Newcomer Support Protocol** is designed to support Altus instructional staff with pro-

cedures and resources to personalize the educational and language development journey of multilingual learners who have been enrolled in a U.S. school for three years or fewer. With our core value of **Kids Come First** and core competency of **Transforming Lives**, Altus Schools is committed to providing a safe, supportive, inclusive and affirming learning environment for all learners, including students who are new to the United States. The protocol details:

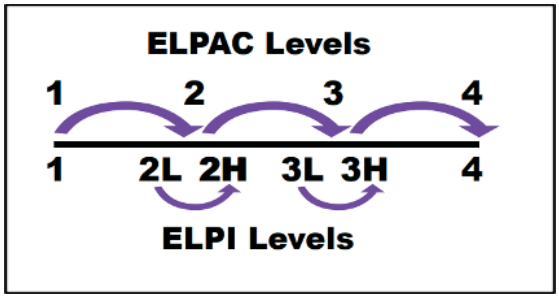
- **Support for Instructional Staff**: The English Learner Achievement Department (ELAD) provides resources, best practices, and professional development tailored to the unique needs of Newcomer students. Orientation meetings with instructional teams are organized to facilitate collaboration.
- **Family Engagement Strategies**: Engaging with Newcomer families involves using an assets-based approach, facilitating communication in their home language, and promoting involvement in school events. Regular updates on student progress and feedback from families are outlined.
- **Instructional Best Practices:** Teachers are advised to maintain high expectations while providing adequate support, promoting biliteracy, and customizing curriculum to meet the diverse needs of Newcomer students. Specific curriculum resources and technology platforms are outlined.
- **Professional Development Opportunities**: Ongoing professional learning is provided for teachers to enhance their capacity to support Newcomer students effectively, including asynchronous modules and synchronous sessions throughout the school year.

The California School Dashboard and English Learner Progress Indicator

The California School Dashboard (Dashboard) is an online tool that shows how schools and school districts are performing on state and local indicators that are included in California's school accountability system (Frequently Asked Questions 2022). There are six state indicators that are reported on the Dashboard, including academic performance indicators, chronic absenteeism, graduation and suspension rates, college and career readiness, and English Learner Progress.

For each of the state indicators, schools and districts receive one of five Status levels, ranging from 'Very Low' to 'Very High' (Getting to Know the California School Dashboard 2022.) The Dashboard will also reflect the Status Change from the previous year and an equivalent performance color where applicable.

The English Learner Progress Indicator (ELPI) is the measure that shows the percentage of currently enrolled EL students that are making progress towards English Language proficiency or maintaining the highest performance level on the ELPAC (Level 4 on the Summative and Level 3 on the Alternate.) Each student receives one of four ELPAC performance levels. The four ELPAC performance levels are then divided into six ELPI levels to allow students enough time to make progress toward English language proficiency in the ELPI. To show progress, EL students must increase at least one ELPI level from the previous year or maintain a Level 4 from one year to the next (English Learner Progress Indicator 2022.)



The English Learner Progress Indicator (ELPI) will have Status, Change and performance color using the last three years of ELPAC Summative results.

The ELPI at Altus Schools

It is important to note that a school's ELPI rate reflects the ELPAC scores for all students who were enrolled at the school during the February to May Summative ELPAC assessment window, even those completing the ELPAC immediately upon enrollment or after a very short time of enrollment in our Schools. Therefore, these students' ELPI measure do not necessarily reflect the effectiveness of the Altus comprehensive ELD program, given that these students did not participate in the program prior to taking the Summative ELPAC. When reviewing an Altus School's ELPI rate and Status Level on the Dashboard, the ELPI reflects scores of all English Learners who completed the Summative ELPAC at an Altus school, regardless of the length of enrollment prior to testing. The lack of a distinction in the ELPI indicator between students who have been enrolled from the beginning of the school year versus those who enroll just prior to completing the Summative ELPAC is an important consideration when interpreting the ELPI as a measure of ELD program effectiveness.

Section 4: Professional Learning and Support

The English Language Achievement Department (ELAD) is an extension of the Altus Pathways Advisory Council (APAC). The ELAD's mission is to increase student achievement for English Learners. The ELAD's primary function is to collaborate with Instructional Administrators, Learning Leads, School Coordinators, Teachers, and APAC Department members in service of the Altus Schools English Learner Plan guidelines and the full range of curriculum and instructional activities as detailed in the Local Control Accountability Plan (LCAP). Under the supervision of the Equity and Inclusion Administrator and the Dean of Academic Affairs and Altus Studies, ELAD supports the achievement of English Learners (ELs) by assisting teachers in implementing ELD methodology as detailed by the English Learner Plan.

The English Learner Achievement Department is a group of specially trained and experienced educators who support the needs of English Learners. ELAD members are collaborators, working with other educators to engage this diverse population of students and provide enriching activities that support both integrated and designated ELD. Furthermore, they are community members who work to educate and engage EL families to ensure they are empowered with relevant information and encouraged to provide input so EL services are appropriately adjusted.

As part of the Altus Pathways Advisory Council (APAC) and the Altus University Professional Learning Program, the ELAD provides these essential supports for teachers of English learners:

- Provide Integrated and Designated ELD training for staff multiple times per year, including peer coaching, of research-based instructional practices and curriculum selection for in person and virtual learning environments.
- Support training on data gathering tools and analysis to inform instruction and curriculum personalization for English Learners.
- Write curriculum and curate instructional resources aligned to the CA ELD Standards for Designated ELD courses.
- Present to staff on culturally and linguistically responsive best practices for engaging ELs and families and utilization of online programs to support and monitor academic progress.
- Coordinate the English Learner Advisory Committee (ELAC) and other groups related to the needs of ELs.
- Provide recommendations to curriculum departments on Integrated ELD, English Learner supplemental guides, materials and supports for ELs based on student data and achievement levels and goals.
- Facilitate parent/family trainings focused on technology tools, distance learning, and accessibility features within curriculum and instruction.

Altus University provides customized professional learning experiences for teachers of English Learners across curricular areas, in both synchronous professional learning communities and asynchronous learning modules. As examples: math professional development highlights research-based strategies to support EL achievement in math. Social Science professional development focuses on literacy routines to build College and Career Readiness. Additionally, Altus Schools partner with county offices of education for professional learning and development opportunities for school leaders, teachers, and support staff.

Section 5: Parent, Family and Community Engagement

Parent and Family Members Participation

Altus Schools partner with parents, guardians and family members to create a custom plan to meet the unique needs and establish goals for each English learner. Each student has a Pathways Personalized Education Plan (PPEP) to engage them in a course of study based on their interests, goals, academic and literacy skill levels, and learning style. Parent and family member input is essential to the design of the PPEP and parent and family member engagement is critical to the monitoring and evaluation of the PPEP effectiveness.

The design of the Schools allows for teachers, students, parents and family members, counselors, and leadership team members to meet, discuss, and plan for the needs of each individual student. In addition to the weekly and monthly PPEP meetings, parents and family members have many opportunities, and are encouraged, to be involved and participate in the decision-making process of the school and the development of the English Learner Plan and the Local Control Accountability Plan (LCAP.) Parents and family members attend Resource Center events throughout the school year such as Open House and Senior Nights. These events offer bilingual presentations and translation services. The events provide parents and family members with important information and solicit parent and family member input regarding curriculum, instruction, and assessment. Altus Schools send surveys (in English and Spanish) several times throughout the year in order to gather input and feedback from parents and family members of English Learners. EL parent and family member engagement contributes to the school plan development in several important ways: identification and refinement of needs, goals, targets, activities and resource allocation.

All families of English Learners are invited to participate in the **School Site Council** and the **English Learner Advisory Committee** (ELAC) at their school. The following describes the responsibilities of each group:

SCHOOL SITE COUNCIL (SSC)	ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)
• Annually facilitate the revision/update of the school goals, improvement strategies and planned expenditures which are outlined in the School Plan. • Ensure the school goals and improvement strategies are measurable and based on an analysis of verifiable state and local data. • Ensure the goals, improvement strategies, and proposed expenditures are legally compliant. • Recommend the School Plan, including proposed expenditures of funds, to the local governing board for approval. • Seek input from all advisory committees. • Develop and regularly review the Parent Involvement Policy and Home-School Compact. • Develop, monitor, and evaluate the LCAP ESSA Federal Addendum.	• Advises the principal on programs and services for ELs. • Advises the SSC on the development of a site plan for English Learners. • Assists with school needs assessment. • Builds parent and family member awareness on importance of school attendance. • Meets the legal requirements of a DELAC (District ELAC) when the school has at least 51 ELs. These requirements include: plan development for teacher requirements, and review and comment on reclassification procedures and parent notifications.

English Learner Advisory Committee

All California K-12 public schools, with 21 or more English Learners, must form a functional **English Learner Advisory Committee (ELAC).** The ELAC is a committee for parents and family members of English Learners who advocate for and provide input into the instructional program for ELs. Staff, students, other parents, and community members are welcome to join. Altus Schools hold formal ELAC meetings throughout the year at Resource Centers with high EL populations, as well as virtually to provide access and further support family engagement.

Composition Requirements:

Requirements for the ELAC include:

(1) Parents/guardians of English Learners comprise at least the same percentage of the ELAC membership as English Learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English Learners, then parents/guardians of English Learners must comprise 25 percent of the ELAC membership.
(2) Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

School Site Council

The School Site Council (SSC) is an elected group representative of the school's staff, parents, and students. All members, with the exception of the principal, are elected by their peer group. The principal is assigned to serve as a permanent, voting member on the council.

Section 6: Multi-Tiered System of Supports

Altus Schools' Multi-Tiered System of Supports (MTSS) focuses on aligning initiatives and resources to address the needs of all students. It is a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. Altus Schools' MTSS is designed to provide an effective framework that guides all decisions, practices, and policies according to equity:

- Removing the predictability of success and failure that currently correlates with any social or cultural factors.
- Interrupting inequitable practices, examining biases, and creating inclusive school environments for all.
- Discovering and cultivating the unique gifts, talents, and interests that every human possesses.

MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students. The same is used for **English Learners**. EL students will receive intentional supports to assist in their English Language Acquisition and academic progress.

Procedural Guidelines and Placement for English Learners:

- Screen to identify students in need of additional supports using the ELPAC and annual EL and RFEP progress monitoring.
- Identify student strengths and areas of growth, i.e.: Data collection, student interviews, previous school records.
- Monitor and evaluate students' responses to instruction and intervention supports, i.e.: achievement gap, typical rate of language acquisition.
- Place on tiers of support as applicable: establish which supports to use, research-based instructional strategies, rubrics, growth charts, sensory, visual supports.
- Facilitate parent and family member engagement by providing communication to limited English proficient parents in a language that they can understand.
- Students who demonstrate proficiency in the standards in a course (at least 70%) and/or score at the corresponding ELPAC level may progress to the next ELD course level.

Access and Continuum of the Plan

- Students are assessed multiple times throughout the year to identify those in need of additional support linguistically and academically by teachers that are trained to deliver content in a sustained and cohesive manner.
- Students that need to move across the MTSS continuum to the next tier will receive targeted supports when they don't respond sufficiently to Tier 1 supports.
- Tier 2 supports will include supplemental supports to those in Tier 1, including additional assessment data, work samples, and possible team decisions.
- Tier 3 supports will include the most intensive supports including those from Tiers 1 and 2.

Exiting Plan:

- Students will continually engage in monitoring through assessments, progressing through the curriculum and responding to the supports appropriately. Students may return to Tier 1 when ELPAC scores and proficiency are met in any of the courses in which they are enrolled. They may move between the Tiers until they are reclassified as an English Fluent Proficient student.

Response to Intervention (RTI^2) Model

Altus Schools utilize a **Response to Intervention (RTI^2) Model** to determine how individual students are responding to strategies, interventions, and supports within the multi-tiered system. In an RTI^2 Model, instructional staff identify at-risk students, regularly monitor student learning, provide research-based interventions, and utilize a systematic approach to ensuring academic success for all students. This problem-solving approach continually examines student response and adjusts based on data and a documented feedback system.

Tier One focuses on preventing learning difficulties and providing best first instruction for all students. Tier One consists of a comprehensive implementation of the content area frameworks, Universal Access, as well as a comprehensive assessment and data monitoring system. Tier One is the primary program available for all students with a focus first on instruction, collaboration, common assessments, and data analysis within grade levels or departments.

Tier Two interventions are designed to meet the needs of strategic intervention students. Strategic students may be "one to two standard deviations below the mean according to state assessments" (RLA Framework p. 264, Mathematics Framework, p. 231) or one to two years below grade level. Tier Two is an additional opportunity for students to learn missing prerequisite skills required to master standards. Progress monitoring and diagnostic assessments are used to determine specific intervention needs of students and customized short-term interventions are designed and implemented. Most Tier Two interventions last for three to eight weeks with multiple data monitoring points throughout the intervention. Students' response to these interventions is monitored closely to determine if additional interventions are needed.

Tier Three interventions are designed to meet the needs of intensive intervention students. Intensive is defined as "seriously at risk as indicated by their extremely and chronically poor performance on one or more measures" (RLA Framework, p. 265, Mathematics Framework, p. 231). Intensive interventions are used when it has been determined that students are not responding to Tier One and Tier Two interventions and will be best served by providing more intensive interventions or placement in alternative instructional materials. Each tier simultaneously provides the best instructional program for students. The interventions are consistently and regularly implemented and are monitored for student response. Students needing additional support move up the pyramid through a continuum of interventions to respond to their academic needs. As student achievement of standards improves, students gradually move down the RTI^2 pyramid when data indicates that less support is needed.

Altus Schools Multi-Tiered System of Support			
Tiered System	**Academic**	**Behavior**	**Social-Emotional**

<u>Tier 1</u>:
All Students
Universal/Comprehensive
Strategies, Interventions, and Supports
	• Pathways Personalized Education Plan (PPEP)
	• Altus Connect Program- Chromebook and internet services
	• College and Career Pathways:
	  ○ Four-Year College and University
	  ○ Community College
	  ○ Military
	  ○ Career
	• Early College Credit Program
	• Blended Learning
	• Small group tutoring
	• Individualized and personalized instruction
	• Universal Design Learning Curriculum
	• Virtual Reality learning experiences
	• Designated and Integrated ELD instruction for all English Learner students
	• School Pathways Student and Parent Portal
	• Altus Math Resource Site for students, parents, and family members
	• Data Integration Systems:
	  ○ NWEA- diagnostic and growth assessments
	  ○ Renaissance Learning- instructional data warehouse of assessments and data
	  ○ College and Career Planning Tools
	  ○ Ellevation- progress monitoring system for English Learner and RFEP students
	• Annual school events:
	  ○ Open House Events
	  ○ Senior Night Events
	  ○ College and Career Week
	  ○ Wellness Week
	  ○ Workplace Readiness Week
	  ○ Middle School Promotion
	  ○ High School Graduation
	• Field trips aligned to student interests, curriculum topics, and individual student college/career plans
	• Family Learning Series: training and education designed for parents and family members
	• Annual GATE assessment opportunities for grades 2-5, 7, and 9
	• Culturally and linguistically responsive instructional strategies
		• Altus Schools Mental Health and Wellness Hub
		• Character and Leadership Development Program with Cadet Corps
		• Meal Program
		• Supervised learning environment
		• Small learning communities
		• Flexible scheduling and seating
		• AI Ethical and Responsible Use Lessons
		• Regular progress reporting to parents, caregivers, and family members
		• Behavior conferences, including teacher, student, parent, and family member
		• Home and/or work visits
		• Review of annual school paperwork:
		  ○ Student & Parent Handbook
		  ○ Master Agreement & Acknowledgment of Responsibilities
		  ○ Academic Integrity Protocols
		• Contact Manager and Monthly Storybook monitoring and intervention
		• Healthy Youth Department:
		  ○ Specialized Instructional Staff
		  ○ School Nurses
		  ○ Healthy Youth School Therapists
		  ○ Equity & Inclusion Administrator
		• Human Trafficking School Safety Protocol
		• Culturally and linguistically responsive instructional strategies
			• Altus Schools Mental Health and Wellness Hub
			• Youth Mental Health First Aid Training certification for instructional staff
			• Implementation of Trauma Informed Practices to support mental health needs
			• Annual staff training on suicide prevention and intervention
			• Human Trafficking School Safety Protocol
			• Review of PPEP Needs Assessment results upon enrollment to identify need for school and community resources
			• Intake Survey
			• Suicide Intervention/Prevention Protocols
			• Character and Leadership Development Program with Cadet Corps
			• Resilience in Students & Education (RISE) Series
			• Utilization of SEL instructional resources
			• Mental health online coaching application systems

<u>Tier 1</u>: **All Students** **Universal/Comprehensive** Strategies, Interventions, and Supports *(Continued)*			• Family Learning Series • Access to Mental Health Bi-annual Parent Notifications • Promotion of Parent Education Opportunities via Parent Square • Administration of California Healthy Kids Survey (CHKS) to measure school climate needs and inform programs • Staff training on contemporary topics impacting youth wellness (e.g. substance misuse, healthy lifestyle choices, cultural responsiveness.) • Universal mental health screening • Calming Carts with self-regulation tools

Altus Schools Multi-Tiered System of Support			
Tiered System	**Academic**	**Behavior**	**Social-Emotional**
Tier 2: **Some Students** **Targeted/Supplemental** Strategies, Interventions, and Supports	• Intervention Counselor Conference • AVID instructional strategies that promote student engagement and academic confidence • Supplemental academic tutoring programs • IXL Math to rapidly develop student math skills • Desmos Math Classroom platform for small group instruction • Achieve 3000 to increase literacy skills • Empower ELA and Math support electives • BrainPOP tutorials to support student comprehension of course content • Khan Academy, instructional tutorials, and interactive activities • Utilization of Strategies for Academic Success curriculum • Refinement of GATE plan if applicable • Incorporation of Prescriptive Testing (PT) coursework to increase motivation and credit completion for qualifying students • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management	• Intervention Counselor Conference • Behavior Intervention Plan • AI Ethical and Responsible Use Protocols • Community-based partnerships to support student needs • Recommendation to participate in Service Learning and/or Work Experience • Student mentoring opportunities • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management	• Intervention Counselor Conference • AVID social-emotional curriculum • Community-based partnerships to support student needs • SEL Instruction: RISE Series • Utilization of SEL Curriculum • Utilization of Life Skills related courses • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management • Mental health online coaching application systems • Healthy Youth School Therapist referral for short-term counseling • School Nurse outreach and support for pregnant/parenting students
Tier 3: **Few Students** **Intensive** Strategies, Interventions, and Supports	• Intervention Lead Conference • Individualized math and writing intervention and tutoring • Literacy groups • Ascend literacy intervention for Students with Disabilities	• Intervention Lead Conference • Community Assessment Team (CAT) Program Referral • Bus Pass Program for qualifying students • Healthy Youth Therapist Referral for individual counseling	• Intervention Lead Conference • Community Assessment Team (CAT) Program Referral • Healthy Youth Therapist Referral for individual counseling • Crisis response protocols

Section 7: References and Appendices

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Appendices

Appendix A: Observation Protocol for Teachers of English Learners (OPTEL) for Reclassification

OPTEL for Reclassification (CDE)

Form Name: OPTEL for Reclassification (CDE)
District: Altus Affiliated Schools

Name:
Student ID:

This document fulfills requirements in Education Code 313(f)(2) for the teacher evaluation component of the statewide reclassification criteria. This form may also be used as a tool for formative purposes and ongoing consultation with parents/guardians.

Student Demographics

Name		Student ID		Date of Birth	
Grade		EL Status		IEP	
504					

ELP Tests

Name and Date	Result
EXAMPLE DATA - - Test for ELLs	Composite: 4 (555); Listening: 5 (444); Speaking: 4 (333); Oral: 5 (523); Reading: 4 (324); Writing: 5 (532); Comprehension: 3 (244); Literacy: 4 (343)

Latest Observation Date

Form Date

MM/DD/YYYY

Description of Receptive Skills: Listening and Reading Comprehension

(Select one level from the choices below)

K–12 ELD Standards Addressed: Part I 1–8, Part II 1–7

Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)
• The student rarely exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
• Only with substantial teacher support can the student construct meaning while or after listening to or reading grade-level complex texts.
• The student rarely appears to comprehend conversations, discussions, and complex texts unless linguistic supports are provided.

Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)
• The student sometimes exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
• With moderate teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts, but not yet at a level of parity with English proficient grade-level peers.
• The student sometimes appears to comprehend conversations, discussions, and complex texts and sometimes relies on linguistic supports.

Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)
• The student often exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
• With light teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers.
• The student often appears to comprehend conversations, discussions, and complex texts and occasionally relies on varying linguistic supports.

Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)
• The student consistently exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
• With minimal teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers.
• The student consistently comprehends conversations, discussions, and complex texts and almost never relies on linguistic supports.

* Required

◯ Level 1- Emerging

Altus SCHOOLS

- ○ Level 2 - Early-Mid Expanding
- ○ Level 3 - Late Expanding-Early Bridging
- ○ Level 4- Mid-Late Bridging

What did you consider that led you to mark this level? You may attach supporting documentation.

Receptive Skills: Listening and Reading Comprehension Instructional Setting

Instructional Setting(s) in which the student was observed (Choose all that apply):

* Required

- ☐ English Language Arts / Literacy
- ☐ English Language Development
- ☐ Mathematics
- ☐ Science
- ☐ History/Social Science
- ☐ Other

Include date(s) of observation(s) and notes.

Receptive Skills: Listening and Reading Comprehension Interaction Type

Choose all that apply.

* Required

- ☐ Whole Group (one-to-many)
- ☐ Small Group (one-to-few)
- ☐ Pairs (one-to-one)

Other:

IEP Accommodations for Receptive Skills

If the student has an IEP, describe any accommodations that were used during the observation(s), and the extent to which, as applicable, the student's disability may have had an impact on their rating.

* Required

- ◯ Present
- ◯ Not present
- ◯ Not applicable

Description of Expressive Skills: Speaking and Writing

(Select one level from the choices below)

K–12 ELD Standards Addressed: Part I 1–4 & 9–12, Part II 1–7

Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)

• The student rarely expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers without significant support.

• Only with substantial teacher support can the student use grade-level discipline specific and general academic terms during conversations and in writing. The student demonstrates frequent approximations in their use of syntax and vocabulary.

• The student rarely expresses grade-level ideas effectively in written texts and oral presentations or discussions and frequently relies on linguistic supports to do so.

Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)

• The student sometimes expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.

• With moderate teacher support, the student sometimes uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing—but not yet at—a level of parity with English proficient grade-level peers.

• The student sometimes expresses grade-level ideas effectively in written texts and oral presentations or

discussions and relies on varying linguistic supports in order to do so.

Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)
• The student often expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
• With light teacher support, the student often uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing a level of parity with English proficient grade-level peers.
• The student often expresses grade-level ideas effectively in written texts and oral presentations or discussions and sometimes relies on linguistic supports to do so.

Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)
• The student consistently expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
• The student consistently uses grade-appropriate discipline specific and general academic terms during conversations and in writing with syntax and vocabulary at a level of parity with English proficient grade-level peers.
• The student consistently expresses grade-level ideas effectively in written texts and oral presentations or discussions and almost never relies on linguistic supports to do so.

* Required

- ◯ Level 1 - Emerging
- ◯ Level 2 - Early-Mid Expanding
- ◯ Level 3 - Late Expanding-Early Bridging
- ◯ Level 4 - Mid-Late Bridging

What did you consider that led you to mark this level? You may attach supporting documentation.

Expressive Skills: Speaking and Writing Instructional Setting

Instructional Setting(s) in which the student was observed (Choose all that apply):

* Required

- [ ] English Language Arts / Literacy
- [ ] English Language Development
- [ ] Mathematics
- [ ] Science
- [ ] History/Social Science
- [ ] Other

Include date(s) of observation(s) and notes.

Expressive Skills: Speaking and Writing Interaction Type

Choose all that apply.

* Required

- [ ] Whole Group (one-to-many)
- [ ] Small Group (one-to-few)
- [ ] Pairs (one-to-one)

Other:

IEP Accommodations for Expressive Skills

If the student has an IEP, describe any accommodations that were used during the observation(s), and the extent to which, as applicable, the student's disability may have had an impact on their rating.

* Required

- ( ) Present
- ( ) Not present
- ( ) Not applicable

This form, along with a completed OPTEL tool and other relevant documentation, shall be used to document that parent input occurred regarding this student's progress towards acquiring English Proficient status.

Parent/Guardian Reclassification Consultation

I was consulted and gave my opinion regarding the information provided to me about my child's English language proficiency. I was provided the opportunity to participate in a discussion about whether to reclassify my child from English Learner to Fluent English Proficient.

* Required

- ◯ In agreement of reclassification
- ◯ Does not agree to reclassification
- ◯ Unable to make contact with parent/guardian
- ◯ Student is 18+ years old, has educational rights and participated in this discussion

Notes on discussion with parent regarding this student's reclassification from English Learner to Fluent English Proficient status, referring to the OPTEL tool. (See OPTEL User Guide and OPTEL parent consultation presentation materials.)

A full glossary of terms can be found at: https://www.cde.ca.gov/sp/el/t3/documents/opteltool.pdf

Signatures

Appendix B: RFEP Student Monitoring Form

Altus Exited (RFEP) Monitoring Form

Edit

Save

Form Name: Altus Exited (RFEP) Monitoring Form
District: Altus Affiliated Schools

Name: Student Name
Student ID: 10012410352

Student Demographics

Name	Student Name	**Student ID**	10012410352	**Test ID**	10012410352
School	School Name	**Grade**	8	**Date of Birth**	6/25/1999
EL Status	Exited Monitored	**Monitoring Status**	Parental Opt-Out	**IEP**	No

This student is a former English Learner (EL) who has exited the EL program. All former ELs are required to be monitored for four years after they exit the program. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

Standardized Test Scores

Test Name and Date	Grade	Scores

Data will populate once this template is used in a cycle.

Credit Completion *

Consider if the student is on track to complete all grade-level coursework before the end of this school year:

- ○ Exceeds Expectations
- ○ Meets Expectations
- ○ Does Not Meet Expectations

Comment

Attendance History *

Participates in Assigned Tutoring Sessions:

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ Not applicable

Comment

Assignments On Time *

School participation with Homework/ Assignments Completion

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Comment

Demonstrated Listening Proficiency *

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Comment

Demonstrated Reading Proficiency *

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Comment

Demonstrated Speaking Proficiency *

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Comment

Demonstrated Writing Proficiency *

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Comment

Modifications

What additional classroom supports are you using to support the student in the following subject areas? If no additional supports are being provided, select "none needed."

2024/2025 - Year		
ELA		Assign
Math		Assign
Science		Assign

40 References and Appendices

2024/2025 - Year		
Social Studies		Assign
ELD		Assign
Elective		Assign
Student data will be displayed when template is used in a cycle		

Exit Monitoring Recommendation *

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that (check option below):

- ○ No, additional supports are not needed
- ○ Yes, additional supports are needed

Comment

Intervention Level *

- ○ Tier 1 (Adjust current classroom supports/modifications)
- ○ Tier 2 (Counselor Intervention)
- ○ Tier 3 (Grade level intervention with school lead/coordinator)

Comment

Appendix C: EL Progress Monitoring Form

Altus EL Progress Monitoring

Edit

Save

Form Name: Altus EL Progress Monitoring
District: Altus Affiliated Schools

Name: Student Name
Student ID: 10012410352

Student Demographics

Name	Student Name	**Student ID**	10012410352	**Test ID**	10012410352
School	School Name	**Grade**	8	**EL Status**	Exited Monitored
Entered EL	9/6/2006	**IEP**	No	**504**	No

This student is an English Learner (EL), as this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

ELP Tests

1 | 2 | 3 | 4 | 5 | 6

1 | 2 | 3 | 4 | 5 | 6

1 | 2 | 3 | 4 | 5 | 6

Data will populate once this template is used in a cycle.

Standardized Test Scores

Test Name and Date	Grade	Scores

Data will populate once this template is used in a cycle.

Teacher EL Services Recommendation *

Is the student currently enrolled in an ELD language & Literacy Course?

- ○ Yes, Enrolled in ELD course
- ○ No, not enrolled in ELD course

If "no" above, please provide reason why:

Demonstrated Listening Proficiency *

Student displays LISTENING comprehension skills to participate in small group or tutoring activities.

- ○ Always

- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Include any relevant details or additional information here:

Demonstrated Speaking Proficiency *

Student displays ORAL communication & speaking skills to participate in small group or tutoring activities.

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Include any relevant details or additional information here:

Demonstrated Reading Proficiency *

Student displays READING comprehension skills to access grade level texts in the classroom or on coursework.

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Include any relevant details or additional information here:

Demonstrated Writing Proficiency *

Student displays WRITING skills to write for a specific audience and purpose.

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely

- ○ Never
- ○ N/A

Include any relevant details or additional information here:

Academic Performance ELA *

Does the student meet grade level expectations in ELA?

- ○ Meets grade-level expectations
- ○ Does not meet grade-level expectations

Comment

Contributing Factors for Lack of Progress *

If the student is failing their ELA course, what factors may be contributing to the failing grade?

If other, comment below:

- ☐ Language learning needs
- ☐ Content learning needs
- ☐ Social or emotional needs
- ☐ Excessive absences
- ☐ Extenuating family circumstance
- ☐ Other
- ☐ None applicable

Comment

Area of Growth *

In what area(s) does the student need to show greater growth to be on track?

- ☐ Listening comprehension
- ☐ Reading comprehension
- ☐ Speaking
- ☐ General language concerns
- ☐ Academic concerns
- ☐ Writing
- ☐ Math
- ☐ English/Language Arts
- ☐ Science
- ☐ History/Social Studies
- ☐ Social emotional
- ☐ Other
- ☐ Not applicable

44 References and Appendices

Add relevant details and additional information here:

Modifications

Please select the modifications you have used to personalize instruction and curriculum by selecting, "Assign" and checking all relevant modifcations.

2024/2025 - Year		
All Instructional Settings		Assign
Student data will be displayed when template is used in a cycle		

EL Progress Monitoring Recommendation *

- ○ Making Progress- no additional support needed
- ○ Not Making Progress- additional support needed

Comment

Intervention Level

If you selected "Not Making Progress", please select your recommended intervention level below:

- ○ Tier 1 (Adjust current classroom supports/modifications)
- ○ Tier 2 (Counselor Intervention)
- ○ Tier 3 (Grade level intervention with school lead/coordinator)

Add any specific strategies or details needed to support this student's language acquisition below:

Appendix D: Annual EL Parent Notification Letter

Annual Parent Notification Letter
Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: Last Name, First Name School: School Name Date: Test Date

State Student ID #: Date of Birth: Grade: Primary Language:

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must inform you of the language acquisition program options available. From these options you may choose the one that best suits your child (California *Education Code (EC)* Section 310). This letter also contains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

Language Assessment Results
(20 U.S.C Section 6312[e][3][A][ii])

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Scale Score	Performance Level
Overall		
Oral Language (Listening and Speaking)		
Written Language (Reading and Writing)		

Domain	Performance Level
Listening	
Speaking	
Reading	
Writing	

Your child is participating in an Individualized Education Program (IEP), which is on file: Yes or No

A description of how your child's program placement will contribute to meeting the objectives of the IEP is contained in the current IEP (20 U.S.C Section 6312[e][3][A][vii]).

Academic Achievement Results

(20 U.S.C. Section 6312[e][3][A][ii])

Smarter Balanced Assessment Consortium (SBAC) Performance Level	English Language Arts	Mathematics
NWEA MAP Results	**RIT**	**Grade Level Equivalency**
Reading		
Language Usage		
Mathematics		

Long Term English Learner (LTEL)/ At Risk of Becoming a Long-Term English Learner (ARLTEL)

AB 81 requires local educational agencies and charter schools to annually notify parents if their child is identified as a Long-Term English Learner (LTEL) or At Risk of Becoming a Long-Term English Learner (ARLTEL).

Your child is a Long-Term English Learner: Yes or No

Your child is At Risk of Becoming a Long-Term English Learner**:** Yes or No

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply: (1) is enrolled in any of grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for seven years or more; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English Language Development test; and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An English learner (EL) student to which all of the following apply: (1) is enrolled in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four to six years; and (3) has scored at the intermediate level or below on the prior year’s English language development test; and (4) has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

Exit (Reclassification) Criteria

(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The Charter School's exit (reclassification) criteria are listed below.

Required Criteria (*EC* Section 313[f])	**Charter School Criteria**
English Language Proficiency Assessment	*ELPAC Overall Performance Level 4* *Or* *Alternate ELPAC Overall Performance Level 3*
Teacher Evaluation	*Observation Protocol for Teachers of English Learners (OPTEL)*
Parental Opinion and Consultation	*Parent consultation*
Comparison of Performance in Basic Skills	*Grade level NWEA MAP Results in Reading or ELA SBA Level 3/4*

Graduation Rate for English Learners

(20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for students in this program is ___percent.
The graduation rate displayed on the Graduate Data report, is available on the California Department of Education Dashboard https://www.caschooldashboard.org/

Language Acquisition Programs Offered

We are required to offer, at minimum, a **Structured English Immersion (SEI)** program option (*EC* Section 305[a][2]).

Structured English Immersion Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (*EC* Section 52062). If interested in a different program from those listed above, please contact your child's teacher to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

Appendix E: Initial EL Parent Notification Letter

INITIAL PARENT NOTIFICATION LETTER
Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: School: Date:

State Student ID #: Date of Birth: Grade:

Primary Language:

Dear Parent(s) or Guardian(s): A language other than English was noted on your child's Home Language Survey when your child first enrolled in our school. State and federal laws require us to assess your child and notify you of your child's English language proficiency level. This letter also identifies the criteria for a student to exit the EL status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

Language Assessment Results
(20 U.S.C Section 6312[e][3][A][ii])

Composite Domains	Initial ELPAC Performance Level
Overall	Status: Score:
Oral Language (Listening and Speaking)	
Written Language (Reading and Writing)	

Based on results of the English language proficiency assessment, your child has been identified as an _____student.

Your child is participating in an Individualized Education Program (IEP), which is on file: *[Insert Yes or No]*

A description of how your child's program placement will contribute to meeting the objectives of the IEP is contained in the current IEP (20 U.S.C Section 6312[e][3][A][vii]).

Exit (Reclassification) Criteria

(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The Charter School's exit (reclassification) criteria are listed below.

Required Criteria (*EC* Section 313[f])	**Charter School Criteria**
English Language Proficiency Assessment	*ELPAC Overall Performance Level 4* *Or* *Alternate ELPAC Overall Performance Level 3*
Teacher Evaluation	*Observation Protocol for Teachers of English Learners (OPTEL)*
Parental Opinion and Consultation	*Parent consultation*
Comparison of Performance in Basic Skills	*Grade level NWEA MAP Results in Reading or ELA SBA Level 3/4*

Graduation Rate for English Learners

(20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for students in this program is ___ percent. The graduation rate displayed on the Graduate Data report is available on the California Department of Education DataQuest web page at https://dq.cde.ca.gov/dataquest/.

Language Acquisition Programs Offered

We are required to offer, at minimum, a **Structured English Immersion** program option (*EC* Section 305[a][2]).

Structured English Immersion Program: A language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (*EC* Section 52062). If interested in a

different program from those listed above, please contact your child's teacher to ask about the process.

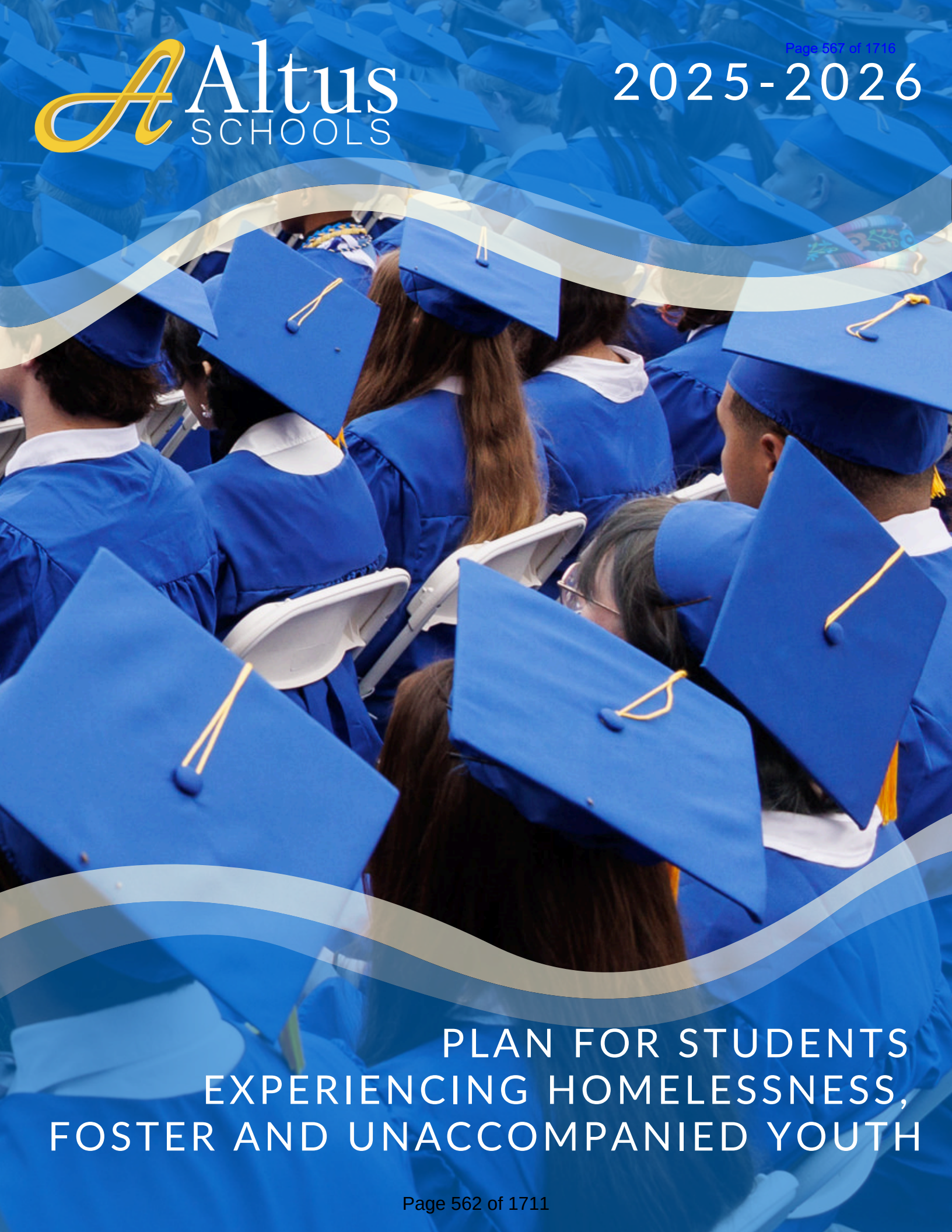
Although schools have an obligation to serve all EL students, parents or guardians of EL students have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as EL students and will be assessed annually with the Summative ELPAC. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

Appendix T

HOMELESS AND FOSTER YOUTH PLAN

Altus SCHOOLS

2025-2026



PLAN FOR STUDENTS EXPERIENCING HOMELESSNESS, FOSTER AND UNACCOMPANIED YOUTH

Plan for Students Experiencing Homelessness, Foster and Unaccompanied Youth 2025-2026

At Altus Schools, we implement the federal McKinney-Vento laws and the California Foster Youth Education Rights to support students who are experiencing homelessness, in the foster care system, and unaccompanied youth. We strive to remove barriers and provide the basic needs necessary for homeless and foster youth to have a successful academic experience. We ensure that homeless children and youth are provided with equal access to our educational programs, have an opportunity to meet the same challenging state academic standards, are provided with free meals and public transportation, and are not stigmatized or segregated on the basis of their status.

McKinney-Vento Definitions and Rights

The McKinney-Vento Homeless Assistance Act, a law designed to protect students experiencing homelessness, was originally passed into law in 1987. Subtitle VII-B, the education subtitle, establishes the definition of homeless used by U.S. public schools and authorizes rights and services to address the unique educational barriers and challenges faced by children and youth experiencing homelessness. In 2015, the education subtitle was reauthorized by Title IX, Part A of Every Student Succeeds Act.

Children and youth who are experiencing homelessness are individuals who lack a fixed, regular, and adequate night-time residence. This definition also includes:

- *Children and youth who are sharing the housing of other persons due to loss of housing,*

economic hardship, or a similar reason.

- *Children who may be living in motels, hotels, trailer parks, shelters, or awaiting foster care placement.*
- *Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.*
- *Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.*
- *Children and youth who are not in the physical custody of their guardians and at risk of homelessness.*

Identification of McKinney-Vento Students

The Schools' Housing Questionnaire is the primary tool for identifying students who meet the criteria as experiencing homelessness and are eligible to receive the benefits and services under the McKinney-Vento Homeless Assistance Act.

- *The Housing Questionnaire is required of all parents, guardians, caretakers, and unaccompanied youth at the time of enrollment as well as annually at the start of each school year.*
- *All families that enroll in an Altus School complete a Housing Questionnaire as part of the enrollment process.*
- *The Housing Questionnaire includes an explanation of the rights and protections a student has as a homeless or unaccompanied youth.*
- *The Housing Questionnaire is available in languages other than English if spoken by fifteen (15) percent or more of the students enrolled at Altus Schools. We provide translations into other languages upon request of a student's parent/guardian or an unaccompanied youth.*
- *The completed Housing Questionnaires are reviewed by the Homeless Liaison and trained staff to identify McKinney-Vento students and provide annual reporting to the CDE regarding the number of homeless children and unaccompanied youths enrolled.*

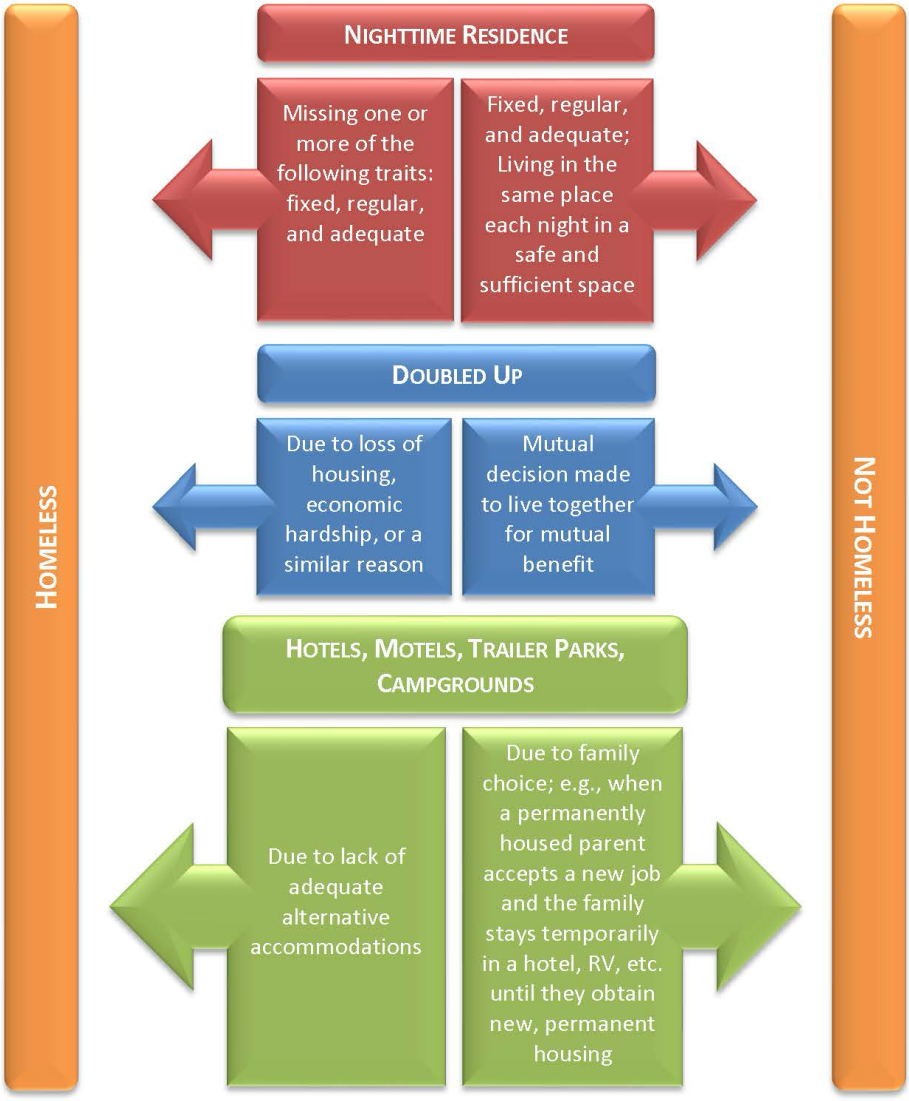
(Education Code Section 48851.)

Additional Identification:

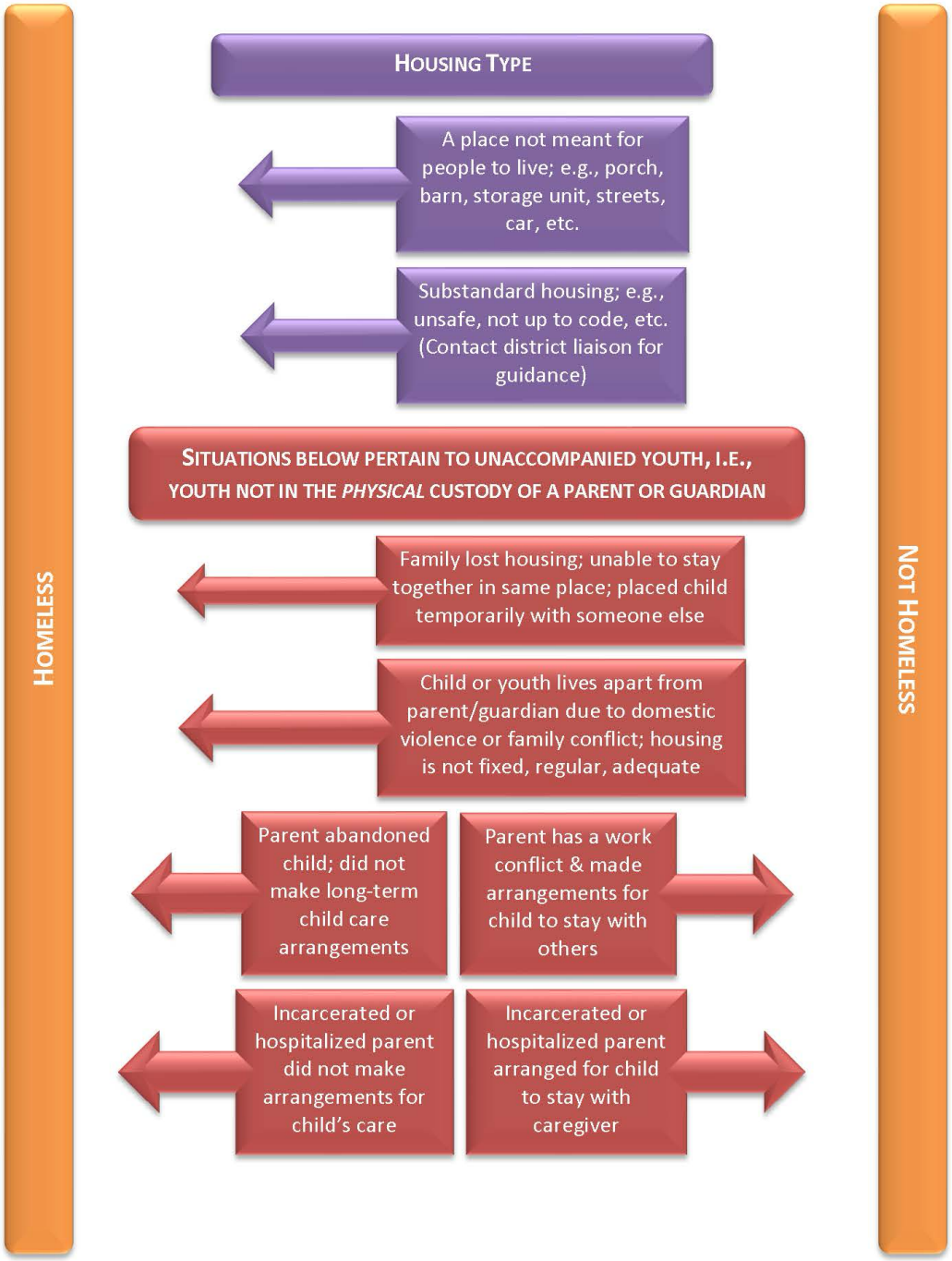
- *Families complete a new Housing Questionnaire annually during Master Agreement signing.*
- *Instructional staff further identify families through the PPEP process and conversations pertaining to the students' needs and home life.*
- *When teachers discover throughout the year that family and student situations have changed creating transitional circumstances, the school liaison is notified immediately.*
- *Altus Schools support the identification of students who are experiencing homelessness in the community through a collaborative approach with community educational partners, including county offices of education, shelters, and group homes.*

Flowchart for McKinney-Vento Eligibility Determinations

This flowchart is meant to aid decisions about a student's eligibility as homeless under the McKinney-Vento Act (42 U.S.C. 11431 et seq.), but it may not capture every housing situation. For the complete definition of homeless, visit https://nche.ed.gov/mckinney-vento-definition/. For more information on making determinations, see the related issue brief from the National Center for Homeless Education at https://nche.ed.gov/wp-content/uploads/2018/10/det_elig.pdf.



National Center for Homeless Education https://nche.ed.gov/ **800-308-2145**



National Center for Homeless Education https://nche.ed.gov/ **800-308-2145**

Rights of McKinney-Vento Students

- *Children and youth who are experiencing homelessness have the right to enroll in school immediately, even if they lack documents or have missed enrollment deadlines during any period of homelessness. We remove any enrollment barriers that would prevent the student from enrolling in school immediately.*
- *They have the right to attend classes and participate fully in school activities even if immunization records are not provided.*
- *They have the right to have comparable services – services offered to other students in the school selected.*
- *They have the right to transportation services or coordination with other districts for shared transportation.*
- *They have the right to receive special educational services.*
- *They have the right to all educational services regardless of their current sheltered or unsheltered situation.*
- *They have the right to free meals provided by the Altus Schools Meal Program.*

Rights of Unaccompanied Youth

- *Unaccompanied youth are eligible for services under the McKinney-Vento Act regardless of the circumstances that led to their separation from family.*
- *Unaccompanied youth who are completely on their own will be enrolled in school immediately. We will not prohibit, delay, or discontinue the school enrollment of unaccompanied youth due to an inability to identify a caregiver, guardian, or parent, or produce proof of guardianship.*
- *Assistance from the LEA Liaison to select a school of attendance, whether it is the local attendance area school or the school of origin.*

Supports and Services for Students Experiencing Homelessness

At Altus Schools, each child or youth experiencing homelessness shall promptly be provided services comparable to services offered to other students in the schools such as (42 U.S.C. § 11432(g)(4)):

- *Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency.*
- *Programs in career and technical education.*
- *Programs for gifted and talented students.*
- *Nutrition programs.*
- *Mental health services.*

Through the Pathways Personalized Educational Plan (PPEP) process, instructional staff identify each student's strengths, academic engagement, educational outcomes, as well as academic, behavioral and socio-emotional needs. The PPEP is the mechanism used to personalize our educational program to support each student's unique background and post-secondary pathway. Upon enrollment, the PPEP is created by the student-centered PPEP team that includes the teacher, student, parent/guardian, counselor and support staff. It considers high school graduation requirements, the student's short- and long-term goals, learning styles, previous work, current interests, academic achievement, skills development and standardized test scores. The PPEP is reviewed and updated by the student, parent/guardian, teacher, and relevant support staff on a regular basis throughout the student's enrollment. The Homeless and Foster Youth Liaison is a member of the PPEP team for McKinney-Vento and foster youth

By utilizing the schools' Multi-Tiered Systems of Support (MTSS) framework, students experiencing homelessness will be offered and provided with strategies, interventions and supports required to ensure their access to the instructional program, academic performance and overall wellness. Additionally, the Homeless and Foster Youth Liaison deploys a monthly intervention survey to teachers to identify barriers that are impacting a homeless student's ability to fully participate in

school. When needs are identified, the school will deploy applicable funding sources to remove such barriers and support the educational rights of students experiencing homelessness.

Altus Schools systematically review various data sources to proactively monitor progress and anticipate the needs of students experiencing homelessness. Data that is reviewed to evaluate program effectiveness and delivery of services includes:

- *Typology of homeless qualification as identified by the Housing Questionnaire.*
- *Monthly PPEP Storybook, which disaggregates academic engagement data for student groups, including those experiencing homelessness and foster youth.*
- *Trends and changes in identification of homeless students year over year.*
- *Annual Title 1A and applicable funding expenditures.*
- *Annual LCAP goals and actions.*
- *Bi-weekly Student Services Center reports of newly enrolled students who potentially qualify for youth in transition graduation requirements.*
- *CA School Dashboard indicators and equity reports.*

Duties of a Homeless Liaison

Under the McKinney-Vento Act, every local educational agency must appoint a local Homeless Education Liaison to serve as the district's lead homeless education contact. The Liaison must remove any barriers these students may face in succeeding in school.

According to the Act [42 U.S.C. § 11432(g)(6)(A)], local liaisons must ensure that:

- *Children and youth experiencing homelessness are identified by school personnel through outreach and coordination activities with other entities and agencies.*
- *Children and youth experiencing homelessness are enrolled in and have a full and equal opportunity to succeed in school.*
- *Children, youth, and families experiencing homelessness have access to and receive educational services for which they are eligible.*
- *Parents/guardians are informed of the educational and related opportunities available to*

their children and are provided with meaningful opportunities to participate in the education of their children.

- *Children, youth, and families experiencing homelessness receive referrals to health care, dental, mental health, substance abuse, housing, and other appropriate services.*
- *Public notice of the educational rights of students experiencing homelessness is disseminated in locations frequented by families and youth experiencing homelessness.*
- *Enrollment/admissions disputes are mediated in accordance with law, Charter School charter, and Board policy.*
- *Parents, guardians, and unaccompanied youth experiencing homelessness are fully informed of all transportation services, as applicable. The liaison assists in accessing transportation.*
- *Professional development for all school personnel who provide services to students experiencing homelessness is implemented each year.*
- *Collaboration with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.*
- *Unaccompanied youth are enrolled in school and have opportunities to meet the same challenging state academic standards as other children and youth.*
- *The LEA reserves Title 1A funds to support the needs of homeless students to remove barriers involved with school enrollment and course completion.*
- *Ensure the number of homeless students is accurately reported on the CDE Consolidated Application and Reporting System: a data collection system to apply for Categorical Program Funding and report on the use of those funds.*

Transportation

In the event that Altus Schools provide transportation services to all students, Altus Schools shall provide comparable transportation services to each homeless child or youth attending (42 U.S.C. § 11432(g)(4).)

If Altus Schools do not otherwise provide transportation services to all students, Altus Schools shall

ensure that transportation is provided for homeless students to and from the school, at the request of the parent, guardian, or Liaison if an Altus School is the student's school of origin. Transportation provided by the school will be adequate and appropriate for the student's situation, but the school does not commit to any one method of transportation for all Mckinney-Vento youth.

Professional Development
All administrators, teachers, and employees of Altus Schools, including the Liaison, will be provided with professional development on the identification, services, and sensitivity necessary when dealing with children and youth who are experiencing homelessness.

The Liaison will verify that the school is providing the required training to school personnel who provide services to youth experiencing homelessness at least annually, through the CDE's verification system (Education Code Section 48852.5(c)(2).) The Liaison shall offer training to the Schools' certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

1. *The Schools' homeless education program policies*
2. *Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.*

Unaccompanied Youth

- *The McKinney-Vento Act defines unaccompanied youth as "a homeless child or youth not in the physical custody of a parent or guardian" [42 USC § 11434a(6)].*
- *Two conditions must be present for a child or youth to be considered an unaccompanied youth under the McKinney-Vento Act:*
    - *The child's or youth's living arrangement meets the Act's definition of homeless*
    - *The child or youth is not in the physical custody of a parent or guardian.*
- *The McKinney-Vento Act includes no program-specific age requirements to qualify as an*

unaccompanied youth. Thus, if a child or youth is eligible for K-12 public education in the State, they may be enrolled and served as unaccompanied youth.

Unaccompanied Youth Liaison Supports

Bridge to Higher Education: *The local liaison and other school and district personnel play a key role in ensuring that unaccompanied youth are aware of postsecondary education opportunities and have the information and support they need to apply to and enroll in higher education.*

- *Work with school counselors and other specialized instructional support personnel to ensure that students experiencing homelessness are aware of the following supports:*
    - *Help to prepare for college and improve their college readiness [42 U.S.C. § 11432(g)(1)(K)]*
    - *Fee waivers for Advanced Placement (AP) exams, college entrance exams (ACT and/or SAT), and college applications*
    - *Verification of independent student status for Unaccompanied Youth on the Free Application for Federal Student Aid (FAFSA)3*
    - *Various need- and merit-based scholarship opportunities*

Early College Credit for McKinney-Vento and Foster Youth

Articulated Courses*: At Altus Schools, McKinney-Vento and Foster Youth are eligible to participate in articulated courses, which are Altus high school courses that qualify for college credit. Students who complete an articulated course with a grade of B or higher can earn both high school and college credit. These college credits are CSU transferable, with five articulated course options that are also accepted by the UC system.*

Dual Enrollment*: McKinney-Vento and Foster Youth may also participate in the Altus College Dual Enrollment Program. This program provides Altus Schools' high school students with the opportunity to take college courses tuition-free while completing their high school coursework. College courses can be taken on a college campus or online.*

The Deputy Superintendent School Services designates the following staff person as the Charter

School Liaison for homeless students:

Ana Maria Rojas
Equity and Inclusion Administrator
arojas@altusschools.net

Foster Youth Rights and Services at Altus Schools:

Altus Schools recognize that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state academic standards, Altus Schools shall provide them with full access to the Schools' educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in each School's local control and accountability plan ("LCAP").

Definitions:

- **Foster youth**: *a child who has been removed from their home pursuant to California Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.*
- **Former juvenile court school pupil**: *a pupil who, upon completion of the pupil's second year of high school, transfers from a juvenile court school to the Charter School.*
- **Currently Migratory Child**: *a child who, within the last twelve-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.*
- **Educational Rights Holder (ERH):** *a parent, guardian, responsible adult appointed by a court*

to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.

- **School of origin**:*the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.*
- **Best interests:** *in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.*

Within our Board Policy, foster/juvenile court youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be referred to collectively as "Foster and Mobile Youth."

Foster Youth Rights

Right to Immediate Enrollment in School

- *Foster youth have a right to immediately enroll in school and begin attending classes, even if they do not have the paperwork normally needed for enrollment (such as birth certificate, transcript, or IEP)*
- *Foster youth have the right to participate in any activities available at the new school, such as sports teams, tutoring, or after-school clubs, even if the tryout or sign-up deadline is missed.*
- *Foster youth have the right to immediately enroll in their regular home school after they move placements.*

Right to Partial Credit for High School

- *See section "Credit and Graduation Rights for Homeless and Foster (Mobile) Youth" below for more*

details.

Foster Youth Liaison Duties

- *Ensure and facilitate the proper educational enrollment in and transition from the Altus School.*
- *Ensure proper transfer of credits, records, and grades when Foster and Mobile Youth transfer to or from the Altus School.*
- *When a foster youth is enrolling in an Altus School, the Foster Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended.*
- *When a foster youth is transferring to a new school, the Foster Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.*
- *As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.*
- *As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after- school services.*
- *Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to Administrator of Instructional Services, School Coordinator and Student Services Coordinator of the requirements for the proper enrollment, placement, and transfer of foster youth.*
- *Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.*
- *Monitor the educational progress of foster youth and provide reports to the Equity and Inclusion Administrator or designee and the Governing Board based on indicators identified in Local Control and Accountability Plans.*

The Governing Board designates the following position as the Charter School's liaison for Foster and Mobile Youth:

Ana Maria Rojas
Equity and Inclusion Administrator
arojas@altusschools.net

Credit and Graduation Rights for McKinney-Vento and Foster (Mobile) Youth

The California AB 1806 Pupil Services and SB 532 Pupil Instruction Acts provide guidelines for statewide coursework and graduation requirements for homeless children and youth. Accordingly:

- *Altus Schools exempts mobile youth who transfers schools any time after the completion of the student's second year of high school from all coursework and other requirements adopted by the district that are in addition to statewide requirements, unless the student is reasonably able to complete the district's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.*
- *If the Altus School counselor determines that a mobile youth is reasonably able to complete the district's graduation requirements within the student's fifth year of high school, the district shall do all the following:*
    - *Inform the student of the option to remain in school for a fifth year to complete the district's graduation requirements.*
    - *Inform the student, and the student's educational decision maker, about how remaining in school for a fifth year to complete the district's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.*
    - *Provide information to the student about transfer opportunities available through the California Community Colleges.*
- *To determine whether a mobile youth is in the third or fourth year of high school, Altus Schools will use either the number of credits the student has earned to the date of transfer or the length*

of the student's school enrollment, to qualify the student for the exemption.

- *Within 30 calendar days of enrollment, Altus Schools shall notify the student, the student's educational decision maker, and the LEA Homeless Liaison of the availability of the exemption and whether the student qualifies for an exemption.*
- *If a mobile youth is exempted from local graduation requirements and completes statewide coursework requirements before the end of their fourth year in high school and would otherwise be entitled to remain in attendance at the school, Altus Schools will not require or request that the student graduate before the end of their fourth year.*
- *A mobile youth who is eligible for the exemption from local graduation requirements and would otherwise be entitled to remain in attendance at the school shall not be required to accept the exemption or be denied enrollment in, or the ability to complete, courses for which he or she is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.*
- *If a mobile youth is not exempted from local graduation requirements or has previously declined the exemption, a district shall exempt the student at any time if an exemption is requested by the student and the student qualifies for the exemption.*
- *If a mobile youth is exempted from local graduation requirements, a district shall not revoke the exemption.*
- *A district shall not require or request that a homeless student transfer schools in order to qualify for an exemption from local graduation requirements.*

Graduation Requirements and Timelines

In accordance with Ca. Educ. Code § 51225.1:

- *If an LEA determines that a student experiencing homelessness or foster and mobile youth is not reasonably able to complete the LEA's graduation requirements within the student's fifth year of high school, but is reasonably able to complete the statewide coursework requirements within the student's fifth year of high school, the LEA shall exempt the student from the LEA's graduation requirements and provide the student the option to remain in school for a fifth year to complete the statewide coursework requirements.*

- *If an LEA determines that a student experiencing homelessness is reasonably able to complete the LEA's graduation requirements within the student's fifth year of high school, the LEA shall:*
    - *Consult with the student and the person holding the right to make educational decisions for the student (hereafter educational decision maker) regarding the student's option to remain in school for a fifth year to complete the LEA's graduation requirements.*
    - *Consult with the student and educational decision maker about how remaining in school for a fifth year to complete the LEA's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.*
    - *Consult with and provide information to the student about transfer opportunities through the California Community Colleges.*
    - *Permit the student to stay in school for a fifth year to complete the LEA's graduation requirements upon agreement with the student (if 18 years of age or older) or the educational decision maker (if the student is under 18 years of age).*
    - *Consult with the student and educational decision maker about the student's option to remain in the student's school of origin.*

Partial Credit

In accordance with Cal. Educ. Code § 51225.2:

- *Altus Schools accepts coursework satisfactorily completed by a McKinney-Vento/foster student while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed.*
- *Altus Schools will not require McKinney-Vento/foster students to retake a course if the student has satisfactorily completed the entire course in a public school, a juvenile court school, school in a country other than the United States, or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, Altus Schools will not require the student to retake the portion of the course the student completed unless the district or COE, in consultation with educational decision maker, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a*

particular course, the McKinney-Vento/foster student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

- *The McKinney-Vento/foster student shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California.*

Additional Resources to All Students Experiencing Homelessness, Unaccompanied, Foster and Mobile Youth

- **Technology:** *WIFI and data capable Chromebooks are provided to all students to facilitate full access to the instructional program.*
- **Altus Schools Mental Health and Wellness Hub:** *Students may visit https://altusgo.com/hub/ to find access to support helplines, mental and physical health topics, and resources specific for homeless, runaway, and foster youth.*
- *To see the complete school board policies for Education for Homeless Children and Youth and Education for Foster and Mobile Youth, please visit your Altus School's website.*

Appendix: Housing Questionnaire

Housing Questionnaire

Student Name

CA

Phone Number | Street Address (include apt. number) | City | State | Zip

The Federal McKinney-Vento Assistance Act provides services for students identified in certain living situations. This act requires schools to have all families fill out an annual housing questionnaire. Completing this form will assist us in identifying students that qualify for the services specified in the Act. This information is confidential and only shared with the appropriate school district and site staff.

Presently, what is your or your family's nighttime living situation?

- ☐ **Hotel or Motel**
- ☐ **Emergency Shelter, Temporary Transitional Housing, Domestic Violence Shelter, or Youth Shelter**
- ☐ **Living with another person or family due to which reason**:
  - ☐ Loss of housing (due to eviction, or an inability to pay the rent or other bills, OR due to destruction of or damage to the previous home)
  - ☐ Economic hardship (an accident or illness, loss of employment, loss of public benefits, or condition of previous poverty forcing families to share housing temporarily)
  - ☐ A long-term living arrangement by choice to save money. You co-lease/co-own.
  - ☐ Other. Explain: _____
- ☐ **Unsheltered –** in a car, park, RV or tent campground, abandoned building or other inadequate housing.
- ☐ **Unaccompanied Youth**–is a youth who is not in the physical custody of a parent or guardian AND no legal guardianship has been obtained.
  - ☐ Explain current nighttime arrangement: _____
- ☐ **Fixed, Regular, Adequate Permanent Housing** – My name is on the mortgage, or rental agreement of my house/apartment. No other family shares this space.

With whom does the student live? *(Select all that apply)*

- ☐ Parent(s)
- ☐ Foster Family
- ☐ Legal Guardian (processed with courts)
- ☐ Caregiver with Affidavit
- ☐ Grandparent, Aunt/Uncle
- ☐ Licensed Children's Institution: _____
- ☐ Self (unaccompanied or emancipated)

Housing Questionnaire

Your child or children may have the right to:

- Immediate enrollment in the school they last attended (school of origin) or the local school where you are currently staying, even if you do not have all the documents normally required at the time of enrollment.
- Continue to attend their school of origin, if requested by you and it is in the best interest.
- Receive transportation to and from their school of origin, the same special programs, and services, if needed, as provided to all other children, including free meals and Title I.
- Receive the full protections and services provided under all federal and state laws, as it relates to homeless children, youth, and their families.

The undersigned parent/guardian/caregiver certifies that the information provided above is correct and accurate.

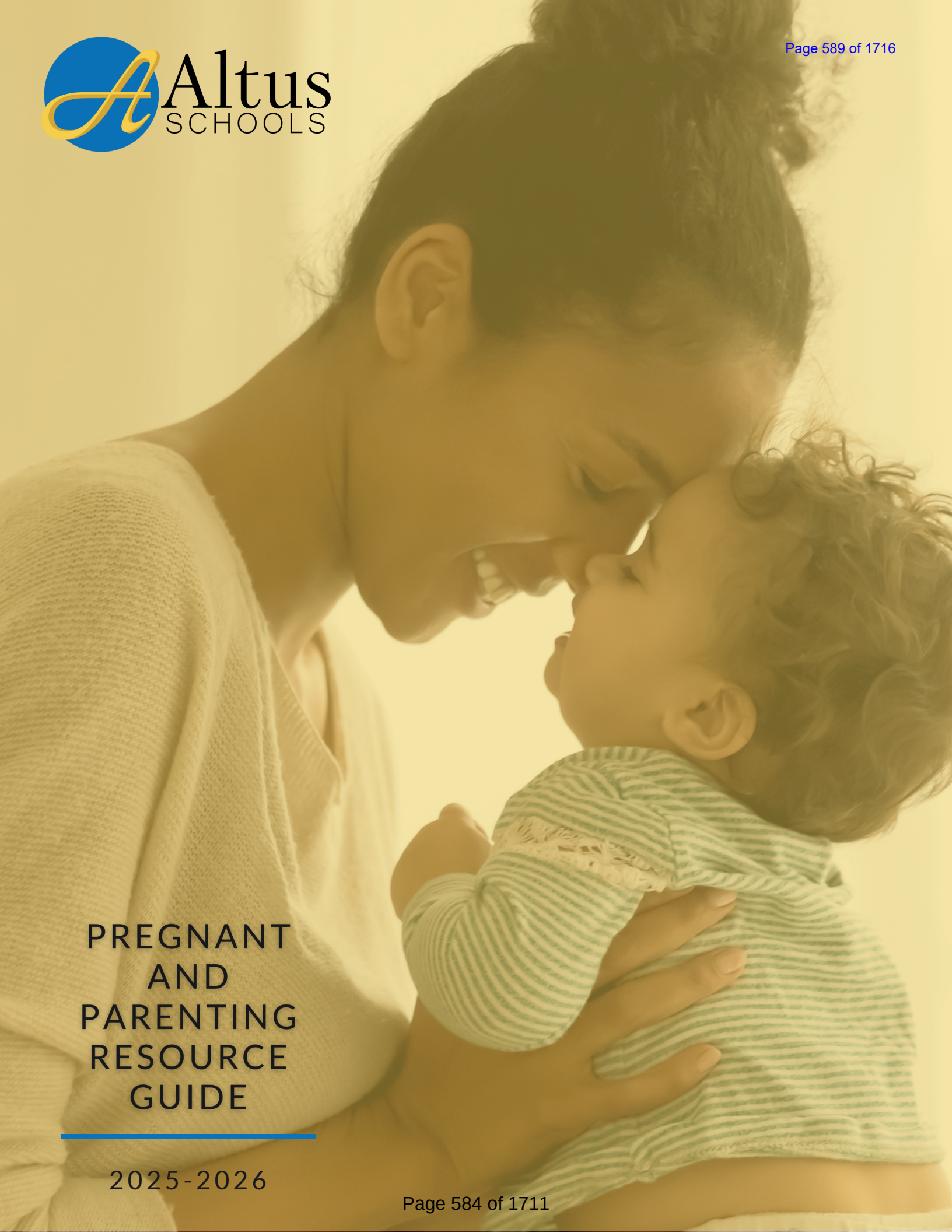
Print Parent/Guardian/ERH Name Signature Date

If you have any questions about these rights, or if your living situation is in transition, please contact Homeless Liaison, Ana Maria Rojas, by phone at (858) 678-4818 or by email at arojas@altusschools.net.

Appendix U

PREGNANT AND PARENTING PLAN

Altus SCHOOLS



PREGNANT AND PARENTING RESOURCE GUIDE

2025-2026

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I. Introduction

The Altus Schools Pregnant and Parenting Resource Guide is a comprehensive tool that informs and supports pregnant and parenting students through their unique educational journey. It underscores the importance of accessibility to education and provides an overview of students' rights and protections. The guide also acts as a bridge to vital support services, both academic and personal, which are crucial for balancing the demands of parenthood with the pursuit of academic goals.

Altus Schools strive to provide each student with individualized support to reach their academic goals. Credentialed School Nurses work directly with pregnant and parenting students to provide the personalized health support needed to maintain their health and wellness, successfully navigate school, and develop life skills needed for post-secondary education and/or career.

II. Legal Rights and Protections

Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 *et seq.*, is a Federal civil rights law that prohibits discrimination on the basis of sex—including pregnancy and parental status—in educational programs and activities. All public and private schools, school districts, colleges, and universities receiving any Federal funds ("schools") must comply with Title IX.

Here are some things you should know about your rights:

Classes and School Activities – your school MUST:

- Allow you to continue participating in classes and extracurricular activities even though you are pregnant. This means that you can still participate in advanced placement and honors classes, school clubs, sports, honor societies, student leadership opportunities, and other activities, like after-school programs operated at the school.

- Allow you to choose whether you want to participate in special instructional programs or classes for pregnant students. You can participate if you want to, but your school cannot pressure you to do so. The alternative program must provide the same types of academic, extracurricular and enrichment opportunities as your school's regular program.

- Allow you to participate in classes and extracurricular activities even though you are pregnant and not require you to submit a doctor's note unless your school requires a doctor's note from all students who have a physical or emotional condition requiring treatment by a doctor. Your school also must not require a doctor's note from you after you have been hospitalized for childbirth, unless it requires a doctor's note from all students who have been hospitalized for other conditions.

- Provide you with reasonable adjustments, like a larger desk, elevator access, or allowing you to make frequent trips to the restroom when necessary because of your pregnancy.

Excused Absences and Medical Leave – your school MUST:

- Excused absences due to pregnancy or childbirth for as long as your doctor says it is necessary.

- Allow you to return to the same academic and extracurricular status as before your medical leave began, which should include giving you the opportunity to make up any work missed while you were out.

- Ensure that teachers understand the Title IX requirements related to excused absences/medical leave. Your teacher may not refuse to allow you to submit work after a deadline you missed because of pregnancy or childbirth. If your teacher's grading is based in part on class participation or attendance and you missed class because of pregnancy or childbirth, you should be allowed to make up the participation or attendance credits you didn't have the chance to earn.

- Provide pregnant students with the same accommodations available to students with temporary medical conditions.

Harassment – your school MUST:

- Protect you from harassment based on sex, including harassment because of pregnancy or related conditions. Comments that could constitute prohibited harassment include making sexual comments or jokes about your pregnancy, calling you sexually charged names, spreading rumors about your sexual activity, and making sexual propositions or gestures, if

the comments are sufficiently serious that it interferes with your ability to benefit from or participate in your school's program.

Policies and Procedures – your school MUST:

- Have and distribute a policy against sex discrimination. It is recommended that the policy make clear that prohibited sex discrimination covers discrimination against pregnant and parenting students.

- Adopt and publish grievance procedures for students to file complaints of sex discrimination, including discrimination related to pregnancy or parental status.

- Identify at least one employee in the school or school district to carry out its responsibilities under Title IX (sometimes called a "Title IX Coordinator") and notify all students and employees of the name, title, and contact information of its Title IX Coordinator. These responsibilities include overseeing complaints of discrimination against pregnant and parenting students.

Helpful Tips for Pregnant and Parenting Students:

- Ask your school for help—speak to your Teacher and School Nurse regarding what your school can do to support you in continuing your education.

- Keep notes about your pregnancy-related absences, any instances of harassment and your interactions with school officials about your pregnancy and immediately report problems to your Resource Center's School Coordinator.

- If you feel your school is discriminating against you because you are pregnant or parenting, you may file a complaint:
    - Contact your Resource Center's School Coordinator.
    - With the U.S. Department of Education, Office for Civil Rights (OCR), even if you have not filed a complaint with your school. If you file with OCR, make sure you do so within 180 days of when the discrimination took place at (800)421-3481.
    - In court, even if you have not filed a complaint with your school or with OCR.

- You may refer to the State of California Education Code, Section 46015 for more details.

- Call your school and ask to speak to the School Nurse at (858) 678-2020.

- Contact the Title IX Coordinator, Elizabeth Orona, at eorona@altusschools.net or (858) 678-4811.

III. Support Services and Curriculum

Support through the PPEP Process

All students at Altus Schools are engaged by delivering programs and services through our Key Process – the Pathways Personalized Education Plan (PPEP). Upon enrollment, the PPEP is created by the student-centered PPEP team that includes the teacher, student, parent(s), counselor and support staff. It considers high school graduation requirements, the student's short- and long-term goals, learning styles, previous work, current interests, academic achievement, skills development and standardized test scores. It also considers a student's behavioral and social-emotional needs so students can be connected to support programs and resources that support their physical and mental health needs. The PPEP is reviewed and updated by the student, parent/guardian, teacher, and relevant support staff regularly throughout the student's enrollment. As such, students who become pregnant or parenting at any point during enrollment, will be connected to the Altus Schools' Health Department for support.

Support through the Health Department

The Altus Schools Health Department composed of Credentialed School Nurses provides several supports to students who are pregnant or parenting to ensure that they have access to health care, community resources, and key information personalized to each student. Once a student or parent/guardian notifies their teacher that the student is pregnant or parenting, the teacher initiates the support process by notifying the School Nurse.

- The School Nurse will contact the student directly to complete a needs assessment form, which will help identify necessary health and community resources.
- The School Nurse will offer the student to complete a *Release of Information* to ensure student has access to health support and/or services while completing their education.
- The School Nurse will connect student and/or parent/guardian with appropriate resources.

- The student will be provided with a *Pregnant and Parenting Resource Guide* and *First 5 Kit*.
    - The Pregnant and Parenting Resource Guide contains information about Title IX Rights, Health Provider Form, Courses for Pregnant and Parenting Support and a directory of local community flyers as a reference resource for the pregnant and parenting student.
    - The First 5 Kit contains items such as *California Parent Guide*, *Numbers touch-and-Feel book*, *What To Do When Your Child Gets Sick* book, and more.
- The School Nurse will provide continued availability during school hours to ensure that the student is supported with community resources and/or referrals needed to maintain optimal health and wellness as a pregnant or parenting student.

The ongoing support from the student's PPEP team (i.e., Teacher, School Nurse, instructional and support staff) ensures that the pregnant and parenting students feel safe and supported as they navigate through their educational pathway at Altus Schools and continue to prepare for postsecondary plans.

Curriculum

College Credit Child Development 1,2

This Child Development pathway exposes students to the areas of scientific and sociological research in human development through middle childhood; theories and perspectives of child development, including biosocial, cognitive and psychosocial development; genetics and disorders; prenatal development, harm to the fetus, and birth; nutrition; new family dynamics; and career pathway topics including, various roles in the field, professionalism, safety, state regulations, learning environments, the industry and its effects on the economy and community, the day care setting, early childhood schooling, and challenges for caregivers. Students will gain an understanding of opposing perspectives through case studies and scientific interpretations. Students will also incorporate analytical reading of textbook and internet resources; writing, listening, and speaking through research projects and a final portfolio; and gather real-life, relevant, and practical insight into the developing person through observations and interviews in their community.

As part of the Child Development College Credit Pathway available to all students, pregnant and parenting students are also encouraged to continue completion of Child, Family & Community courses through college dual enrollment. Depending on their location, students may choose to complete these courses through our multiple college partnerships.

IV. Teen Pregnancy Health Care Resources

San Diego County

1. 2-1-1 San Diego

Phone: Dial "211"

Website: www.211sandiego.org

2-1-1 is a free, 24-hour, confidential phone service in 200+ languages and a searchable online database for community resources: health and wellness, enrollment services (Medi-Cal, CalFresh, CARE, and Covered California), housing and utilities, food assistance, disaster support, and military and veterans support, and more.

2. Birthline of San Diego County/Pregnancy and Family Support Center

Phone: 858-270-2491

Website: www.birthlineofsandiego.org

Email: clairemont@birthlineofsandiego.org

Birthline is a women's center that supports pregnant women and young families in need. and provides basic necessities such as food, diapers, pregnancy tests, children's clothing, formula and other baby items (when available).

3. Healthy Families San Diego County

Website: https://www.sandiegocounty.gov/content/sdc/hhsa/programs/mcsd/Office-of-Nursing-Excellence/Home-Visiting-Program.html

Home visiting services are provided by San Diego County nurses that utilize a home visiting model provided by Healthy Families America (HFA). Designed to support new parents, caregivers, and their families, this evidence-based home visiting model will continue to promote child well-being and provide families with family-focused and empathic support in the home. Healthy Families America home visiting services empower families and communities, strengthens parent-child relationships, promotes healthy child development, and enhances family

well-being. Their singular vision: all children receive nurturing care from their family that leads to a healthy, long, and successful life. The program may begin during any stage of pregnancy or early parenting, and the length of service varies.

- Pregnant teens
- Concerns about substance use
- Lack of prenatal care
- Difficult relationships
- Current or history of pregnancy loss or early birth
- Current or history of high-risk pregnancies
- High-risk infants
- History or current prenatal or postpartum depression
- Children with developmental delays
- Difficulty bonding

If you are interested in this service, please contact your School Nurse and request a referral. You may also send an email to PersimmonySupport.HHSA@sdcounty.ca.gov, call (858) 944-6500 or dial 2-1-1 to get more information.

4. FIRST 5 San Diego

Phone: 1-888-5 FIRST 5 or 1-888-534-7785

Website: http://first5sandiego.org

First 5 San Diego wants to help new parents be the best parents they can be by providing education, information, and resources specially designed for San Diego families.

5. San Diego Head Start Program

Phone: (888) 873-5145

Email: headstart@neighborhoodhouse.org

Website: www.neighborhoodhouse.org

Head Start offers parents opportunities and support as they identify and meet their own goals, nurture their children in the context of their family and culture, and advocate for communities that support children and families of all cultures.

6. Perinatal Care Network (PCN)

Phone: 1-800-675-2229

Website: Perinatal Care Network (sandiegocounty.gov)

PCN is in partnership with 2-1-1 and First 5 First Steps and provides services for new or expectant mothers who need assistance with prenatal care, pregnancy-related Medi-Cal, scheduling first prenatal appointments, transportation assistance, links to community services and resources. Services and programs offered:

- Black Infant Health (BIH) Program
- Child Health and Disability Prevention (CHDP) Program
- CHDP Health Care Program for Children in Foster (HCPCFC)
- Chronic Disease and Health Equity (CDHE)
- Comprehensive Perinatal Services Program (CPSP)
- Fetal and Infant Mortality Review (FIMR) Program
- First 5 First Steps
- Maternal Child Health, Nurse Family Partnership
- Office of Violence Prevention (OVP)
- Oral Health Programs
- Perinatal Equity Initiative (PEI)
- San Diego Kids Health Assurance Network (SD-KHAN)
- Sudden Infant Death Syndrome (SIDS)
- Tobacco Control Resource Program (TCRP)

7. Family Health Centers of San Diego – Reproductive Health Services

Phone: 619-515-2300

Website: https://www.fhcsd.org/reproductive-health-services/

Multiple clinic locations are available (North County and San Diego County). Reproductive health services include Family Planning and Counseling, Prenatal Support Services, STD Screening and Treatment, OB/GYN exams and screenings. Additional services include LGBTQ Services, Transgender Health Services, Medication Assisted Treatment Program, Youth Behavioral Health Services and more.

8. Neighborhood Healthcare

Pediatrics and Prenatal (specialty only for children and pregnant women)

Phone: 1-833-867-4642 (Call for appointment)

Address: 426 North Date Street, Escondido 92025

Website: www.nhcare.org

Neighborhood Healthcare has many locations throughout San Diego County and Riverside Counties. Programs that they offer: *Covered California, Medi-Cal, Cal*-Fresh, Feeding San Diego, Every Woman Counts (Breast Cancer), Diabetes Group Classes, Project Dulce, Teen Wellness Program. In addition, they provide services for medical, dental health, and behavioral health.

Fees are based on a sliding scale.

9. Sharp Mary Birch Hospital

Phone: (858) 939-4133

Website: https://www.sharp.com/health-classes/category/pregnancy-and-childbirth-10
Address: Sharp Mary Birch Hospital Knollwood Bldg., Room A, 7944 Birmingham Drive, San Diego, CA 92123

Provides childbirth preparation classes if the teen is giving birth at Sharp Mary Birch Hospital. Other classes are offered for a fee.

10. Women, Infants and Children Program (WIC) San Diego

Website: https://www.cdph.ca.gov/Programs/CFH/DWICSN/Pages/Program- Landing1.aspx

The WIC Program is a nutrition-assistance program dedicated to improving the health and development of pregnant parents and families with little ones under the age of five. There are five agencies in San Diego County that offer WIC services (American Red Cross, San Diego State University Research Foundation, Scripps Health, San Ysidro Health, and TruCare). Please see the WIC flyer for websites, contact information, hours and locations.

11. YMCA of San Diego County

Childcare Resource Service

Phone: (858) 292-YMCA (9622); Childcare referral: 1-800-481-2151

Website: https://www.ymcasd.org/community-support/childcare-resource-service

Email: myreferral@ymcasd.org

Assists in finding quality childcare and assists income eligible families with childcare costs.

Riverside County

1. First 5 Riverside County

Phone: 1-800-266-3880

Address: 585 Technology Court, Riverside, CA 92507

Website: https://rccfc.org/resources/community-programs

Helping children achieve the best start in life. First 5 Riverside County First 5 invests in partnerships that promote, support and enhance the health and early development of children, prenatal through age 5, their families and communities. Please go to the website to find the community programs that they offer.

2. Head Start and Early Head Start, Riverside County Office of Education

Phone: (951)781-7135

Website: https://www.rcoe.us/departments/early-education-services/early-education-programs/head-start-and-early-head-start

Head Start is a federal program that promotes the school readiness of children from birth to age five from low-income families by enhancing their cognitive, social, and emotional development. Head Start emphasizes the role of parents as their child's first and most important teacher.

3. Riverside University Health System Public Health Nursing/Maternal Child & Adolescent Health

Phone: (951) 358-5000

Website: https://www.ruhealth.org/public-health/nursing-maternal-child-adolescent- health

Services support (Include) women in having healthy babies, ensuring children grow and develop both socially and emotionally, while also fostering positive parent/child relationships. Programs support wellness throughout the entire lifespan (free of cost) and there is no cost for any of the services. Services and programs offered:

- Black Infant Health (BIH) Program
- Cal-Learn Program
- Comprehensive Perinatal Services Program (CPSP)
- Enhanced Children Services (EMS) under Public Health
- Health Care Program for Children in Foster Care
- Perinatal Equity Initiative (PEI)
- Sudden Infant Death Syndrome (SIDS)
- Wraparound Program

San Bernardino County

1. First 5 San Bernardino

Address: 735 E. Carnegie Drive, Suite 150, San Bernardino, CA 92408

Phone: (909) 386-7706

Website: https://first5sanbernardino.org/

Email: First5@cfc.sbcounty.gov

Promotes, supports and enhances the health and early development of children prenatal through age five and their families and communities.

2. Head Start Preschool Services

Phone: 1-888-543-7025 or 1-888-KIDS 025

Website: https://psd.sbcounty.gov/

Address: 662 S. Tippecanoe Avenue, San Bernardino, CA 92415

PSD offers a variety of programs that serve families from prenatal care and with children 0 to 5 years of age. Children who attend Head Start receive comprehensive development services. Services are free and available to qualifying families from low- income backgrounds and include enrollment options for children in foster care, children with special needs, and those who are homeless. Along with school readiness, children in our program benefit from health, nutritional, dental and other services to support child wellness.

3. Maternal, Child and Adolescent Health (MCAH)

Address: 351 N. Mountain View Avenue, San Bernardino, CA 92415

Phone: 1-800-782-4264 (24 hours); TTY: 9093874859

Website: *https://dph.sbcounty.gov/programs/fhs/maternal-child-adolescent-health/*

The San Bernardino County Maternal, Child and Adolescent Health (MCAH) Program's mission is to improve health outcomes of the county's reproductive age women, infants, children, adolescents and their families.

4. San Bernardino County Public Health, Teen Health

Website: https://dph.sbcounty.gov/programs/clinics/teen-health/

Confidential and affordable health care services that include birth control, STD testing & treatment, pregnancy testing, mental health services.

Free Baby Help

The following are **websites** with useful information on baby needs and development:

1. www.babycenter.com
   Information, advice, and resources from pregnancy through childhood.

2. www.welcomeaddition.com (sponsored by Similac).
   Expert nutritional guidance from pregnancy through baby's first year and coupons for free merchandise.

3. www.enfamil.com
   Information on nutrition, feeding, and development.

V. Community Programs and Resources

The following section is a collection of resources and information from community programs.

RESOURCES

Get Connected. Get Answers.

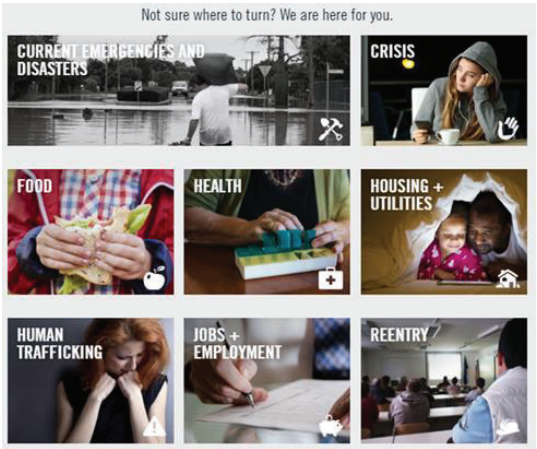
You are not alone. Every day thousands of people across North America turn to 2-1-1 for information and support—whether financial, domestic, health or disaster-related. 2-1-1 is a free, confidential referral and information helpline and website that connects people from all communities and of all ages to the essential health and human services they need, 24 hours a day, seven days a week. All Languages. Completely Confidential.

National 211 Collaborative website (anywhere in the U.S.): http://www.211.org/

- Enter Zip Code, City and State for the help you need.

County-Specific 211 Phone Numbers:

- Riverside County: Dial 2-1-1 or (909)980-2857
- San Bernardino County: Dial 2-1-1 or (888)435-7565
- San Diego County: Dial 2-1-1 or (858)300-1211



Referral Services

Free service available 24/7/365
Dial 2-1-1 or visit
211SanDiego.org

2-1-1 San Diego is a trusted, local nonprofit organization with connections to 6,000-plus community, health, disaster services and so much more.

Health & Wellness Services
Our Health Navigation offers needs assessment, health education, case planning, advocacy, connection to resources and on-going support.

Enrollment Services
We educate people about available public assistance programs and help people apply over the phone for programs such as CalFresh (food), Medi-Cal & Covered California (health insurance), and more!

Housing Assistance
We provide information and connection to housing resources including homelessness resources and shelters, affordable housing options, and tenant/landlord mediation.

Food Assistance
We connect people to food resources including food banks, congregate meals, and CalFresh and Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) benefits.

Military & Veterans Services
San Diego's military and veteran peer-to-peer chat line provides a single access point for information, referrals, and ongoing care coordination for veterans, active-duty military, and their families.

Stay Connected
Stay Informed
With one free call, we'll connect you to the resources and services you need.

Dial 2-1-1 or visit
www.211SanDiego.org

IN PARTNERSHIP WITH

LIVE WELL SAN DIEGO

211sandiego @211SD @211sd

Enrollment Services

Free service available 24/7/365
Dial 2-1-1 or visit
211SanDiego.org

2-1-1 San Diego identifies, screens, and helps people apply over the phone for benefit programs including CalFresh, Medi-Cal, and Covered California.

Convenient Enrollment
Apply from the comfort of your home or office with the support of our expert staff. Our Enrollment Specialists can complete your entire application over the phone and submit on your behalf.

We Won't Keep You Waiting
Dial 2-1-1 or visit 2enrollme.org to schedule your appointment. Same day appointments are often available.

Here for You
If you have questions about CalFresh, MediCal, Covered California or other benefits programs, our Enrollment Specialists can answer them. We can also help you through every step of the enrollment process.

Food Assistance
CalFresh is a program funded by the USDA to help improve health and nutrition of families with low incomes. CalFresh can stretch food dollars, allowing families and individuals to buy more fruit, vegetables, whole grains, lean protein and other healthy foods.

Stay Connected Stay Informed
Schedule your free appointment with one of our Enrollment Specialists.

Dial 2-1-1 or visit www.211SanDiego.org

IN PARTNERSHIP WITH

LIVE WELL SAN DIEGO

211sandiego @211SD @211sd

2-1-1 SAN DIEGO

Health & Wellness Services

Free service available 24/7/365
Dial 2-1-1 or visit
211SanDiego.org

2-1-1 San Diego offers comprehensive needs assessments, health education, care planning, advocacy, connections to resources, and ongoing health navigation support.

Here for You
Our staff can help you create a plan to reach your specific health goals that include medical care referrals, community clinic appointments, and access to mental health services and breast health resources. We can help you get care, bill payment assistance, as well as prescription access and discounts.

There Every Step of the Way
We know how important it is for you to get the resources you need. We advocate for our callers and do everything we can to ensure you're connected to the right services.

Knowledgeable Staff
Our highly trained Health Navigators have backgrounds in case management as well as health and social services. More importantly, they are passionate about connecting, empowering, educating, and advocating for the health needs of the whole person.

Stay Connected
Stay Informed
Connect with one of our Health Navigators.
Dial 2-1-1 or visit www.211SanDiego.org

IN PARTNERSHIP WITH

LIVE WELL SAN DIEGO

211sandiego @211SD @211sd

soluna

California's free mental health app for ages 13 - 25.

Soluna is a CalHOPE program powered by Kooth and funded by the California Department of Healthcare Services.

Download on the App Store

GET IT ON Google Play

Explore anonymously

Rest assured that your app experience is **completely anonymous** and your data is private and secure.

Destress and reset

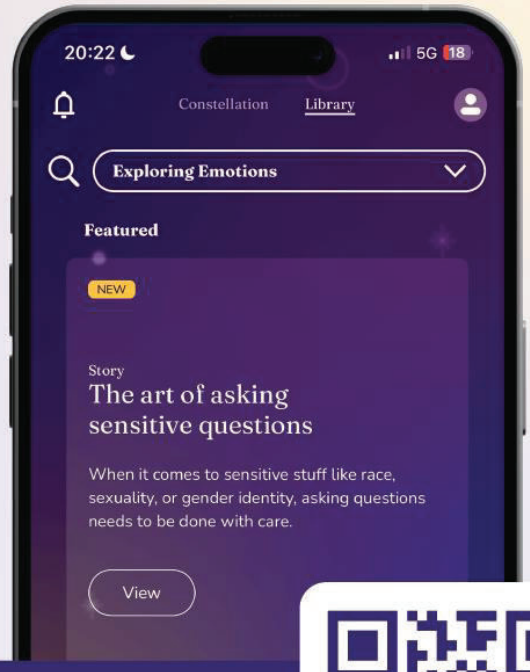
Use research - backed tools, like Thought Shaker, Free Write, and Mood Log to **bring calm, confidence, and focus.**

Chat 1:1 with a coach

Feeling stuck? Schedule a session or **simply drop in.** No strings or cost attached.

Close your wallet

Explore the app at **no cost** with **no insurance** required. Ever.



Download the free Soluna app on the App Store or Google Play.

Cal-Learn

Cal-Learn is a statewide program for pregnant and parenting teens in the California Work Opportunity and Responsibility to Kids (CalWORKs) program. This program encourages pregnant and parenting teens to graduate from high school or its equivalent, become independent, and form healthy families. Participants receive case management to support education, health and social services, childcare, transportation, and educational expenses. Students also receive cash bonuses for maintaining school attendance and receiving satisfactory grades. There is also a one-time bonus for graduating high school or attaining an equivalent high school diploma. https://www.cdss.ca.gov/cal-learn

Who is it for?

Pregnant/parenting teens who are receiving CalWORKs are required to participate in Cal-Learn if:

- They are under the age of 19
- They live in the same household as their child
- They have not graduated from high school or its equivalent
- They are not in foster care

How to Apply:

Pregnant/parenting teens may apply for Cal-Learn services at a county social services agency office located in the county where they live. Website to locate local CAL LEARN office: http://www.cdss.ca.gov/County-Offices

Riverside County Public Social Services
Call for the nearest district office: (877) 410-8827 **Toll Free**
https://rivcodpss.org/

San Bernardino County Human Services
Call or check website for nearest location: (877) 410-8829 **Toll Free**
https://www.cdss.ca.gov/cal-learn

San Diego County Health and Human Services
Call for the nearest district office: (866) 262-9881 **Toll Free**
https://www.sandiegocounty.gov/content/sdc/hhsa/programs/ssp/calworks/cal_learn_reqs.html

What is Cal-Learn?

Cal-Learn is a statewide program for pregnant and parenting teens, both moms and dads, who receive CalWORKs/TANF. It is not a school. The goal of Cal-Learn is to help teens graduate from high school, become independent and form healthy families.

Do I have to Participate?
If you are a pregnant or parenting teen receiving CalWORKs/TANF, you must participate in Cal-Learn. Some teens can become exempt from the program or delay participating under special circumstances.

To Qualify for Cal-Learn you must:
- live in the same household as your child
- be under 19 years of age
- not yet have a high school diploma or GED
- not be in foster care

For more information and details about your participation in Cal-Learn talk to your county Cal-Learn program staff.

Getting Your Diploma

Once in Cal-Learn you will get a case manager who will help you develop a plan to finish high school or earn a GED. If you are not currently attending school, your case manager will assist you in getting back into school or find the right school to meet your needs. The program includes:

Assessment determine what services and support you need so you can meet your educational goals.

Develop a plan so you can receive the services you need and get into school.

Take action to put you on the road to reaching your goals.

Tracking to ensure you are making progress toward your diploma or GED and meeting other goals.

Periodic plan review to identify what works and what doesn't.

Earn a Cash Bonus or a Sanction

Cal-Learn rewards good school performance and penalizes poor school performance.

Do well and earn a bonus:
Receive good grades and turn in your report card each time it's issued = $100 added to your family's grant for each report card period. Graduate from high school = $500 to you.

Do poorly and earn a sanction:
Receive below a D average or fail to turn in your report card each time it's issued = $100 taken away from your family's grant for each report card period.

Case Management for Your Success

Your case manager will help you with more than just school. A wide range of support services may be available to help you meet the challenges you face as a teen parent such as:

Child Care Expenses
The Cal-Learn program may help pay for child care while you attend school. If you are working and going to school, you may also qualify for child care while you are at work.

School Expenses
The GED test, books and lab fees are some of the things that the Cal-Learn program may help you buy for school.

Transportation expenses
You may be able to get help paying for transportation to get to and from school.

Support Services
Your case manager may provide you with referrals to other agencies dealing with a variety of concerns you may face including:
- legal issues
- health issues
- domestic violence
- housing

Additional Services

You may be able to get other services to support yourself and your family while you work on your Cal-Learn goals. Additional services may include:

WIC
The Women, Infants and Children program, better known as WIC, is a supplemental food and nutrition program that may provide you with nutrition education, healthy foods and breast-feeding advice.

CalFresh
Through this program you may get assistance to purchase food for your family.

Medi-Cal
Through Medi-Cal you may receive prenatal health care and a check-up after your baby is born. You may also be eligible for general health care. Your baby may also receive medical services such as immunizations and well-baby care.

Family Planning Services
Once your baby is born, you will want to consider your birth control options. No-cost and low-cost family planning services are available to help you do just that. Your doctor can advise you as to which birth control method is best for you. It's important to note that women can get pregnant again while breast-feeding their baby.

Other support services may also be available. Talk to your case manager for more information and assistance.

County Stamp Box

For more information about Cal-Learn, contact:

All persons in the photographs are models and used for illustrative purposes only.

State of California
Health and Human Services Agency
Department of Social Services

PUB 367 (04/13)

Reach For Your Dreams with Cal-Learn

A statewide program to help pregnant and parenting teens who are receiving CalWORKs/TANF complete high school, become independent and form healthy families.

COUNTY OF SAN DIEGO HHSA HEALTH AND HUMAN SERVICES AGENCY | LIVE WELL SAN DIEGO

NO WAITING IN LINE

Apply for CalFresh, Medi-Cal and/or CalWORKs

*The **minimum** information required to submit an application is:*

• Name • Address • Signature

Online

- At MyBenefitsCalWIN.org
  - Check the status of your benefits, submit documents, reports and renewals
- To Apply for CalFresh Only: GetCalFresh.org

SCAN ME

SCAN ME

On the Phone or In Person

- Call 2-1-1
  - Request general information
- At your local Family Resource Center

Mail or Fax

- Mail to: PO Box 939043 San Diego, CA 92193
- Submit applications and Documents
- Fax to: 619-236-9167

Need to Turn in Documents?

Use Your Computer, Mobile Phone or Tablet
Go to: SanDiegoCounty.gov
Enter **LaterDocs** in the search field
Then follow the prompts

SCAN ME

Need Questions Answered?

EBT Hotline - 1-877-328-9677

EBT Account Balance, Report Lost/Stolen Card, Request Replacement Card, Check Transaction History

Access Customer Service Center

Monday thru Friday—7:00 AM—5:00 PM

Check the Status of Your Application, Benefit, and Request Information

Toll Free: 1-866-262-9881

TDD (Hearing Impaired): 7-1-1

Adolescent Family Life Program

AFLP

PROFILE

Adolescent Family Life Program (AFLP) is a strengths-based case management program designed to support and empower expectant and parenting youth. The program emphasizes building resilience to help youth thrive during and after they exit the program. Case managers meet one-on-one with youth to establish a caring relationship, identify the youth's needs and interests, and offer support with accessing services, setting goals and planning for the future. The California Department of Public Health, Maternal Child and Adolescent Health Division developed a youth-centered, strength-based approach for the program called the AFLP Positive Youth Development (PYD) Model. This approach recognizes that all youth have strengths, benefit from high expectations and supportive relationships, and are able to make meaningful contributions to their lives, families and communities. The AFLP PYD Model turns these values into activities so youth develop and use their strengths and skills to help navigate life's challenges, build healthy and supportive connections, and identify and work toward personal goals. All of this leads to healthier, happier lives for youth and their children.

Our Goals: Increase social and emotional support, build resiliency, improve pregnancy planning and spacing, increase educational attainment and employability, and increase access to needed services.

We Serve: Young people up to 21 years of age (at the time of enrollment) who are expectant and/or parenting, including partners in pregnancy and parenting.

Service Delivery: Services are provided by county health departments, hospitals and community-based organizations.

Outcomes: A formative evaluation of the AFLP evidence-informed PYD Model was completed by UC San Francisco in 2014. The revised program model was evaluated by Mathematica from 2014-2018 as part of a federal evaluation of the Office of Population Affairs, Pregnancy Assistance Fund. Results are anticipated in 2021.

Funding: Federal Title V MCH Block Grant Funds and Federal Title XIX (Medicaid) Funds.

The AFLP PYD Model

A Closer Look at the AFLP Positive Youth Development (PYD) Model

The AFLP PYD Model helps youth use their strengths to reach their goals and be resilient in the face of life's challenges.

AFLP PYD case managers meet with participants twice per month, providing guidance in a supportive setting. Youth are partners in the program. They are given meaningful opportunities to contribute and practice problem solving skills, build a positive identity and sense of purpose, and strengthen relationships and supports that will help them thrive.

Living with Purpose

Working through the AFLP PYD Model, young people engage in life planning and learn how to set and achieve goals based on their own strengths and values.

Discussions and activities focus on themes such as:

- strengths, emotions, relationships, values, hopes and dreams;
- goal setting and life planning;
- taking care of me;
- taking care of my baby;
- family planning and safer sex;
- healthy relationships; and
- education and work.

Where We Are

- Butte
- Fresno
- Kern
- Los Angeles
- Madera
- Merced
- Orange
- Riverside
- Sacramento
- San Diego
- Santa Barbara
- Shasta
- Stanislaus
- Ventura

AFLP PYD adheres to guiding principles that:

- ✓ are strengths-based;
- ✓ encourage youth voice and engagement;
- ✓ foster a caring case manager-participant relationship;
- ✓ create supportive networks and community involvement;
- ✓ focus on being goal-oriented;
- ✓ provide empowerment and opportunity;
- ✓ strive to be culturally responsive and inclusive;
- ✓ are developmentally appropriate; and
- ✓ are long-term and sustainable.

12,442 visits
(in-person and remote)

1,357 youth served*
(1,200 female, 157 male)

76% Hispanic ethnicity

86%
of youth either graduated high school or were in school

Of those who finished high school,

40% higher education

33% employed

92%
of youth received an annual medical check up

91%
of pregnant youth received prenatal care

40% LARC
of sexually-active non-pregnant youth were using a long acting reversible contraceptive (LARC) (such as IUD – intrauterine device – or implant)

**Among youth that received two or more visits*

Data Source: AFLP Annual Data Summary FY 19-20. Data extracted from AFLP management information system (MIS) Penelope on 8/08/2020.

cdph.ca.gov/AFLP
(916) 650-0300
AFLP@cdph.ca.gov

Contact in your area:

WE CAN HELP!

CALIFORNIA WIC
WOMEN, INFANTS & CHILDREN

Food Benefits
$50 – $100 cash value per person for nutritious foods, loaded monthly onto a CA WIC card and mobile app.

Nutrition
Ongoing nutrition support tailored to your family by trained professionals, like Registered Dietitians and Degreed Nutritionists.

Breastfeeding
Trained breastfeeding counselors share the benefits of breastfeeding and offer practical advice and support.

Referrals
Connection to important resources to raise a family, like healthcare, childcare, housing and parenting support.

ABOUT US

WIC is a special supplemental nutrition program for Women, Infants and Children. We support women who are pregnant, breastfeeding, postpartum up to 6 months after birth, infants up to 1 year old, children ages 1-5, and those who recently experienced pregnancy loss. WIC welcomes newly pregnant individuals, partners, grandparents, foster parents, military families, migrants, working families, and guardians who care for eligible children. To qualify for WIC in California, families must reside in California.

Do you qualify? Scan the QR code for details.

2024 TO 2025

Number of people in family	Gross monthly income
2	$3,152
3	$3,981
4	$4,810
5	$5,640
6	$6,469

Scripps

619-260-3400
WICProgram@
scrippshealth.org

City Heights
4305 University Ave. Ste. 130
San Diego, CA 92105

Linda Vista
6973 Linda Vista Rd. Bldg. C
San Diego, CA 92111

Chula Vista
251 Palomar St. Ste. C
Chula Vista, CA 91911

National City
2411 E. Plaza Blvd.
National City, CA 91950

truecare
Health inside. Welcome in.

888-477-6333
truecare.org/programs-resources/wic/

San Marcos
150 Valpreda Rd. Ste. 102
San Marcos, CA 92069

Encinitas
1130 2nd Ave.
Encinitas, CA 92024

Oceanside/Mission Mesa
2210 Mesa Dr. Ste. 100
Oceanside, CA 92054

Escondido
649 W. Mission Ave. Ste. 7
Escondido, CA 92025

Ramona
220 Rotanzi Street
Ramona, CA 92065

Valley Center
28246 Lilac Rd.
Valley Center, CA 92082

SAN YSIDRO HEALTH

888-942-7942
syhealth.org/
nutrition-services

Chula Vista
1655 Broadway Ste. 18
Chula Vista, CA 91911

National City
1420 East Plaza Blvd. Ste. B4
National City, CA 91950

Maternal & Child Health Ctr.
4050 Beyer Blvd. 3rd Floor
San Ysidro, CA 92173

Imperial Beach
886 Palm Ave.
Imperial Beach, CA 91932

American Red Cross
San Diego and Imperial Counties

800-500-6411
www.sandiegowic.org

Oceanside
1906 Oceanside Blvd.
#TUV
Oceanside, CA 92054

Southeast San Diego
Euclid Health Ctr.
292 Euclid Ave. Ste. 225
San Diego, CA 92114

College Area
5821 University Ave.
San Diego, CA 92115

El Cajon
564 North 2nd St.
El Cajon, CA 92021

Spring Valley
8810 Jamacha Blvd. #DEF
Spring Valley, CA 91977

SDSU Research Foundation

888-999-6897
www.sdsuwic.org

North County

Escondido
1131 East Washington
Ave. Ste. K
Escondido, CA 92025

Vista
1031 S. Santa Fe Ave.
Ste. F&G
Vista, CA 92083

Fallbrook
504 East Alvarado
Ste. 108 & 109 Fallbrook,
CA 92028

East County

El Cajon
301 N. Magnolia
Ste. 101
El Cajon, CA 92020

Spring Valley
9621 Campo Rd.
Ste. G
Spring Valley, CA 91977

South County

Chula Vista Office 542
Broadway Ste. Q
Chula Vista, CA 91910

Central San Diego

Southeast
3598 National Ave.
San Diego, CA 92113

Logan Heights
Family Health Center
(Inside Adobe Bldg)
1809 National Ave.
San Diego, CA 92113

North Park
3078 El Cajon Blvd.
Ste. 100
San Diego, CA 92104

Clairemont
5222 Balboa Ave. #22
San Diego, CA 92117

Mira Mesa
10737 Camino Ruiz
Ste. 135
San Diego, CA 92126

PODEMOS AYUDAR!

CALIFORNIA WIC
WOMEN, INFANTS & CHILDREN

Beneficios alimenticios
El valor de $50 – $100 por persona para comprar comida nutritiva. Se carga cada mes a la tarjeta y aplicación de CA WIC.

Nutrición
Apoyo continuo por profesionales de la nutrición como dietistas registrados y nutricionistas. Nos adaptamos a su familia.

Lactancia
Consejeros de lactancia materna comparten los beneficios de amamantar y ofrecen apoyo y consejos practicos.

Referencias
Conecciones a recursos importantes para cuidar de su familia, salud, crianza y encontrar un lugar para vivir.

SOBRE NOSOTROS

WIC es un programa especial de nutrición suplementaria para mujeres, bebés y niños. Apoyamos a las mujeres embarazadas, en período de lactancia, posparto hasta 6 meses después del nacimiento, bebés de hasta 1 año, niños de 1 a 5 años y aquellas que recientemente experimentaron la pérdida del embarazo. WIC da la bienvenida a personas recién embarazadas, parejas, abuelos, padres adoptivos, familias militares, migrantes, familias trabajadoras y tutores que cuidan a niños que califican. Para calificar para WIC en California, las familias deben residir en California.

Calificas?
Escanea este codigo QR para ver los detalles.

2024 TO 2025

Número de integrantes por familia	Ingreso mensual
2	$3,152
3	$3,981
4	$4,810
5	$5,640
6	$6,469

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Spring Valley, CA 91977

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North Park
3078 El Cajon Blvd.
Ste. 100
San Diego, CA 92104

Clairemont
5222 Balboa Ave. #22
San Diego, CA 92117

Mira Mesa
10737 Camino Ruiz
Ste. 135
San Diego, CA 92126

WOMEN, INFANTS & CHILDREN (WIC)

WIC Infant Formula Update

WIC infant formulas have changed as of **August 1**! Buy the brand, type, size and number of cans included in your WIC Food Balance.

For additional information: Infant Formula Updates Webpage

English PDF; Spanish PDF

WIC Authorized Food List Shopping Guide

The WIC Authorized Food List Shopping Guide (Shopping Guide) is an educational tool that provides information about the foods authorized by WIC.

It is designed for participants and WIC authorized vendors to use at the grocery store to help identify WIC foods.

Shopping Guide FAQs: FAQs

Tips for Buying Lactose-Free Milk: English PDF; Spanish PDF

Your WIC Foods: A Variety of Healthy Choices

Find out what types of food and benefits you can receive.

English PDF; Spanish PDF

If you have flu symptoms, call your doctor immediately.

If you get flu symptoms (e.g., fever, cough, body aches headache, etc.) – even if you have already had a flu shot – call your doctor, nurse, or clinic right away. Doctors can prescribe influenza antiviral medicine to treat flu. Antiviral drugs can shorten your flu illness, make it milder and lessen the chance of developing serious complications. Because pregnant people are at higher risk of developing serious flu complications, CDC recommends that they be treated quickly with antiviral drugs if they get flu symptoms. Oral oseltamivir is the preferred treatment for pregnant people because it has the most data available to suggest that it is safe and beneficial. These medicines work best when started early.

Fever is often a symptom of flu. Having a fever early in pregnancy increases the chances of having a baby with birth defects or other problems. Acetaminophen (Tylenol®or brand store equivalent) can reduce a fever, but you should still call your doctor or nurse and tell them about your illness.

If you have any of the following signs, call 911 and seek emergency medical care right away:

- **Difficulty breathing or shortness of breath**
- **Persistent pain or pressure in the chest or abdomen**
- **Persistent dizziness, or confusion, or drowsiness.**
- **Severe or constant vomiting**
- **Seizures**
- **Not urinating**
- **Severe muscle pain**
- **Severe weakness or unsteadiness**
- **Fever or cough that improves, but then returns or worsens**
- **Decreased or no movement of your baby**
- **High fever that is not responding to Acetaminophen (Tylenol® or brand store equivalent).**

For more information about the flu or the vaccine, call: 1-800-CDC-INFO or visit: www.cdc.gov/flu/

U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

PROTECT yourself & your growing family

Like most moms-to-be, you want to give your baby a healthy start in life.

Vaccines (also called immunizations) are a safe way to protect you and your baby from some harmful diseases.

Where can I get immunized?

I have a doctor.

Call your doctor and ask,

- Do you offer flu, Tdap, RSV, and COVID-19 vaccines?
- How soon can you see me?

My doctor does NOT have the shots I need or can't see me soon enough.

Call the pharmacy where you usually pick up your prescriptions and ask,

- Do you offer flu, Tdap, RSV, and COVID-19 vaccines?
- Does my insurance cover these vaccines at your pharmacy?"
  (Note: If you have Medi-Cal, shots should be covered at this pharmacy.)
- What are your immunization clinic hours?

The pharmacy I usually go to for prescriptions does not offer the vaccines I need, or my insurance does not cover them there.

Call your health plan's member services. *(This number is usually on the back of your insurance card.)* Ask,

- What nearby pharmacies do you cover?

Call the nearby pharmacies and ask,

- Do you offer flu, Tdap, RSV, and COVID-19 vaccines?
- What are your immunization clinic hours?

Vaccines.gov
ImmunizationForWomen.org
(800) CDC-INFO/(800) 232-4636

CDPH

IMM-887 (11/23) ADA

IMMUNIZATIONS for a Healthy Pregnancy

CDPH

Thinking of having a baby?

Get shots before you get pregnant
Whether it is your first baby, or you are planning to have another child, get up-to-date on your vaccines to protect you and your family. Talk with your doctor about which vaccines are right for you.

Pre-Pregnancy Immunization Checklist

- ✓ MMR (measles, mumps, rubella)
- ✓ Flu (influenza)—as soon as vaccine is available
- ✓ Chickenpox
- ✓ Hepatitis B
- ✓ Updated COVID-19
- ✓ Other vaccines recommended by your doctor

Good News!
If you missed getting these vaccines before becoming pregnant, you can get them after your baby is born.

Now that you are pregnant...

Your baby counts on you for BEST protection!
Flu and COVID-19 are more likely to cause serious problems for you and your baby during your pregnancy. Whooping cough and Respiratory Syncytial Virus (RSV) can also be deadly for newborn babies.

Ask your doctor for these vaccines:

- ✓ Tdap (whooping cough vaccine)—at 27-36 weeks of pregnancy, even if you got it before pregnancy
- ✓ Flu—as soon as vaccine is available
- ✓ RSV vaccine—September–January, between 32 and 36 weeks of pregnancy
- ✓ Updated COVID-19 vaccine—if you haven't received it yet.

These vaccines are safe. The protection you get from these vaccines passes to your baby before birth. This will help protect your baby in early life.

Good News!
If you missed getting your RSV vaccine during pregnancy, your baby can get their own RSV immunization soon after birth.

After your baby is born...

Circle your baby with protection
Newborns are too young to get flu, COVID-19 and whooping cough shots. While getting your vaccines during pregnancy is most protective, make sure to get any shots you missed.

To further protect your baby:

- ✓ Keep your baby away from sick people.
- ✓ Ask family, friends, and caregivers to get their flu shot and make sure they are up to date on other shots, like whooping cough and COVID-19.
- ✓ Remind people around your baby to wash their hands often.

Good News!
Getting routine vaccines while you are breastfeeding is safe for you and your baby.

Expecting?

Protect yourself and your baby against flu, RSV, whooping cough, and COVID-19!

You may not realize that changes to your body during pregnancy can put you and your baby at risk for serious complications from flu and COVID-19. Getting COVID-19, flu, RSV (Respiratory Syncytial Virus) and whooping cough shots while you are pregnant can help protect you and your baby from these diseases. The protection you get from the shots passes to your baby in the womb. This helps protect your baby in early life when your baby is most vulnerable to serious infections.

Are these diseases really dangerous for me and my baby?

Yes. Even if you are healthy, you are at higher risk of getting very sick from flu and COVID-19 during pregnancy. Flu and COVID-19 can cause serious complications for both you and your baby such as high fever, pneumonia, hospitalization, pre-term birth, and even stillbirth or death. For babies, catching RSV or whooping cough can lead to trouble breathing, pneumonia, hospitalization, and death. These respiratory viruses are highly contagious and can easily spread from other people to you and your baby. In the first 6 months of life, babies are at highest risk of complications from infections because their immune systems are still developing.

How common are these diseases?

Very common. Each year, flu infects millions of Californians and sends hundreds of sick babies to the hospital. Thousands also catch whooping cough every year. In 2014, over 11,000 people in California became ill with whooping cough, hundreds were hospitalized, and three infants died. In 2020 and 2021, 1 out of every 4 deaths among pregnant people was due to COVID-19. RSV is a common respiratory virus and is the leading cause of bronchiolitis and pneumonia in babies under a year old. The best way to protect yourself and your baby from these diseases is to get vaccinated.

How can I protect my baby and myself?

The American College of Obstetricians and Gynecologists (ACOG), the American Academy of Pediatrics (AAP), and the Centers for Disease Control and Prevention (CDC) recommend that all pregnant people get these life-saving shots:

- ☑ **Flu vaccine**—as soon as it becomes available during flu season
- ☑ **Updated COVID-19 vaccine**—if you haven't received it yet
- ☑ **Whooping Cough vaccine (Tdap)**—27 to 36 weeks of pregnancy, even if you got it earlier.
- ☑ **Respiratory Syncytial Virus (RSV) vaccine**—September–January, between 32 and 36 weeks of pregnancy

Getting COVID-19, flu, RSV and whooping cough shots during pregnancy is the only way to protect your baby before birth. If you didn't get your RSV vaccine during pregnancy, make sure to ask about the RSV immunization for your baby when you deliver.

Pass protection to your baby. Get immunized during pregnancy.

Where can I get immunized?

Your doctor's office may have these immunizations. If not, ask your doctor for a prescription to take to the pharmacy. While a prescription is usually not required, it may be helpful. Before you go, call your pharmacy to ask for their immunization hours and to make sure the shots are covered by your insurance. If you have Medi-Cal, shots should be covered at your pharmacy. You can also call your health plan to find out where your shots may be covered. After you get immunized, make sure to ask for a vaccine record and bring it to your next prenatal visit. You can also download your digital vaccine record at myvaccinerecord.cdph.ca.gov

How safe are these immunizations?

Millions of pregnant people have safely received flu, whooping cough (Tdap), and COVID-19 vaccines. Multiple studies have shown that getting flu, COVID-19, RSV, and Tdap immunizations during pregnancy are safe for mother and baby. The immunizations do not affect the growth or development of your baby. The most common side effect of these shots is a temporary sore arm. It is much riskier not to get immunized.

How effective are immunizations?

These immunizations are very effective for pregnant people.

- Getting a flu shot during pregnancy can lower your risk of breathing complications and your baby's risk of catching flu by about half.
- Getting a COVID-19 vaccine during pregnancy lowers the risk of the baby being hospitalized with COVID-19 by more than half.
- Studies have shown that as many as 9 out of 10 babies will be protected against whooping cough if their mothers get a whooping cough shot while pregnant.
- RSV vaccine given during pregnancy has been shown to protect babies through 6 months of age against RSV-associated lower respiratory infections. This means that if you get the RSV vaccine during pregnancy, your baby will most likely not need to get the RSV immunization after birth.

Babies benefit from prenatal immunizations because even if they get sick, the transferred antibodies helps protect from dangerous complications and hospitalization from these diseases.

If your doctor refers you to a pharmacy, ask for a prescription for the shots you need. Make sure the pharmacist gives you a vaccine record to bring to your next prenatal visit! You can also download your digital vaccine record at myvaccinerecord.cdph.ca.gov.

For more information, visit:

CDC website for prenatal vaccination (bit.ly/CDCpregnantpeople)

Rx

Prescriber Name, Address, Phone Number:

Patient Name: _____ Date: _____

Vaccines recommended during pregnancy:

☐ **Tdap** (tetanus, diphtheria, pertussis [whooping cough]) at 27 - 36 weeks gestation
0.5 mL IM x 1
Best if given at the earliest date between __ / __ /20__ and __ / __ /20__

☐ **Inactivated Influenza**
0.5 mL IM x 1

☐ **Updated COVID-19 vaccine**

☐ **Respiratory Syncytial Virus (RSV) vaccine (ABRYSVO)**—September- January, between 32 and 36 weeks of pregnancy.
0.5 mL IM x 1
Best if given between __ / __ /20__ and __ / __ /20__

Prescriber's Signature: _____ License #: _____

Per pharmacy regulations (CCR, Title 16, section 1746.4), please notify us within 14 days of administration of the vaccines our patient received at your pharmacy. Also, please give the patient a copy of the vaccine record and ask her to bring it to her next prenatal visit.

Your baby is counting on you for protection. Get vaccinated. IMM-1143 (10/23)

California Department of Public Health, Immunization Branch • GetImmunizedCA.org
This publication was supported by Grant Number H23/CCH922507 from the Centers for Disease Control and Prevention (CDC).

IMM-1146 (11/23)

Postpartum Mental Health

KNOW THE FACTS

What are "baby blues" and postpartum depression?

"Baby Blues" is a short period of strong emotional swings after you have a baby. You may feel sad, detached, unable to connect with your child or live up to the expectations of being a new mother. Not everyone will experience baby blues, but the majority that do will get better within a week or two.

Postpartum Depression is more serious. That's when these emotions do not go away and can progress to feeling hopeless or overwhelmed. Providers screen for depression at your postpartum checkup (3 or 6 weeks), and it can also be diagnosed later.

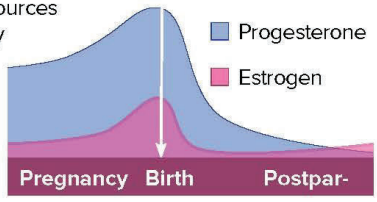
Postpartum Blues	Postpartum Depression
Less than 10 days	2-3 weeks
Onset within 2-3 days of delivery	Onset within first month to 1 year of birth
Mild dysfunction	Moderate to severe dysfunction

What causes postpartum depression?

We don't know what causes postpartum depression, but we know hormones play a large role.

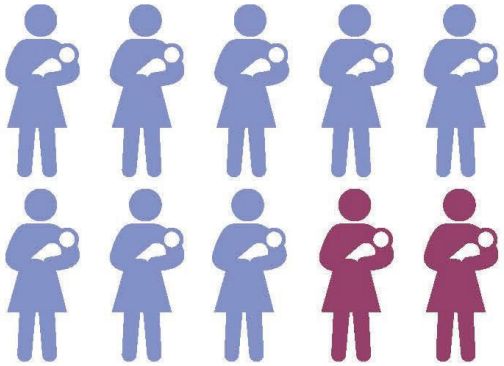
We do know the risk is higher for women who:

- Have a history of mental illness like anxiety or depression
- Have fewer resources or live in poverty
- Shortly after birth, several key hormones decrease dramatically.



How common is postpartum depression?

- **One in 10** women may suffer from postpartum depression.
- **Eight in 10** women experience "baby blues."



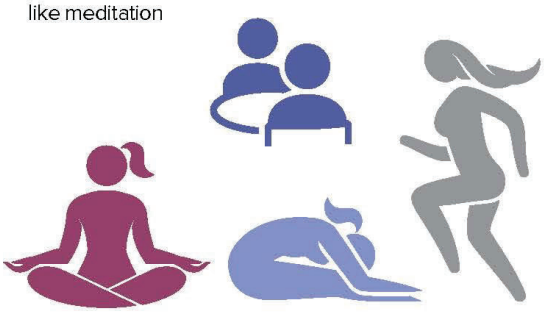
These numbers may actually be higher because many women do not talk about their symptoms.

What treatments are available for postpartum depression?

Your healthcare provider will work with you to create a care plan based on your needs.

Treatment options can include:

- Medications
- Therapy (group or individual)
- Exercise
- Mindfulness exercises like meditation



NPWH
www.npwh.org

NPWH
NURSE PRACTITIONERS IN WOMEN'S HEALTH
Caring for Women

The first five years of life are critical to a child's development

Head, Hand, Heart

CALL FIRST 5 SAN DIEGO FOR A GOOD START

First 5 San Diego is the region's primary organization for promoting the health and well-being of children during the most critical years of development – the first five years of life. Our vision is that all children ages 0 through 5 are healthy, are loved and nurtured, and enter school as active learners.

First 5 San Diego

1-888-5FIRST5
1-888-534-7785

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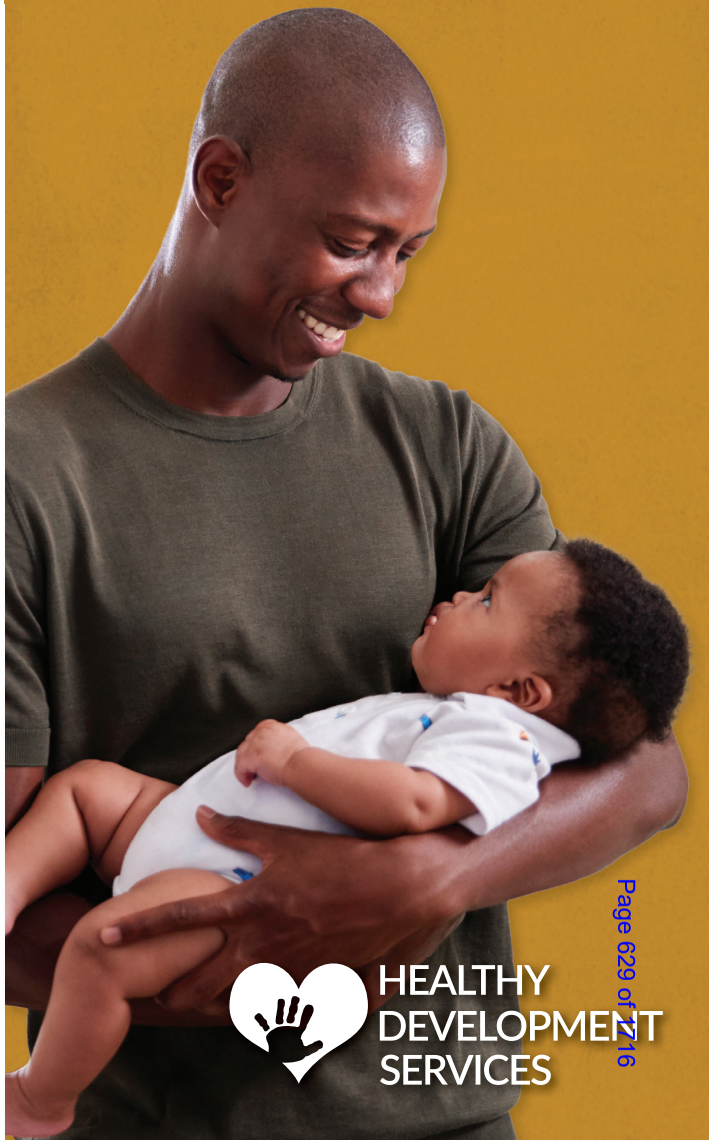
Healthy Development Services



HEALTHY DEVELOPMENT SERVICES

The first five years of life are the best time for children to learn and develop the skills they will need throughout their life.

Young children grow and develop differently. It is important for parents to know their children are growing and reaching important milestones.

First 5 San Diego's Healthy Development Services provides developmental and behavioral screenings for children from birth through 5 years of age, and connects children and families to needed services.

First 5 San Diego is proud to partner with community-based organizations in San Diego County to ensure parents and other caregivers have the support they need to keep their children thriving.

First 5 Healthy Development Services partners provide the following services throughout San Diego County:

- **Developmental** screenings, classes, parent coaching, and therapy
- **Behavioral** screenings, classes, parent coaching and therapy
- **Speech and Language** screenings, classes, and therapy
- **Care Coordination** is provided to help families connect to and utilize First 5 San Diego's Healthy Development Services
- **Referrals** to other services are provided if needed
- **Virtual Phone or Video Services** may be offered

TIPS

- Talk and read to your child. Your child is learning language from you every day.
- Take your child to the park or have a friend over to play. Children learn from each other through play.
- Take your child outside to crawl, walk and run in the fresh air.
- Children love music. Sing to them or play them a song.
- Remember that every child is unique. Every child grows and learns at a different pace. Be patient with your child.
- Spend time cuddling and holding your child. It will help your child feel cared for and secure.
- Spend time playing, singing, and dancing with your child.

Los primeros cinco años de vida son fundamentales para el desarrollo de un niño

Mente, Mano, Corazón

LLAMA A FIRST 5 SAN DIEGO PARA UN BUEN COMIENZO

First 5 San Diego es la organización principal de la región que promueve la salud y bienestar de los niños durante los años más críticos de su desarrollo - los primeros cinco años de vida. Nuestra visión es que todos los niños de 0 a 5 años estén saludables, sean amados y cuidados, e ingresen a la escuela como estudiantes activos.

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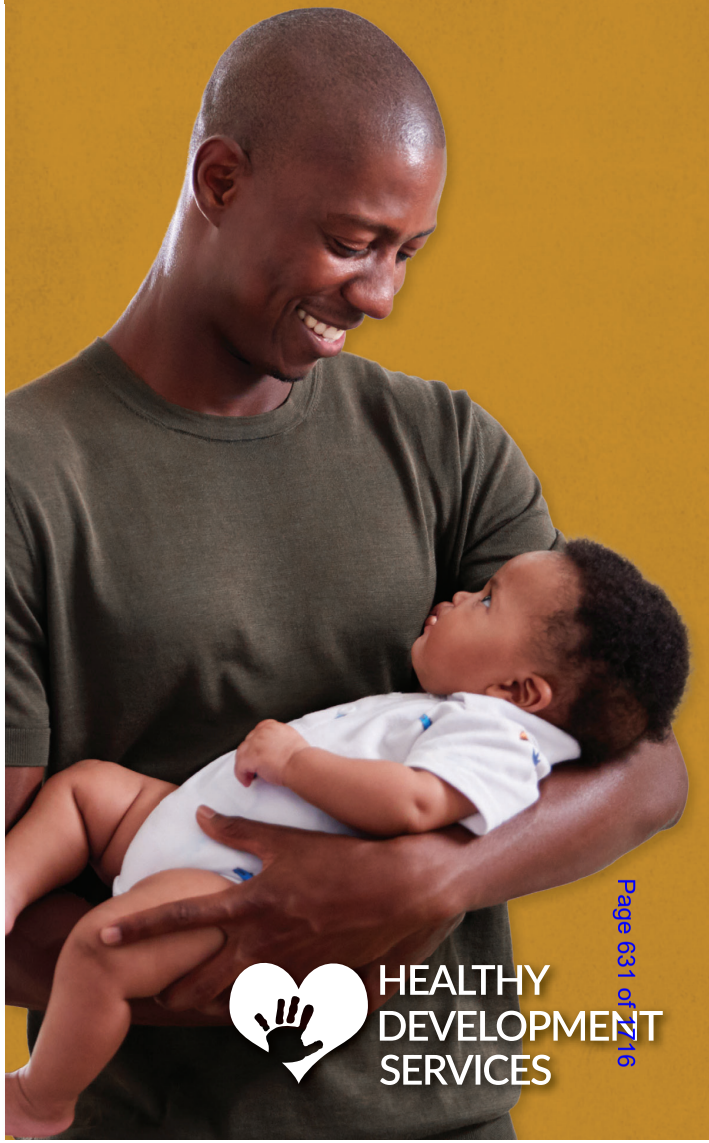
Servicios para el Desarrollo Saludable



HEALTHY DEVELOPMENT SERVICES

Los primeros cinco años de vida son el mejor momento para que los niños aprendan y desarrollen las habilidades que necesitarán durante el resto de sus vidas.

Los bebés y niños crecen y se desarrollan de forma distinta. Es importante que los padres sepan si sus hijos están alcanzando etapas del desarrollo importantes.

Los Servicios para el Desarrollo Saludable de First 5 San Diego ofrecen evaluaciones de desarrollo y comportamiento a niños recién nacidos hasta los 5 años de edad y conectan a niños y familias con los servicios necesarios.

First 5 San Diego trabaja con algunas de las mejores agencias comunitarias del Condado de San Diego para asegurar que los padres y proveedores de cuidados tengan la ayuda que necesitan para cerciorarse que sus hijos sigan prosperando.

Los Servicios para el Desarrollo Saludable de First 5 ofrecen los siguientes servicios a través del Condado de San Diego:

- **Desarrollo -** Evaluaciones , clases, terapia y entrenamiento para padres
- **Comportamiento -** Evaluaciones , clases, terapia y entrenamiento para padres
- **Habla y Lenguaje -** Evaluaciones, clases y terapia
- **Coordinación de Cuidados -** Servicio para ayudar a las familias a utilizar y conectar con los Servicios para el Desarrollo Saludable de First 5 San Diego
- **Referencias -** A otros servicios de ser necesario
- Se ofrecen servicios a través de **video o de video llamada**

CONSEJOS

- Habla y lee con tu hijo. Tu hijo aprende el lenguaje a través de ti cada día.
- Lleva a tu hijo al parque a jugar con un amigo. Los niños aprenden unos de otros a través del juego.
- Lleva a tu hijo afuera. Sácalo al aire libre para que gatee, camine o corra y disfrute del aire fresco.
- A los niños les encanta la música. Canta o toca una canción para ellos.
- Recuerda que cada niño es único. Cada niño crece y aprende a un ritmo distinto. Sé paciente con tu hijo.
- Acaricia y abraza a tu hijo. Esto le ayuda a sentirse querido y seguro.
- Pasa tiempo con tu hijo jugando, cantando y bailando.

The first visit to the dentist should be by your child's first birthday or when the first tooth appears.

Head, Hand, Heart

CALL FIRST 5 SAN DIEGO FOR A GOOD START

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Oral Health

Starts at Birth

First 5 San Diego's Oral Health Initiative

First 5 San Diego's Oral Health Initiative partners with quality community agencies to provide dental checkups, treatment and referrals for children up to 5 years of age and pregnant women. A healthy mouth, including teeth and gums, is essential to the overall health of infants, children and adults.

Dental disease can cause serious and expensive problems for children if left untreated. These include pain, infections, difficulty eating and tooth loss. Children with dental disease may also have trouble sleeping, talking, concentrating and may even miss school.

Good dental health is important for pregnant women too, as the bacteria from the mother's tooth decay can affect the health of her unborn child.

To access dental services provided by First 5 San Diego call 1-888-5 FIRST 5 (1-888-534-7785).

COMMUNITY WATER FLUORIDATION

Many areas of San Diego County have fluoridated water. Drinking fluoridated tap water is a safe and effective way to reduce cavities, especially among children.

TIPS FOR PARENTS

- Start brushing your child's teeth twice a day as soon as the first tooth appears. Use a smear or rice-size amount of fluoridated toothpaste.
- Ask your child's dentist or pediatrician about putting fluoride varnish on your child's teeth. This is another great way to protect your child's teeth from cavities.
- Adults can spread the germs that cause cavities. Do not put anything in your child's mouth if it has been in your mouth (such as putting your baby's pacifier in your mouth or sharing cups, toothbrushes, spoons, etc.).
- Give your child healthy snacks like fresh fruits, vegetables, cheese and yogurt. Avoid sweet or starchy foods that can cause cavities.
- Give your child water between meals instead of sugary drinks.
- Take your baby to the dentist for a checkup by his or her first birthday or when the first tooth erupts.
- Remember, an adult needs to help children brush until around age 7.

TIPS FOR PREGNANT WOMEN

- Brush teeth twice a day with fluoridated toothpaste. Floss and rinse with fluoridated mouthwash daily.
- Visit the dentist early in your pregnancy. Dental care is safe during pregnancy and it is essential for the health of your baby.
- For snacks, choose fruits, vegetables and dairy products over sweet and starchy foods.
- Drink water or low-fat milk instead of carbonated sodas and sweetened fruit juices.

La primera cita con el dentista debe ser antes del primer cumpleaños o cuando sale el primer diente.

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Mente, Mano, Corazón

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La Salud Bucal

Comienza al Nacer

Page 635 of 1716

Iniciativa de Salud Bucal de First 5 San Diego

La Iniciativa de Salud Bucal de First 5 San Diego trabaja con agencias de calidad en la comunidad para proveer revisiones, tratamientos y referencias dentales a niños hasta los 5 años de edad. Una boca saludable, incluyendo dientes y encías, es esencial parala salud general de los bebés, niños y adultos.

Las enfermedades dentales pueden tener graves y costosas consecuencias en los niños. Esto incluye dolor, infecciones, dificultad para comer y pérdida de dientes. Los niños con enfermedades dentales también pueden tener problemas para dormir, hablar y concentrarse e incluso pueden faltar a la escuela.

La buena salud dental es importante para las mujeres embarazadas porque las bacterias de las caries pueden afectar la salud del bebé desde antes de nacer.

Para tener acceso a los servicios dentales que provee First 5 San Diego llama al 1-888-5 FIRST 5 (1-888-534-7785).

FLUORACIÓN DEL AGUA EN LA COMUNIDAD

Muchas áreas del Condado de San Diego tienen agua fluorada. Tomar agua fluorada de la llave es una forma segura y efectiva de reducir las caries, especialmente en los niños.

PADRES

- Comience a cepillarse los dientes de su hijo dos veces al día tan pronto como el primer diente aparece. Use pasta de dientes fluorada en una cantidad no mas grande que un grano de arroz.
- Recuerda, un adulto debe ayudar a un niño a cepillarse hasta que tenga alrededor de 7 años de edad.
- Pregunta al dentista o pediatra sobre la aplicación de barniz de flúor en los dientes de tu hijo. Esta es otra excelente forma de proteger los dientes de tu hijo de las caries.
- Los adultos pueden propagar los gérmenes que causan caries. No pongas nada en la boca de tu hijo que haya estado en tu boca (no "limpies" el chupón (chupete) de tu bebé con saliva ni compartan vasos, cepillos de dientes, cucharas, etc.).
- Dale a tus hijos refrigerios saludables como frutas frescas, vegetales, queso y yogur. Evita los dulces o almidones que pueden producir caries.
- Dale a tu hijo agua entre comidas en lugar de bebidas azucaradas como los refrescos gaseosos y el jugo de frutas.
- Lleva a tu bebé al dentista para una revisión antes de su primer cumpleaños o cuando le salga el primer diente.

CONSEJOS PARA LAS MUJERES EMBARAZADAS

- Cepilla tus dientes dos veces al día con pasta dental con flúor.
- Usa hilo dental y enjuague bucal con flúor todos los días.
- Visita al dentista al principio del embarazo. Es seguro visitar al dentista durante el embarazo y es esencial para la salud de tu bebé.
- Elige frutas, vegetales y productos lácteos como refrigerios en lugar de dulces o almidones.
- Toma agua o leche baja en grasa en lugar de refrescos gaseosos o jugos de frutas azucarados.

FIRST 5 Riverside County
Children & Families Commission

Resource Directory | (800) 266-3880 | First5@rivco.org | First5Riverside.org

Home Visiting Programs *for resilient families*

SafeCare
Designed to educate parents & support children who have experienced abuse and/or neglect.
fsaca.org | (951) 369-8036
jfkfoundation.org | (760) 776-1600

Nurse Family Partnership (NFP)
An in-home parenting program for first time, low-income pregnant mothers. Nurses work with pregnant mothers from the second trimester up through the child's second birthday.
rivcophn.org | (951) 358-5438

Nurturing Parent Program
Intensive case management services designed to support families at risk of entering or re-entering the Child Welfare System.
parentzatwork.org
(760) 246-8364

A Tactile Approach to Learning
For families with children aged 0 through 5, who are blind, visually impaired or have other sensory disabilities.
blindnesssupport.com
(951) 341-9244

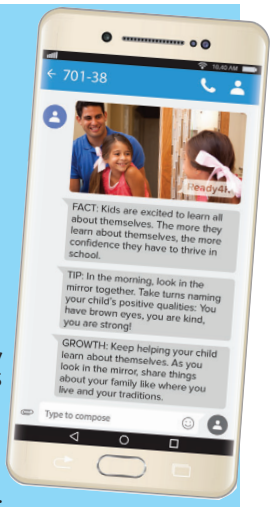
Parent-Child Home Program
Focuses on school readiness for children 16 months to 2 years of age and building positive child-parent interaction. Available to families residing in Jurupa Unified School District.
jurupausd.org | (951) 360-4175

Home Instruction for Parents of Preschool Youngsters (HIPPY)
Learning activities to help 3 and 4 year-olds prepare for Kindergarten. Available to families residing in Jurupa Unified School District.
jurupausd.org | (951) 360-4175

Early Childhood Oral Health Assessment (ECOHA)
Identifies children's risk for dental disease and provides families with tailored education, resources, and connections to dental care.
first5riverside.org | (800) 266-3880

Ready4K
Fun facts and easy tips to boost your child's learning.

Text **F5R** to **70138** to receive weekly texts for facts, tips, and activities to help you prepare your child for kindergarten.



Child Care and Language Programs *providing access to quality early learning*

Quality Start Riverside County

Provides opportunities for early educators to receive training, access professional development, and, ultimately, raise the quality of their programs. Helps increase access to high quality services and resources to better support families and children.
qualitystartrc.org | (800) 266-3880

Riverside Hybrid Alternate Payment (RHAP) Program
Child care scholarship for low-income children to attend quality rated licensed child care centers and homes. Families must meet program eligibility criteria.
rcoe.us | (800) 442-4927

LENA
LENA technology measures the early language environment of children ages 0-5. Feedback from LENA helps parents and caregivers increase the quantity and quality of interactive talk.
lena.org | (800) 266-3880

Reach Out and Read
Gives young children a foundation for success by incorporating books into pediatric care and encouraging families to read aloud together.
reachoutandreadie.org | (909) 709-1441

Raising a Reader
Provides preschool and kindergarten children with books each week to take home and read with their family. Available through Head start sites in the Desert Sands Unified School District, Palm Springs Unified School District and Kindergarten children enrolled at participating sites in the Coachella Valley Unified School District.
unitedwayofthedesert.org
(760) 323-2731 x108

Pediatric and Safety Programs *supporting comprehensive health and development*

Drowning Prevention
Swim lessons for children ages 6 months through 5 years and water safety education classes for parents/caregivers. Lessons are provided in various locations including Riverside, French Valley, and the Desert area.
socalwaterbabies.com
(951) 251-5210

HealthySteps
Pediatric primary care program which includes a Specialist that connects and guides families during and between well-child visits, provides parenting guidance and care coordination.
borregohealth.org | (855) 436-1234
rchsd.org | (858) 966-1700 x257346
ruhealth.org | (800) 720-9553

Help Me Grow - Inland Empire
Help Me Grow works with families to support their children's development and to access community services such as food, parenting classes, transportation, healthcare services and housing.
helpmegrowie.org
(888) 464-4316

Set-4-School
Provides behavioral health screenings and therapy for children ages 0 through 5.
rcdmh.org
(951) 358-6895

HeRCARe
Maternal-fetal medical care for expecting mothers with high-risk pregnancies.
ruhealth.org/hercare
(951) 600-6667

First 5 Riverside County invests in partnerships that promote, support and enhance the health and early development of children, prenatal through age 5, their families and communities.

All services are offered at no to low-cost for eligible Riverside County residents. For more information on these services or to enroll, please contact the agency directly.

FIRST 5 Riverside County Children & Families Commission

Directorio de recursos | (800) 266-3880 | First5@rivco.org | First5Riverside.org

Programas de visitas al hogar *para familias resilientes*

SafeCare
Diseñado para educar a los padres y apoyar a los niños que han experimentado abuso y / o negligencia.

fsaca.org | (951) 369-8036
jfkfoundation.org | (760) 776-1600

Nurse Family Partnership (NFP)
Un programa de crianza en el hogar para madres embarazadas de bajos ingresos por primera vez. Las enfermeras trabajan con madres embarazadas desde el segundo trimestre hasta el segundo cumpleaños del niño.

rivcophn.org | (951) 358-5438

Nurturing Parent Program
Servicios intensivos de administración de casos diseñados para apoyar a las familias en riesgo de ingresar o rei greso al Sistema de Bienestar Infantil.

parentzatwork.org
(760) 246-8364

A Tactile Approach to Learning
Para familias con niños de 0 a 5 años, que son ciegos, con discapacidad visual o tienen otras discapacidades sensoriales.

blindnesssupport.com
(951) 341-9244

Parent-Child Home Program
FEl programa de hogar para padres e hijos se enfoca en la preparación escolar para niños de 16 meses a 2 años y en la construcción de una interacción positiva entre niños y padres. Disponible para familias que residen en el Distrito Escolar Unificado de Jurupa.

jurupausd.org | (951) 360-4175

Home Instruction for Parents of Preschool Youngsters (HIPPY)
Actividades de aprendizaje para ayudar a los niños de 3 y 4 años a prepararse para el jardín de infantes. Disponible para familias que residen en el Distrito Escolar Unificado de Jurupa.

jurupausd.org | (951) 360-4175

Early Childhood Oral Health Assessment (ECOHA)
Identifica el riesgo de los niños para la odontología enfermedad y proporciona a las familias educación personalizada, recursos y conexiones con la atención dental.

first5riverside.org | (800) 266-3880

Ready4K
Divertido y fácil consejos para aumentar el aprendizaje de su hijo.

Envía **F5R** al **70138** para recibir mensajes de texto semanales con datos, consejos y actividades que le ayudarán a preparar a su hijo para el jardín de infancia.

Programas de cuidado infantil y lenguaje *que brindan acceso a un aprendizaje temprano de calidad*

Quality Start Riverside County

Brinda oportunidades para que los educadores tempranos reciban capacitación, accedan al desarrollo profesional y, en última instancia, eleven la calidad de sus programas. Ayuda a aumentar el acceso a servicios y recursos de alta calidad para apoyar mejor a las familias y los niños.

qualitystartrc.org | (800) 266-3880

Riverside Hybrid Alternate Payment (RHAP) Program
Beca de cuidado infantil para niños de bajos ingresos para asistir a centros y hogares de cuidado infantil con licencia de calidad. Las familias deben cumplir con los criterios de elegibilidad del programa.

rcoe.us | (800) 442-4927

LENA
La tecnología LENA mide el entorno lingüístico temprano de los niños de 0 a 5 años. La retroalimentación de LENA ayuda a los padres y cuidadores a aumentar la cantidad y la calidad de la conversación interactiva.

lena.org | (800) 266-3880

Reach Out and Read
Brinda a los niños pequeños una base para el éxito al incorporar libros en la atención pediátrica y alentar a las familias a leer en voz alta juntas

reachoutandreadie.org | (909) 709-1441

Raising a Reader
Proporciona a los niños de preescolar y jardín de infantes libros cada semana para llevar a casa y leer con su familia. Disponible a través de los sitios de Head Start en el Distrito Escolar Unificado de Desert Sands, el Distrito Escolar Unificado de Palm Springs y los niños de Kindergarten inscritos en los sitios participantes en el Distrito Escolar Unificado de Coachella Valley.

unitedwayofthedesert.org
(760) 323-2731 x108

Programas pediátricos y de seguridad *apoyar la salud y el desarrollo integrales*

Drowning Prevention
Clases de natación para niños de 6 meses a 5 años y clases de educación sobre seguridad en el agua para padres / cuidadores. Las lecciones se brindan en varios lugares, incluidos Riverside, French Valley y el área del desierto.

socalwaterbabies.com
(951) 251-5210

HealthySteps
El programa de atención primaria pediátrica que incluye un especialista que conecta y guía a las familias durante y entre las visitas del niño sano, proporciona orientación para padres y coordinación de la atención.

borregohealth.org | (855) 436-1234
rchsd.org | (858) 966-1700 x257346
ruhealth.org | (800) 720-9553

Help Me Grow - Inland Empire
Ayúdame A Crecer trabaja con las familias para apoyar el desarrollo de sus hijos y para acceder a servicios comunitarios como alimentos, clases para padres, transporte, servicios de atención médica y vivienda.

helpmegrowie.org
(888) 464-4316

Set-4-School
Proporciona exámenes de salud conductual y terapia para niños de 0 a 5 años.

rcdmh.org
(951) 358-6895

HeRCARe
Atención médica materno-fetal para madres embarazadas con embarazos de alto riesgo.

ruhealth.org/hercare
(951) 600-6667

First 5 Riverside County invierte en asociaciones que promueven, apoyan y mejoran la salud y el desarrollo temprano de los niños, desde la etapa prenatal hasta los 5 años, su familias y comunidades.

Todos los servicios se ofrecen a un costo o a bajo costo para los residentes elegibles del condado de Riverside. Para obtener más información sobre estos servicios o para inscribirse, comuníquese directamente con la agencia.

FIRST STEPS HELPS PARENTS RAISE HEALTHY & HAPPY CHILDREN

A NO-COST PROGRAM

FOR SAN DIEGO PARENTS & PARENTS-TO-BE

MORE INFORMATION AT:

firststepssd.org

Singing to your child builds language skills. Singing to your baby before they are born helps them to learn your voice.

THE ITSY-BITSY SPIDER

The itsy-bitsy spider
Climbed up the waterspout
Down came the rain
And washed the spider out
Out came the sun
And dried up all the rain
And the itsy-bitsy spider
Climbed up the spout again

First 5
First Steps

FAMILY SUPPORT PROGRAM

90%

OF A CHILD'S BRAIN DEVELOPS BY AGE 5

The connections they share with loved ones play a key part in this growth. Being your child's first teacher can be hard, but...

YOU DON'T HAVE TO DO IT ALONE!

WHAT WE OFFER

We connect you and your family with a Family Support Specialist. Together, you will talk about your child's growth and hopes for their future.

We partner to help you:

- Lower stress
- Make learning fun
- Use positive parenting strategies
- Connect to community resources
- Deal with the hard parts of parenting

MORE INFORMATION AT:

firststepssd.org

TO CONNECT WITH YOU LOCAL FIRST STEPS, PLEASE CONTACT:

NORTH INLAND/NORTH COASTAL

Palomar Health
(760) 739-3261
firststeps@palomarhealth.org

CENTRAL/NORTH CENTRAL

SAY San Diego
(619) 283-9624
firststeps@saysandiego.org

EAST

Home Start, Inc.
(619) 402-0278
firststeps@home-start.org

SOUTH

SBCS
(619) 650-1597
firststeps@csbcs.org

Healthy Families America® — AFFILIATE —

FUNDED BY First 5 San Diego

LIVE WELL SAN DIEGO
LIVEWELLSD.ORG

Also funded by CalWORKs Home Visiting Program

AAP-CA3 San Diego & Imperial Counties INCORPORATED IN CALIFORNIA
AMERICAN ACADEMY OF PEDIATRICS - CALIFORNIA CHAPTER 3
American Academy of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN®

released October 2019

Primeros Pasos ayuda a los padres a criar hijos saludables y felices.

Primeros Pasos es un programa sin costo para familias con hijos (o futuros padres) en San Diego

Para más información

firststepssd.org

Cantándole a su hijo desarrolla las habilidades del lenguaje y cantándole a su bebé antes de que nazca le ayuda a reconocer su voz.

La Araña Pequeñita

La araña pequeñita
subió, subió, subió.
Vino la lluvia y se la llevó.
Salió el sol y todo lo secó.
Y la araña pequeñita
subió, subió, subió.

First 5
First Steps

PROGRAMA DE APOYO FAMILIAR

El 90%

del desarrollo del cerebro de un niño ocurre en sus primeros 5 años.

Las conexiones que los niños comparten con los seres queridos juegan un papel importante en su crecimiento. Ser el primer maestro de tu hijo puede ser difícil, pero...

no tiene que hacerlo solo.

LO QUE OFRECEMOS

La conectamos a usted y a su familia con un specialista en apoyo familiar. Juntos, hablarán sobre el crecimiento de su hijo y las esperanzas para su futuro.

Trabajamos contigo para ayudarte:

- Reducir el estrés
- Hacer que el aprendizaje sea divertido
- Usar estrategias positivas de crianza
- Conectarse con programas en la comunidad
- Lidiar con las cuestiones difíciles de ser padres

Para más información

firststepssd.org

Para hablar con su programa local de Primeros Pasos, llámenos a cualquier de estos números:

NORTE INTERIOR/ COSTA NORTE

Palomar Health
(760) 739-3261
firststeps@palomarhealth.org

CENTRAL/NORTE CENTRAL

SAY San Diego
(619) 283-9624
firststeps@saysandiego.org

ESTE

Home Start, Inc.
(619) 402-0278
firststeps@home-start.org

SUR

SBCS
(619) 650-1597
firststeps@csbcs.org

Healthy Families America® — AFFILIATE —

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LIVEWELLSD.ORG

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AAP-CA3 San Diego & Imperial Counties
AMERICAN ACADEMY OF PEDIATRICS - CALIFORNIA CHAPTER 3
American Academy of Pediatrics
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released October 2019

WHAT DOES A SAFE SLEEP ENVIRONMENT LOOK LIKE?

The following image shows a safe sleep environment for baby.

Room share: Give babies their own sleep space in your room, separate from your bed.

Use a firm, flat, and level sleep surface, covered only by a fitted sheet*.

Remove everything from baby's sleep area, except a fitted sheet to cover the mattress. No objects, toys, or other items.

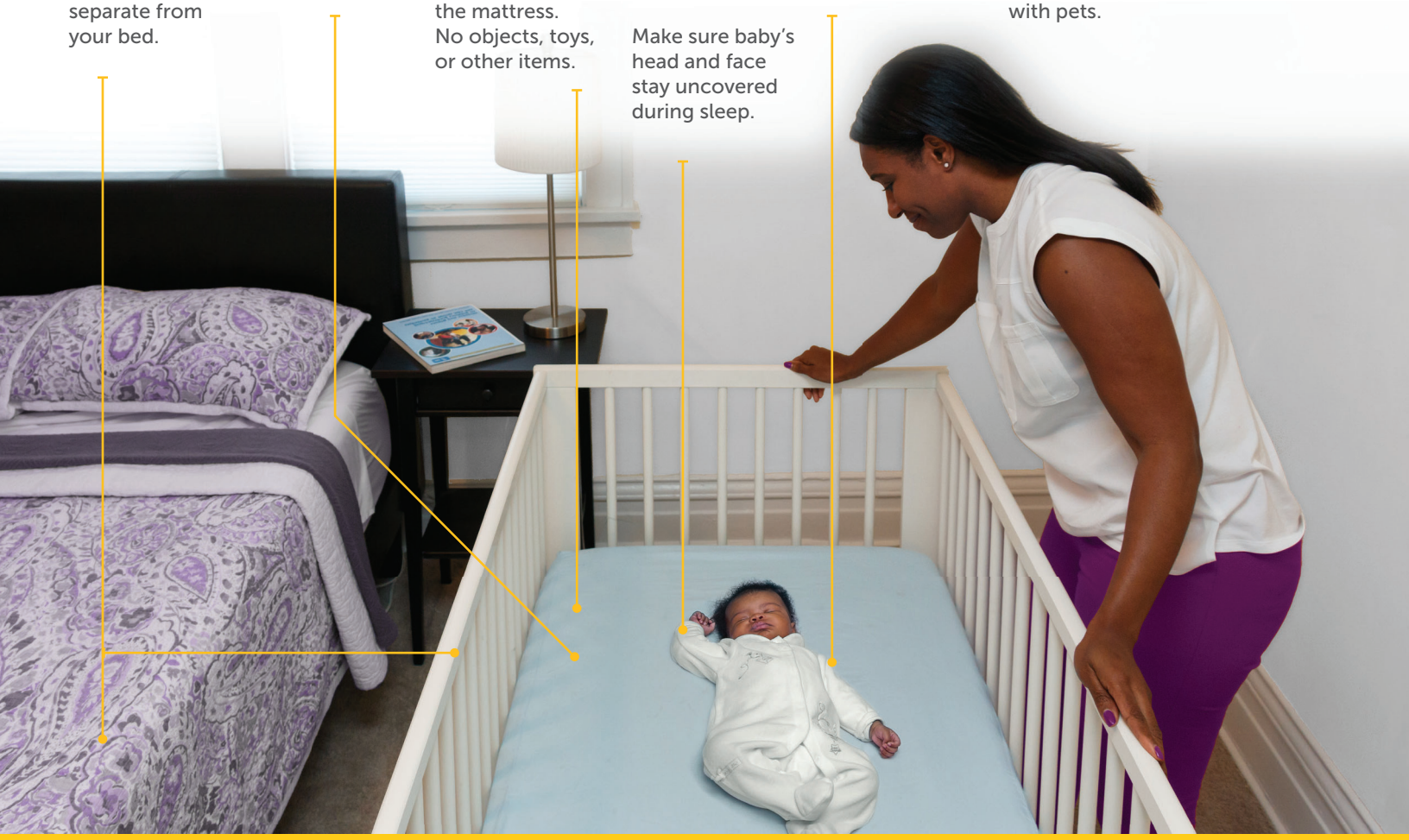
Use a wearable blanket to keep baby warm without blankets in the sleep area.

Make sure baby's head and face stay uncovered during sleep.

Place babies on their backs to sleep, for naps and at night.

Couches and armchairs are not safe for baby to sleep on alone, with people, or with pets.

Keep baby's surroundings smoke/vape free.



*The Consumer Product Safety Commission sets safety standards for infant sleep surfaces (such as a mattress) and sleep spaces (like a crib). Visit https://www.cpsc.gov/SafeSleep to learn more.

NIH Eunice Kennedy Shriver National Institute of Child Health and Human Development

SAFE TO SLEEP®

SAFE SLEEP FOR YOUR BABY

Reduce the Risk of Sudden Infant Death Syndrome (SIDS) and Other Sleep-Related Infant Deaths

Place babies on their backs to sleep for naps and at night.

Use a sleep surface for baby that is *firm* (returns to original shape quickly if pressed on), ***flat*** (like a table, not a hammock), ***level*** (not at an angle or incline), **and covered only with a fitted sheet**.

Feed your baby human milk, like by breastfeeding.

Share a room with baby for at least the first 6 months. Give babies their own sleep space (crib, bassinet, or portable play yard) in your room, separate from your bed.

Keep things out of baby's sleep area—no objects, toys, or other items.

Offer baby a pacifier for naps and at night once they are breastfeeding well.

Stay smoke- and vape-free during pregnancy, and keep baby's surroundings smoke- and vape-free.

Stay drug- and alcohol-free during pregnancy, and make sure anyone caring for baby is drug- and alcohol-free.

Avoid letting baby get too hot, and keep baby's head and face uncovered during sleep.

Get regular medical care throughout pregnancy.

Follow health care provider advice on vaccines, checkups, and other health issues for baby.

Feeding babies breastfeeding, i from the breast, reduces the risk of SIDS. Feeding only human milk, with no formula or other things added, for the first 6 months provides the greatest protection from SIDS.

Avoid products and devices that go against safe sleep guidance, especially those that claim to "prevent" SIDS and sleep-related deaths.

Avoid heart, breathing, motion, and other monitors to reduce the risk of SIDS.

Avoid swaddling once baby starts to roll over (usually around 3 months of age), and keep in mind that swaddling does not reduce SIDS risk.

Give babies plenty of "tummy time" when they are awake, and when someone is watching them.

NIH Pub. No. 22-HD-5759 | August 2022

For more information about the Safe to Sleep® campaign, contact us:

Phone: 1-800-505-CRIB (2742) | Fax: 1-866-760-5947
Email: SafetoSleep@mail.nih.gov
Website: https://safetosleep.nichd.nih.gov
Telecommunications Relay Service: 7-1-1

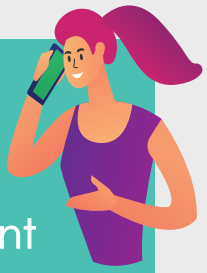
VOLUNTARY DECLARATION OF PARENTAGE

Legal parentage is easy to establish without going to court - and it's **FREE!**

1 What is it?

A free program that establishes legal parentage

2 Why do I care?



- A name on the birth certificate doesn't count
- Court is expensive
- Gives your child important rights

3 Who is it for?

Unmarried parents, same-sex parents

Must meet eligibility requirements

4 How do I do it?

Sign a Voluntary Declaration of Parentage!

5 Where do I get it?

Visit CalParentage.org or email askpop@dcss.ca.gov

6 Who can witness?

- Hospitals(at the time of birth)
- Court (Family Law Facilitator)
- County welfare office
- Notary public
- County registrars of births & deaths
- County child support agencies

7 What's next?

Mail your original, signed and witnessed Voluntary Declaration of Parentage to:

Parentage Opportunity Program
P.O. Box 419070 - MS 241
Rancho Cordova, CA 95741-9070

(Photocopies cannot be accepted)

PARENTAGE OPPORTUNITY PROGRAM

Establishing Legal Parentage for Unmarried Parents

The State of California defines "parentage" as a parent's legal relationship to a child.

When a birth parent and other parent are not married to each other, the law says the birth parent and other parent must complete a Voluntary Declaration of Parentage or get a court order BEFORE the other parent's name can be added to the birth certificate.

A name on a birth certificate does NOT legally establish parentage. Only a court order or the Voluntary Declaration of Parentage establishes legal parentage.

Establishing legal parentage is easy and FREE, and helps a child in many ways:

- Identifying the legal parents of the child
- Providing parents the right to seek custody or visitation with their child
- Protecting the child's right to inherit from the parents
- Allows the other parent's name to be added to the child's birth certificate
- Could allow the child to be added to the other parent's health insurance plan

For questions about birth certificates, contact the California Department of Public Health Office of Vital Records at 916.445.2684 or vrmail@cdph.ca.gov

It's easy to establish legal parentage without going to court — *and it's free!*

For more information visit
CalParentage.org

Contact Us
askpop@dcss.ca.gov
Phone | 866.901.3212
Fax | 916.464.5898

Hours of Service
Monday-Friday | 8 a.m. – 5 p.m.
Saturday-Sunday | Closed

PARENTAGE OPPORTUNITY PROGRAM

Como establecer la paternidad legal para padres no casados

El Estado de California, define la paternidad como el reconocimiento de la relación legal entre un padre y un niño.

Cuando el padre biológico y el otro padre no están casados, la ley determina que el padre biológico y el otro padre deben llenar una Declaración Voluntaria de Paternidad o bien, obtener una orden judicial ANTES de que se pueda añadir el nombre del otro padre al acta de nacimiento.

Un nombre en un acta de nacimiento NO establece la paternidad legalmente. Se establece la paternidad legal únicamente por medio de una orden judicial o por la Declaración Voluntaria de Paternidad.

Establecer la paternidad legal es sencillo y completamente GRATUITO, y ayuda al menor de varias maneras, entre ellas:

- Identifica a los padres legales del menor
- Le brinda a los padres el derecho a pedir la custodia del menor o el régimen de visitas con el menor
- Protege el derecho del menor a recibir la herencia de sus padres
- Se permite añadir el nombre del otro padre al acta de nacimiento del menor
- Podría permitirle al otro padre agregar al menor a su póliza de seguro médico

Para mayor información acerca de los actas de nacimiento, favor de comunicarse con la Oficina de Registro Civil del Departamento de Salud Pública de California llamando al 916.445.2684 o por correo electrónico a vrmail@cdph.ca.gov

Es fácil establecer la paternidad legal sin necesidad de ir a corte, ¡y es gratuito!

Para obtener más información visite
CalParentage.org

Información del contacto
askpop@dcss.ca.gov
Teléfono | 866.901.3212
Fax | 916.464.5898

Horarios de Servicio
Lunes a viernes de | 8 a.m. – 5 p.m.
Sábados y domingos | cerrado

TIP CARD FOR EXPECTANT DADS

National Responsible Fatherhood Clearinghouse

DID YOU KNOW?

When dads are involved as supportive partners during pregnancy, it is good for their babies, good for moms, and good for dads.

When their partner supports them, pregnant women are more likely to get regular prenatal care and eat and live healthily, which increases the likelihood of positive health outcomes for their baby.[1]

Dads who are there for mom and baby during the pregnancy are better prepared for their role as a new dad. They feel more involved, and their baby has more opportunities to get to know their dad.[2]

Moms who have calm and supportive birth partners have better labor experiences.[3]

MORE INFORMATION

NRFC Resources

- Working with Dads: Encouraging and Supporting Father Involvement from Birth through Adolescence (https://www.fatherhood.gov/webinars)
- Helping Young Fathers with Decision Making (http://bit.ly/2FmkSyo)
- Healthy Fathers, Healthy Families (https://bit.ly/2riAOLI)

Internet Resources

- An Expectant Dad's Guide to Pregnancy, WebMD (https://wb.md/2IVln12)
- Blog for Expectant Dads, Mr. Dad (https://bit.ly/2GqQ3ch)
- Tips for the Expectant Father, Minnesota Department of Health (https://bit.ly/2pFohiA)

Books

- The Expectant Father: Facts, Tips, and Advice for Dads-to-be (4th Edition), Armin Brott and Jennifer Ash, 2015.
- Pregnancy for Dads (Idiot's Guides), Joe Kelly, 2015.

WHAT YOU CAN DO

Be involved, be encouraging, be there.

- ☐ Talk with your partner about expectations and feelings: what is she expecting from you as a dad? What are you feeling and expecting?
- ☐ Take a childbirth class; go to prenatal and doctor visits with your partner – get to know the people who are going to be delivering your baby.
- ☐ Recognize that pregnancy can be stressful for you and your partner. Besides supporting and helping her, you also need to find time to focus on yourself.
- ☐ Talk with other dads and ask how they prepared for the birth of their children.
- ☐ Start taking on extra responsibilities around the house – pick things up, clean the house, make some meals, go shopping.
- ☐ Prepare for the birth.
  1. Get things ready for your new baby – you'll need a crib, diapers, car seat, and stroller.
  2. Map out a route to the hospital.
  3. Help your partner prepare a bag that will be ready with a change of clothes and other essentials to take with you.
- ☐ If you are employed, talk with your employer about taking family leave or working flexible time after the birth so you can help care for your new baby.

[1] MenCare (2015), State of the World's Fathers. https://sowf.men-care.org/wp-content/uploads/sites/4/2015/06/State-of-the-Worlds-Fathers_23June2015-1.pdf; Fatherhood Institute (2014), FI Research Summary: Supportive Fathers, Healthy Mothers. http://www.fatherhoodinstitute.org/wp-content/uploads/2014/04/FI-Research-Summary-Supportive-Fathers-Healthy-Mothers.pdf

[2] NRFC Webinar (2013), Working with Dads: Encouraging and Supporting Father Involvement from Birth through Adolescence. https://www.fatherhood.gov/webinars

[3] Fatherhood Institute (2014), Making the Most of Fathers to Improve Maternal and Infant Health. http://www.fatherhoodinstitute.org/wp-content/uploads/2014/11/Making-the-most-of-fathers-to-.-.-.-Improve-maternal-and-infant-health.pdf

@fatherhoodgov
facebook.com/fatherhoodgov
fatherhood.gov
1-877-4DAD411

U.S. Department of Health and Human Services
Administration for Children and Families
Office of Family Assistance

Preventing Child Abuse & Neglect

What are child abuse and neglect?

Child abuse and neglect are serious public health problems and adverse childhood experiences (ACEs). They can have long-term impacts on health, opportunity, and wellbeing. This issue includes all types of abuse and neglect of a child under the age of 18 by a parent, caregiver, or another person in a custodial role (such as a religious leader, a coach, a teacher) that results in harm, the potential for harm, or threat of harm to a child. There are four common types of child abuse and neglect:

- **Physical abuse** is the intentional use of physical force that can result in physical harm. Examples include hitting, kicking, shaking, burning, or other shows of force against a child.[1]
- **Sexual abuse** involves pressuring or forcing a child to engage in sexual acts. It includes behaviors such as fondling, penetration, and exposing a child to other sexual activities.[1]
- **Emotional abuse** refers to behaviors that harm a child's self-worth or emotional well-being. Examples include name calling, shaming, rejecting, withholding love, and threatening.[1]
- **Neglect** is the failure to meet a child's basic physical and emotional needs. These needs include housing, food, clothing, education, access to medical care, and feelings validated and appropriately responded to.[1,2]

How big is the problem?

Child abuse and neglect are common. At least 1 in 7 children have experienced child abuse or neglect in the past year in the United States.[3] This is likely an underestimate because many cases are unreported. In 2020, 1,750 children died of abuse and neglect in the United States.[4]

Children living in poverty experience more abuse and neglect. Experiencing poverty can place a lot of stress on families, which may increase the risk for child abuse and neglect. Rates of child abuse and neglect are 5 times higher for children in families with low socio-economic status.[1]

Child maltreatment is costly. In the United States, the total lifetime economic burden associated with child abuse and neglect was about $592 billion in 2018.[5] This economic burden rivals the cost of other high profile public health problems, such as heart disease and diabetes.[6]

National Center for Injury Prevention and Control
Division of Violence Prevention

What are the consequences?

Children who are abused or neglected may suffer immediate physical injuries such as cuts, bruises, or broken bones. They may also have emotional and psychological problems, such as anxiety or post-traumatic stress.[1]

Over the long term, children who are abused or neglected are also at increased risk for experiencing future violence victimization and perpetration, substance abuse, sexually transmitted infections, delayed brain development, lower educational attainment, and limited employment opportunities.[1]

Chronic abuse may result in toxic stress, which can change brain development and increase the risk for problems like post-traumatic stress disorder and learning, attention, and memory difficulties.[7]

How can we prevent child abuse and neglect?

Child abuse and neglect are preventable. Certain factors may increase or decrease the risk of perpetrating or experiencing child abuse and neglect. To prevent child abuse and neglect, we must understand and address the factors that put people at risk for or protect them from violence.[8] Everyone benefits when children have safe, stable, nurturing relationships and environments. CDC developed *Preventing Child Abuse & Neglect: A Technical Package for Policy, Norm, and Programmatic Activities* to help communities use the best available evidence to prevent child abuse and neglect. This resource is available in English and Spanish and can impact individual behaviors and relationships, family, community, and societal factors that influence risk and protective factors for child abuse and neglect.

Different types of violence are connected and often share root causes. Child abuse and neglect are linked to other forms of violence through shared risk and protective factors. Addressing and preventing one form of violence may have an impact on preventing other forms of violence.[8]

Strengthen economic supports to families

- Strengthening household financial security
- Family-friendly work policies

Change social norms to support parents and positive parenting

- Public engagement and enhancement campaigns
- Legislative approaches to reduce corporal punishment

Provide quality care and education early in life

- Preschool enrichment with family engagement
- Improved child care quality through licensing and accreditation

Enhance parenting skills to promote healthy child development

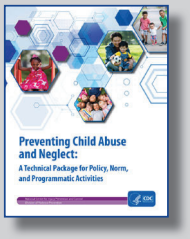
- Early childhood home visitation
- Parenting skill and family relationship approaches

Intervene to lessen harms and prevent future risk

- Enhanced primary care
- Behavioral parent training programs
- Treatment to lessen harms of abuse and neglect exposure
- Treatment to prevent problem behavior and later involvement in violence

Preventing Child Abuse and Neglect: A Technical Package for Policy, Norm, and Programmatic Activities

A **technical package** is a collection of strategies based on the best available evidence to prevent or reduce public health problems. The **strategy** lays out the direction and actions to prevent child abuse and neglect. The **approach** includes the specific ways to advance the strategy through programs, policies and practices. The **evidence** for each of the approaches in preventing child abuse and neglect and associated risk factors is also included.



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13. Fathers who connect with their children form strong familybonds.
14. Parents can learn ways to calm a crying baby and manage feelings of frustration when a baby is inconsolable.
15. Parents can investigate child care provider for any history ofabusing children. Use Trustline to checkout child care providers 800-822-8490.
16. Parents can ask for help whendepressed or stressed by life'schallenges.
17. Parentslearning about child safety in the home can prevent accidents and increase awareness of the environment.
18. Parentscanusecommunity servicessuch asrespitecareand homevisiting services to strengthen parental resilience when times are tough.
19. Communities can support families by providingfreeorlow-costactivitiesthat encourage parent/childinteractions.
20. Community networks collaborating with each other facilitate ease of referralsand obtaining services for families.

STATE OF CALIFORNIA

HEALTH AND HUMAN SERVICES AGENCY

DEPARTMENT OF SOCIAL SERVICES

Office of Child Abuse Prevention

Pub 411 (8/11)

20 Facts About Child Abuse and Neglect

1. Child abuse orneglect is a crime.
2. TheCaliforniaChild Abuse and Neglect Reporting Law (Penal Code sections 11164-11174.3) may be accessed onthe internet at www.leginfo.ca.gov.
3. Child abuse and neglect affect childrenof all ages, races, and incomes.
4. Instances of suspected abuse or neglect should be reported to Child Protective Services (CPS) or police.
5. A listing of California's Hotline Numbers for child abuse reporting for each county may be found at www.childsworld.ca.gov/res/pdf/CPSEmergNumbers.pdf
6. Parents abusing drugs or alcohol are at higher risk of abusing or neglectingtheir children.
7. Exposure to domestic violence negatively impacts children. Evidence shows a strong connection between domestic violence and child abuse.

8. Children under two years of age are at greater risk of abuse or neglect.
9. Prematurity is a risk factor for child abuse or neglect.
10. Abusive head trauma or shaken baby syndrome often occurs when an adult shakes a child because of inconsolable crying.
11. Children with disabilities are more likely to be abused or neglected than children with no disabilities.
12. Neglected or sexually abused children may not show physical signs of harm.
13. Children in poverty suffer neglect and abuse 22 times more than children in affluent families.
14. It is against the law to knowingly make a false report of child abuse or neglect.
15. Reporting child abuse or neglect only requires "reasonable suspicion" and does not automatically mean the child will be removed from the home.
16. Only Child Protective Services or a law enforcement agency may conduct an investigation into suspected abuse or neglect.
17. In California, mandated reporters are required to report child abuse and neglect. Mandated reporters are those who come into contact with children through their employment and may receive training at mandatedreporterca.com.

18. Once investigated, reports of suspected child abuse are categorized as substantiated, unfounded or inconclusive (insufficient evidence).
19. Substantiated and inconclusive reports of child abuse or neglect are filed in the California Department of Justice Child Abuse Central Index (CACI) database.
20. Unfounded reports are purged from the CACI database.

20 Ways Of Preventing Child Abuse and Neglect

1. The Child Help USA Hotline offers 24-hour crisis telephone assistance for individuals under stress. Telephone counseling is available in 140 languages 800-422-4453.
2. Organizations such as Parents Anonymous offer self-help groups for parents seeking support and positive parent strategies at www.parentsanonymous.org.
3. Child Abuse Prevention Councils or Family Resource Centers have resources available locally to help families. www.capsac.org/crisisnumbers/ca-councils or 222.familyresourcescenters.net
4. Parents who ask for help in getting housing, food, transportation, and/or health care protect their families from stress.
5. Being connected to family and friends by sharing celebrations and day-to-day problems makes families stronger.
6. Families who use a family physician and healthcare provider, also known as a medical home, promote good health and children are screened for normal developmental milestones on an ongoing basis.
7. Parents who encourage, listen, and accept expression of emotions help their child to develop healthy self-esteem about themselves and in relation to others.
8. Parents who learn about and practice safe nonviolent forms of child discipline become positive role models for their children.
9. Learning what is normal with their child's development helps parents accept their child as they are and decreases frustration from unrealistic expectations.
10. Parents that utilize recovery programs for alcohol or drug abuse learn to stay clean and stay connected with others.
11. Parent education classes teach parents the benefits of bonding, understanding, and accepting their children's personalities.
12. High quality preschools teach children social skills and build self-esteem.

101 Phrases of Praise

I love you.	You're great.	Great job.	Terrific.
Thanks so much.	Super work.	Outstanding.	I'm so proud of you.
Fabulous.	Perfect.	You're getting there.	Wonderful.
You make me happy.	You're special.	Lean on me.	Thanks for helping.
You can do it.	Excellent.	You're super.	Great smile.
That's a great idea.	You're the best.	Way to go.	Good for you.
You're delightful.	You did it.	Right on.	Great.
Thanks for sharing.	Looks good.	Marvelous.	I trust you.
You're getting better.	Fantastic.	You deserve a star.	You've improved.
Very good.	I'm impressed.	Exceptional.	You're an angel.
You're fun.	Thanks for caring.	You're a big help.	You're very responsible.
You're a real pal.	You're a super listener.	You're a joy.	You're tops.
You're considerate.	Nice work.	You're a gem.	Dynamite.
Hurray for you.	I listen to you.	You're on your way.	You've made progress.
You're neat.	You're a champ.	Beautiful.	Great imagination.
You'll get it.	Keep up the good work.	You're very brave.	You're special.
Good sport.	Sounds great.	You've got what it takes.	You're #1.
How clever.	How thoughtful.	How original.	You're on the mark.
You're a real friend.	You're the greatest.	I've got faith in you.	Keep trying.
Much better.	Well done.	I support you.	Thanks for being honest.
Great idea.	How artistic.	What careful work.	Exceptional.
Very nice of you.	I like you.	That's neat.	Great try.
You've got it now.	Wonderful imagination.	You're right.	You're sweet.
Great answer.	You've got heart.	Delightful idea.	You deserve a kiss.
You brighten my day.	Super job.	You're so smart.	What a great kid.
You're such a smart kid.			

Adapted From: *Parent-Child Interaction Therapy* by Hembree-Kigin, T. & Bodiford McNeil, C., 1995.
Harborview 03

CHILDREN'S HOME SOCIETY OF CALIFORNIA
www.chs-ca.org

For additional CHS Family Education Program materials, please call (714) 712-7888. For more information about CHS Early Learning and Education Programs, call (888) CHS-4KIDS.

Family Education Program materials and podcasts, and information on CHS programs can also be found on our website at www.chs-ca.org.

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CHILDREN'S HOME SOCIETY OF CALIFORNIA

CHOOSING CHILD CARE

MAKING THE RIGHT CHOICE FOR YOUR FAMILY

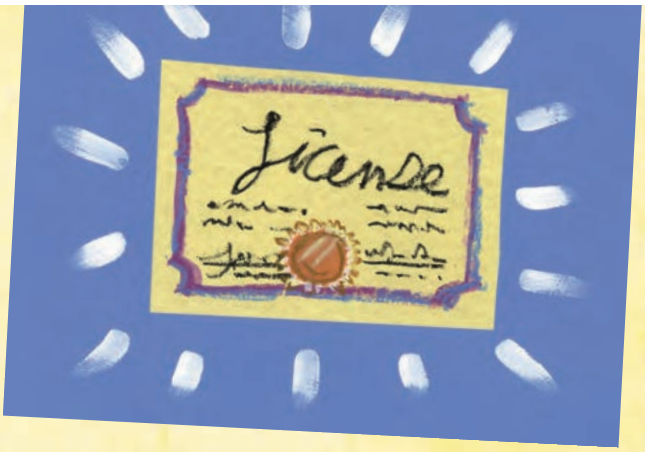
Choosing child care is one of the most important decisions a parent can make. Finding the care most suitable for your child will take time, but learning about the types of child care available and what makes a quality child care program will help your search to be successful.

Children's Home Society of California's (CHS) Child Care and Development Services has prepared this guide to assist you as parents to evaluate your child care needs and to help you select a program that will best suit those needs.

We strongly urge you to visit the family child care homes or child care centers under consideration, and to talk to those who will be directly and indirectly involved in your child's care. The more homes and centers you visit, the better prepared you will be to make the best choice for your child.

All family child care homes and child care centers must be licensed by the State of California. Licensing is intended to insure minimal standards of health and safety for children's protection. But licensing alone does not guarantee the quality of a child care center or home. You are the best judge of whether a child care program will be suitable for your child.

If you need additional information to help you choose a child care program, please contact our office at the phone number on the back of this brochure.



THE RIGHT CHOICE FOR YOUR CHILD

Some important factors or questions to consider when selecting quality child care are:

- What is the education level of the child care providers?
- Is the space safe, bright, attractive, and interesting to children?
- Does the environment allow for a variety of play activities both inside and outside?

TRUSTLINE

Parents may use TrustLine to find out background information about caregivers who are not currently required by the State of California to be licensed. TrustLine, a public registry maintained by the California Department of Social Services and the Child Care Resource and Referral Network, includes caregivers who have submitted their fingerprints to the Department of Justice and have no disqualifying child abuse reports or disqualifying criminal convictions in California. These "license-exempt" providers include: (1) in-home care in which a caregiver (nanny, babysitter, friend, or relative) provides care for the child in the child's own home and (2) home care in which a caregiver provides care in their home for children from only one other family besides their own. Some before- and after-school programs may also be license-exempt. For more information about TrustLine, call our office at the phone number on the back of this brochure.

ADULT-TO-CHILD RATIO

An important factor to consider in selecting child care is the adult-to-child ratio.

Small Family Child Care Homes are licensed to provide care for a maximum number of 8 children, including the caregiver's own children under age 10. Minimum licensing standards are:

ADULT	CHILDREN	
1	4	Infants (birth-24 months)
1	6	No more than 3 infants
1	8	No more than 2 infants and at least 2 school age* (over 6 years)

Large Family Child Care Homes are licensed to provide care for a maximum number of 14 children, including the caregiver's own children under age 10. When care is provided for more than 6 children, an assistant caregiver must be present. Minimum licensing standards are:

ADULT	CHILDREN	
2	12	No more than 4 infants (birth-24 months)
2	14	No more than 3 infants and at least 2 school age* (over 6 years)

Child Care Centers are licensed to provide care for children in a group setting. Centers, large or small, can offer full- or part-time infant, preschool, or school age programs. They may be independently operated or connected with a school, church, business, or other organization. Minimum licensing standards are:

ADULT**	CHILDREN	
1	4	Infants (birth-24 months)
1	12	Preschool (2-6 years)
1	14	School age* (6-14 years)

*One child may be enrolled in kindergarten (as young as 4 years and 9 months). If 2 children are school age, small family child care homes may care for 8 children (instead of 6) and large family child care homes may care for 14 children (instead of 12).

**The adult must meet Community Care Licensing qualifications.

QUALITY CHILD CARE CHECKLIST

HEALTH & SAFETY

- ☐ Is the facility licensed?
- ☐ Are the proper adult/child ratios maintained?
- ☐ Is the setting bright and attractive, with adequate space for quiet and active play both indoors and outdoors?
- ☐ Are all areas child-proofed and free of hazards and is all equipment safe and in good repair?
- ☐ Is the facility clean overall (bathrooms and diapering areas, kitchen, play areas) and is handwashing practiced regularly?
- ☐ Are there safe areas for napping?
- ☐ Are there working smoke detectors, fire extinguishers, and a first aid kit?
- ☐ Is an emergency evacuation plan posted and practiced?
- ☐ Are there emergency contact cards for each child?
- ☐ Does the caregiver have liability insurance or a waiver of liability?
- ☐ Does the caregiver or center staff have up-to-date training in pediatric first aid and CPR?
- ☐ Does the caregiver or center use appropriate car seats or safety belts for each child if children are being transported?
- ☐ If food is furnished at the facility, is it nutritionally balanced and prepared and stored in a safe manner?

CAREGIVER'S PERSONAL STYLE

- ☐ Is the caregiver someone who is warm, sensitive to children's needs, and who responds lovingly and respectfully to children?
- ☐ Does the caregiver give each child individual attention?
- ☐ Does the caregiver treat each child in a positive way that builds self-esteem? For example, does the caregiver interact respectfully with children, using a positive tone of voice?
- ☐ Is the caregiver accepting of your cultural and family values?
- ☐ Does the caregiver have a firm but loving approach to discipline? (Note: Physical punishment, spanking, humiliation, neglect, retaliation, mental abuse, or punitive interference with daily functions of living such as eating, sleeping, or elimination are strictly prohibited in licensed facilities.)
- ☐ Is the caregiver willing to discuss your child with you, and are parents welcome to make unannounced visits at any time?

CAREGIVER'S PROFESSIONALISM

- ☐ Does the caregiver have training in child development or early childhood education? (Licensing sets minimum educational standards for child care center directors and staff; no educational training is required for family child care providers at this time.)
- ☐ Does the caregiver continue to keep up-to-date by attending trainings and seminars?
- ☐ How much experience caring for children does the caregiver have?
- ☐ Does the caregiver belong to any professional organizations?
- ☐ Are the child abuse reporting procedures provided to parents?
- ☐ Does the caregiver use written agreements and clearly communicate the expectations and policies of the program?
- ☐ Does the caregiver make available a reference list of current and past clients?

You also have the right and responsibility to request specific information about a licensed child care home or center from Community Care Licensing, California Department of Social Services. Call CHS for the specific phone number and location of the licensing office in your community.

Continue to monitor your child care arrangements at all times. You have the right to visit the child care facility unannounced whenever your child is there. Making such visits is one way to find out for yourself what kind of care your child is receiving. Continue to check the safety of the child care setting and speak to the caregiver about any concerns you have. If you cannot resolve a complaint with the caregiver, report your concerns to Community Care Licensing, Department of Social Services. Remember, you have the final responsibility for your child's care and the right to change child care providers whenever you are concerned about your child's well-being or happiness.

CHILD CARE REFERRAL POLICY

Children's Home Society of California's (CHS) Resource and Referral (R&R) Program provides child care referrals to parents within CHS's designated service area to all parents requesting services regardless of income level or other eligibility requirements. Referrals are provided to parents based on their specific needs. CHS refers to child care centers, license-exempt child care centers, and licensed family child care homes.

In order to promote quality child care for children, CHS will:

- Assist parents seeking child care, but will not make recommendations.
- Provide written information about selecting quality child care.
- Recommend that parents visit facilities before making a decision.
- Inform parents of their right to review licensing information about providers.
- Maintain confidentiality of all information received from the parent.
- Operate all programs and services based on the CHS Non-Discrimination Policy.

CHS reserves the right to discontinue referrals to a child care provider when:

- Licensing, law enforcement, or another regulatory agency has substantiated a complaint involving the health, safety, or personal rights of children; or actions that would impact the care or services to children.
- CHS is informed of an ongoing investigation regarding the health, safety, or personal rights of children; or actions that would impact the care or services to children.
- CHS has received a complaint regarding the health, safety, or welfare of a child and CHS is waiting for a response from the local licensing agency regarding the results of the complaint.
- CHS has been notified by Community Care Licensing (CCL) that the provider has been issued a probationary license or corrective action plan, or the license has been suspended or revoked.

According to the laws of the State of California, CHS will remove from the referral database a licensed child care facility that has been issued a revocation, temporary suspension order, or that is on probation.

CHS will notify the provider in writing when it is determined that CHS will discontinue referrals to the provider because of one of the above items.

BrightLife Kids
A CalHOPE program by Brightline

Get support with the tough stuff and help your child thrive

No costs attached. No insurance required. No referrals needed.

Created by Brightline (an industry leader in pediatric mental health) and 100% paid for by the State of California, BrightLife Kids is a CalHOPE* program that offers behavioral health coaching to all kids ages 0–12 who live in California.

Coaching is done in private, 1:1 video sessions and via secure chat. Families are matched with a dedicated coach, so there's no starting over each time. And families also have access to on-demand digital resources like articles and videos that can help between sessions.

BrightLife Kids helps

- **Kids** learn how to manage big emotions, friendships, self-confidence, and more
- **Parents/caregivers** build confidence and structure
- **Families** dealing with challenging milestones, behaviors, and transitions
- **Teachers/school staff** focus on helping students learn, develop, and have fun

BrightLife Kids coaches

- **Are bilingual in English and Spanish;** families can receive coaching in 17 other languages** with the help of interpreter services
- **Have training and experience** working with those who have LGBTQ+, BIPOC, and other important identities
- **Come from diverse backgrounds** (just like the families they work with) and are sensitive to different cultures, traditions, and values
- **Specialize in personalized coaching for kids** and families and know when it's time to refer families to a higher level of support in the community

Scan the QR code or visit brightlife.kids/ca to create your no-cost account today.
For more information, email ce@hellobrightline.com.

*The Children and Youth Behavioral Health Initiative (CYBHI) is a $4.7B package of investments initiated by Governor Gavin Newsom to support California's kids. One of the goals of CYBHI is to give kids and families the opportunity to receive expert behavioral health support in an easy-to-access, digital format. Brightline was chosen out of hundreds of vendors to be the partner for children ages 0–12.

**Many coaches are bilingual in English and Spanish. Interpreter services are available in Chinese, Vietnamese, Tagalog, Korean, Armenian, Russian, Farsi, Japanese, Arabic, Cambodian, Hindi, Hmong, Thai, Laotian, Punjabi, Mien, and Ukrainian

Appendix V

COURSE CATALOG WITH DESCRIPTIONS

COURSE CATALOG

COURSE LIST

English

Middle School

- English 6-1, 6-2
- English 7-1, 7-2
- English 8-1, 8-2

High School

- English 1, 2
- English 1, 2 Accelerated
- English 3, 4
- Honors English 3, 4
- American Literature 1, 2
- Honors American Literature 1, 2
- Contemporary Voices in Lit. 1, 2
- English Literature 1, 2
- Honors English Literature 1, 2
- World Literature 1, 2
- AP English Language & Composition 1, 2
- AP English Literature & Composition 1, 2

Mathematics

Middle School

- Math 6-1, 6-2
- Math 7-1, 7-2
- Math 8 -1, 8- 2
- Algebra 1, 2
- Integrated Math 1a, 1b

High School

- Algebra 1, 2
- Integrated Math 1a, 1b
- Integrated Math 2a, 2b
- Integrated Math 3a, 3b
- Geometry 1, 2
- Intermediate Algebra 1, 2
- Pre-Calculus 1, 2
- Honors Pre-Calculus 1, 2
- AP Calculus AB 1,2
- Statistics 1, 2
- Business Math 1, 2

Science

Middle School

- Science 6-1, 6-2
- Integrated Science 6-1, 6-2
- Life Science 7-1, 7-2
- Integrated Science 7-1, 7-2
- Integrated Science 8-1, 8-2

High School

- Earth & Space Science 1, 2
- Biology 1, 2
- Honors Biology 1, 2
- Marine Biology 1, 2
- Physics 1, 2
- Chemistry 1, 2
- Honors Chemistry 1, 2
- Intro to Green Tech and Energy 1, 2 (also CTE)
- AP Environmental Science 1, 2

History - Social Science

Middle School

- Social Studies 6-1, 6-2
- World History & Geography 7-1, 7-2
- U.S. History & Geography 8-1, 8-2

High School

- World History, Geography & Economics 1, 2
- AP World History, Modern 1, 2
- U.S. History & Geography 1, 2
- Honors U.S. History & Geography 1, 2
- AP U.S. History 1, 2
- Government 1
- AP Government & Politics: U.S. 1, 2
- Economics 1
- AP Human Geography 1, 2

Physical Education

Middle School

- Physical Education 6-1, 6-2
- Physical Education 7-1, 7-2
- Physical Education 8-1, 8-2
- CACC PE 8-1, 8-2
- CA Cadet Corps 1, 2
- Cadet Corps Summer Camp 1, 2

High School

- Physical Education 1, 2 (High School Course 1)
- Physical Education 3, 4 (High School Course 2)
- CACC PE 1, 2 (High School Course 1)
- CACC PE 3, 4 (High School Course 2)
- CA Cadet Corps 1-6
- Cadet Corps Leadership 1, 2
- Cadet Corps Summer Camp 1, 2

Electives

Middle School

World Language

- Spanish 1, 2
- Spanish 3, 4
- German 1, 2
- German 3, 4
- French 1, 2
- French 3, 4

Visual & Performing Arts

- Middle School Art 1, 2

General Electives

- AVID 6a, 6b
- AVID 7a, 7b
- AVID 8a, 8b
- Career Explorations VR (Virtual Reality) 6-8
- ELD MS Language and Literacy 1, 2
- ELD MS Language and Literacy 3, 4
- ELD MS Language and Literacy 5, 6
- ELD MS Language and Literacy 7, 8
- Empower Math 1a, 1b
- Exploring Careers 1, 2
- Literacy 6th Grade 1, 2
- Literacy 7th Grade 1, 2
- Literacy 8th Grade 1, 2
- Study Skills 6-8

High School

World Language

- French 1, 2
- French 3, 4
- French 5, 6
- German 1, 2
- German 3, 4
- Spanish 1, 2
- Spanish 3, 4
- Spanish 5, 6

Visual & Performing Arts

- Art 1, 2

Art History 1, 2
Commercial Art 1, 2
Music Appreciation 1, 2
Photography 1, 2
Drawing 1, 2

Career Technical Education

Altus Success 1, 2
Business Careers 1,2
Career and Life Management 1, 2
Career Explorations 1, 2
Career Planning & Development 1, 2
Child Development 1, 2
Computer Science (CS) Discoveries 1, 2
Design Careers 1, 2
Entrepreneurship 1, 2
Environmental Sustainability 1, 2
Foundations of Personal Finance 1, 2
General Work Experience Ed. 1-4
Health Science Concepts 1, 2
Hospitality, Tourism & Recreation 1, 2
Hospitality Management 1, 2
Information and Communication Technology 1, 2
Intro to Business 1, 2
Intro to Green Technology & Energy 1, 2
Military Science 1 - 4
Nursing Assistant 1, 2
Nutrition 1, 2
Pathway Exhibition
Personal Finance 1
Photoshop 1, 2
Psychology 1, 2
Retail Sales and Marketing 1, 2
Teacher Education 1, 2
Veterinary Science 1, 2
VR (Virtual Reality) Career Explorations

General Electives

AVID 9 A, B
AVID 10 A, B
AVID 11 A, B
AVID 12 A, B
AVID Peer Support
AVID Peer Support Tutoring 1, 2
Asian Pacific Islander Studies
Black and African American Studies
Chicano(a) and Latin(x) Studies
Native American Studies
Comprehensive Health 1
Driver's Education
Early College Academy
ELD Language and Literacy 1, 2
ELD Language and Literacy 3, 4
ELD Language and Literacy 5, 6
ELD Language and Literacy 7, 8
Empower Math I A, B
Empower Math II A, B
Empower Math III A, B
World Geography 1
Health 1
Journalism 1, 2
Literacy 1-4
AP Psychology 1, 2
Service Learning 1, 2
Strategies for Academic Success
Study Skills 1, 2

ENGLISH

English 6-1, 6-2 (A1550, A1550)
Grade: 6

This two-semester course includes a variety of literary texts to develop students' understanding of plot, setting, characterization, and theme. Instruction also helps students transition from reading the narrative texts most common in elementary school to argumentative and informational texts, with a strong focus on the common structures of these text types. Informative lectures/targeted lesson plans engage students in a variety of literary genres. Students develop the skills to succeed on standardized tests through analyzing and evaluating numerous texts.

English 7-1, 7-2 (A1501, A1501)
Grade: 7

This two-semester course includes the study of literature in major genres: short story, nonfiction, poetry, fable/myth/legend and a novel or novel excerpt. Activities emphasize writing, oral communication, spelling, vocabulary, grammar, and usage. A variety of writing styles and essay types are emphasized. Informative lectures/targeted lesson plans engage students in a variety of literary genres. Students develop the skills to succeed on standardized tests through analyzing and evaluating numerous texts.

English 8-1, 8-2 (A1520, A1520)
Grade: 8

This two-semester course includes the study of literature in major genres: short story, nonfiction, poetry, fable/myth/legend and a novel or novel excerpt. Activities build upon prior grade-level skills and emphasize writing, oral communication, spelling, vocabulary, grammar and usage. A variety of writing styles and essay types are emphasized. Informative lectures/targeted lesson plans engage students in a variety of literary genres. Students develop the skills to succeed on standardized tests through analyzing and evaluating numerous texts.

***+English 1, 2 (A1540, A1541)**
Grade: 9

In this two-semester course, the students will be exploring the human condition and the discovery of the self. They will be asked to ex-

amine the reasons why we behave in the ways that we do, how humans interact with one another, and express their beliefs and values. Required readings will focus on analysis and making historical connections with classic literature, as well as developing reading, vocabulary, and writing skills that are aligned with the California Common Core Standards.

***+ English 1, 2 Accelerated (A1552, A1553)**
Grade: 9

This in-depth English course invites students to explore diverse texts. Students will engage in literary analysis and inferential evaluation of both classic and contemporary texts of varying lengths and complexities. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts, including Shakespeare's Romeo and Juliet. They will also study short but complex texts, including influential speeches by prominent historical figures.

***+English 3, 4 (A1570, A1571)**
Grade: 10

In this two-semester course, the students will be exploring the themes of prejudice, equality, and self-advocacy. They will be asked to examine focusing questions such as, "Are people essentially good or essentially evil?". Required readings will focus on analysis and making historical connections with classic literature, as well as developing reading, vocabulary, and writing skills that are aligned with the California Common Core Standards.

***+Honors English 3, 4 (A1554, A1555)**
Grade: 10

Focused on application, this sophomore English course reinforces literary analysis and 21st-century skills with superb pieces of literature and literary nonfiction. Each unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. Students will read a range of classic texts, including Shakespeare's Julius Caesar. They will also study short but complex texts, including influential speeches by prominent historical figures.

***+American Literature 1, 2 (A1583, A1584)**
Grade: 11

This two-semester course emphasizes skills and strategies for independent reading, analyzing, and writing about works of American literature, with a focus on how that literature reflects the development of a diverse and animated American culture. Reading, writing, oral communication, and language study are emphasized in this course. The goal is to encourage students to communicate effective-

ly in various forms while they engage deeply with a wide variety of American authors, orators, and artists. Students develop the skills to succeed on standardized tests through analyzing and evaluating numerous texts, and by increased exposure to the test format and content.

***+Honors American Literature 1, 2 (A1589, A1590)**
Grade: 11

Altus Honors American Literature 1, 2 is a college-level course designed to emphasize independence and responsibility in critical analysis of a variety of literary texts, including poetry, essays, short stories, historical documents, drama, and novels. The course is granted weighted credit by the University of California.

Class content is arranged chronologically and/or thematically. Students examine the development of American Thought, ambition, and imagination through the heritage and history of the country's diverse peoples. Different points of view—and the ways in which the prevalent philosophical, political, ethical, and social influences of the times affected those views—will be explored through a historical look at literature. Emphasis will also be placed on studying the craft of the writers, including the techniques they used to express ideas. Coursework, including homework, consists of a variety of college-level academic endeavors including crafted analysis and research-based essays, in-class essays, reading response, Socratic seminars, debates, presentations, vocabulary development, and self-directed reading. In all their coursework, students should show evidence that they are increasing the depth and complexity of their knowledge of American literature, representing other's ideas responsibly, and developing academic writing skills. As preparation for college, the course's writing and reading activities are designed to deepen and extend discourse in the pursuit of knowledge.

***+Contemporary Voices in Literature 1, 2 (A1612, A1613)**
Grade: 11, 12

This two-semester course meets the English requirements for grades 11 or 12, or it can be taken as an elective. Students explore issues by American and world writers who are writing today. These writers come from diverse cultural and ethnic backgrounds. Students write for various purposes and audiences. The course integrates all aspects of literacy: reading, writing, speaking, and listening.

***+English Literature 1, 2 (A1641, A1642)**
Grade: 12

In this two-semester course, students will explore classic works of literature developed in the British Isles over the last 1,000 years. Students develop the ability to use varying ap-

proaches to writing and the ability to use new vocabulary terms within this writing. Activities emphasize reading, writing, and standard English grammar and usage.

***+Honors English Literature 1, 2 (A1643, A1644)**
Grade: 12

In this two-semester course 12th grade students will have varied and multiple opportunities to read, analyze, discuss, and write about literature produced in the British Isles in the last 1,000 years. Literary criticism will focus on the political as well as philosophical approach, as required by the current state standards. This weighted course meets the requirements for an Honors course.

***+World Literature 1, 2 (A1705, A1706)**
Grade: 11, 12

In this two-semester course students will explore genres through exposure to works by writers from various cultural and ethnic backgrounds. Students explore how the development of technology has impacted language usage. Students write for various purposes and audiences and exhibit their ability to integrate all aspects of literacy: reading, writing, speaking, and listening.

***+#AP English Language and Composition 1, 2 (A1655, A1656)**
Grade: 11-12

This Advanced Placement English course is designed to help students become more skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience, expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. The overall purpose of the AP English Language and Composition course, then, is to enable students to read complex texts with understanding and to write prose that is rich enough and complex enough for mature readers.

***+#AP English Literature and Composition 1, 2 (A1653, A1654)**
Grade: 11-12

This Advanced Placement English course involves students in both the study and practice of writing and the study of literature. They learn to use the characteristic modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Through speaking, listening, and reading, but chiefly through the experience of their own writing, students become more aware of the resources of language. Advanced Placement English Literature and Composition 1,2 is not a survey course; it is, rather, a course to help students develop critical judgment and expressive

skill. Students are encouraged to read analytically and sensitively a few carefully chosen high-quality selections, to develop personal communicative styles, and to reflect honesty and precision in the use of the language. The course prepares students for the Advanced Placement Examination in Literature and Composition.

MATHEMATICS

Math 6-1, 6-2 (A0060)
Grade: 6

This course is required for all 6th grade students. This course extends students' understanding of multiplication, division, numbers, and arithmetic to reason with and solving problems with ratios, divide fractions by fractions and algebraic expressions. This course includes a targeted exploration of ratios and proportional relationships, the number system, expressions and equations, geometry, statistics and probability. After which, students will understand ratio concepts, reason about and solve one – variable equations and inequalities, compute with multi-digit numbers, find common factors and multiples, represent and analyze quantitative relationships between dependent and independent variables summarize and describe distributions.

Math 7-1, 7-2 (A4001a, A4001b)
Grade: 7

This course is required for all 7th grade students. This course extends students' understanding of operations with fractions in the number systems to add, subtract, multiply and divide with rational numbers. Students will have an in-depth study of ratios and proportional relationships, the number system, expressions and equations, geometry and statistics and probability. In this course, students will analyze proportional relationships and use them to solve problems. After a targeted exploration of properties of operations, students will generate equivalent expressions. Students will solve real world problems including those that involve proportional relationships, representing situations with equations or expressions, angle measure, area, surface area, and volume. After investigating chance processes, students will use random sampling to draw inferences about population and use probability models.

Math 8-1, 8-2 (A4080a, A4080b)
Grade: 8

This course is designed for grade 8 students to build the fundamental skills necessary for success in Algebra/Integrated Math 1. The course is organized around five major strands: Number Sense, Expressions and Equations, Functions, Geometry, Statistics and Probability. It

reinforces the skills and concepts needed to meet the standards by which these students will be assessed. Students will study an array of principles including: The number system; work with radicals and integer exponents; define, evaluate and compare functions; use functions to model relationships between quantities; understand congruence and similarity, understand the Pythagorean theorem; solve real world and mathematical problems involving volume of cylinders, cones and spheres; investigate patterns of association in bivariate data.

***+Algebra 1, 2 (A4041, A4042)**
Grade: 8-10

This course extends the mathematics that students learned in middle school and deepens students' understanding and skill level in the conceptual categories of number and quantity, algebra, functions and statistics and probability. Students develop an understanding of the symbolic language of math. Algebraic skills and concepts are developed in various problem-solving situations with symbolic reasoning and calculations with symbols serving as the focus of the course. (Ref. California Math Content Standards and Framework for Algebra 1).

***+Integrated Math 1 a-b (A4157, A4158)**
Grade: 8-10

Integrated Math 1 is the first course in a three-year series of integrated mathematics courses incorporating the Common Core State Standards. The purpose of this course is to formalize and extend the mathematics students learned in middle school. Students extend their understanding of linear relationships, contrasting them with exponential phenomena, and applying linear models to data that exhibit a linear trend. They develop fluency in writing, interpreting, and translating between various forms of linear equations and inequalities, and experiment with transformations in the plane. The Mathematical Practice Standards are applied throughout and give context to the math concepts by applying them to real-world situations.

***+Integrated Math 2 a-b (A4159, A4160)**
Grade: 9-11

Integrated Math 2 is the second course in a three-year series of integrated mathematics courses incorporating the Common Core State Standards. The focus of the second year of study is on quadratic expressions, equations, and functions, building on conceptual knowledge developed in Integrated Math 1. Students learn how to write geometric proofs and use their knowledge of similarity to begin work in right triangle trigonometry, especially as it connects to the Pythagorean theorem. Probability and data, along with circles and their quadratic algebraic representations round out the course. The Mathematical Practice Standards are applied throughout to pro-

vide real-world context to the concepts being learned in class.

***+Integrated Math 3 a-b (A4163, A4164)**
Grade: 10-12

This course synthesizes previous mathematical learning in four focused areas of instruction. First, students relate visual displays and summary statistics to various types of data and to probability distributions with a focus on drawing conclusions from the data. Then, students embark on an in-depth study of polynomial, rational, and radical functions, drawing on concepts of integers and number properties to understand polynomial operations and the combination of functions through operations. This section of instruction builds to the Fundamental Theorem of Algebra. Students then expand the study of right triangle trigonometry they began in Mathematics 2 to include non-right triangles and developing the Laws of Sines and Cosines. Finally, students model an array of real-world situations with all the types of functions they have studied, including working with logarithms to solve exponential equations. As they synthesize and generalize what they have learned about a variety of function families, students appreciate the usefulness and relevance of mathematics in the real world.

***+Geometry 1, 2 (A4141, A4142)**
Grade: 9-11

Students will learn many geometry skills and concepts that are useful in their daily lives. In addition to learning these skills and concepts, students will develop the ability to construct formal, logical arguments and proofs in geometric settings and problems.

***+Intermediate Algebra 1, 2 (A4151, A4152)**
Grade: 11-12

This course complements and expands the mathematical content and concepts of Algebra 1 and Geometry. In this course, students gain experience with algebraic solutions of problems in various content areas including the solution of systems of quadratic equations, permutations and combinations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

***+Pre-Calculus 1, 2 (A4161, A4162)**
Grade: 11-12

This college preparatory course is normally offered only to twelfth-grade students. The course includes two semesters of integrated concepts of trigonometry and advanced algebra in such a form as to make them most useful for later study of analytic geometry and calculus. This course also includes an introduction to topics in discrete mathematics. This course is intended to help students meet mathematics content standards AT.1 through AT.7 and performance standards.

***+Honors Pre-Calculus 1, 2 (A4181, A4182)**
Grade: 11-12

Prerequisites: A "B" grade or better in Intermediate Algebra 1, 2; recommendation of teacher and/or counselor. Progression to advanced courses is based on achievement of a "B" grade or better.

Honors Preparatory Course (HP): This course meets the University of California's c (mathematics) subject-area requirement.

This course is offered to grade 11 students who have demonstrated superior achievement and motivation in mathematics. The course is designed to be a third-year course in algebra. It includes a strong treatment of trigonometry, limits, and algebraic functions. After successful completion of this course, the student will be prepared for the first course of calculus.

***+#AP Calculus AB (A4189, A4190)**
Grade: 11-12

AP Calculus AB course covers all of the material outlined by the College Board as necessary to prepare students to pass the AP Calculus AB exam. This course is divided into two semesters and is designed to acquaint students with calculus principles such as derivatives, integrals, limits, approximation, and applications and modeling. During this course students will gain experience in the use of calculus methods and learn how calculus methods may be applied practically.

***+Statistics 1, 2 (A4171, A4172)**
Grade: 10-12

This college preparatory course provides an additional mathematics option for students in grades 10-12. This course meets the University of California's c (mathematics) subject area requirement and may be taken after the successful completion of one year of algebra and a year of geometry. This course is beneficial to students who plan to pursue a college major in mathematics, business, the sciences, or related fields.
The course focuses on probability, interpretation of data, and statistical problem solving. Students learn key concepts via hands-on activities, technology explorations, and the design of a statistical study. They collect data by doing an observational study and perform an experiment using a simulation or a survey. The collection, investigation, and analysis of data paired with technology exercises extend and enhance the conclusions drawn or inferences made from the studies or experiments. Key components of this course include exploration of data, data collection, the organization and analysis of data, probability, making inferences, and the justification of conclusions or decisions made.

Business Math 1, 2 (A8609, A8610)
Grade: 9-12

Business Mathematics is a high-school course where students learn mathematics for business and personal finance. Students learn to use mathematics as an effective tool in their personal and business lives. Students learn how to manage money and expenses. They also learn to make financial and business decisions. Students explore managing business finances. After successful completion of this course, students will be able to apply mathematical concepts in various personal and business situations.

SCIENCE

Science 6-1, 6-2 (A6006)
Grade: 6

Students enrolled in this two-semester course will explore the scope of earth sciences, covering everything from basic structure and rock formation to the incredible and volatile forces that have shaped and changed our planet. As climate change and energy conservation become increasingly more prevalent in the national discourse, it will be important for students to understand the concepts and causes of our changing Earth. Earth Science is a two-semester course that will provide a solid foundation for understanding the physical characteristics that make the planet Earth unique and will examine how these characteristics differ among the planets of our solar system.

Integrated Science 6-1, 6-2 (A6006)
Grade: 6

This integrated science course is designed to engage sixth-grade students in a comprehensive exploration of living systems, their structures, processes, and interactions. Aligned with the NGSS, the curriculum emphasizes scientific practices, crosscutting concepts, and core ideas related to life science. Students will develop a deep understanding of cellular structures, animal behaviors, and specialized plant adaptations.

Life Science 7-1, 7-2 (A6003)
Grade: 7

This two-semester course is designed to meet the California Content Standards for Life Science, which include an introduction to the topics of cell biology, genetics, evolution, Earth science, and living systems. Students in this course will use the inquiry method supplemented by conducting and analyzing experiments in order to explore the nature of living things. Students will also use technology to collect data and communicate ideas.

Integrated Science 7-1, 7-2 (A6003)
Grade: 7

This integrated science course provides seventh-grade students with a holistic understanding of Earth, life, and physical sciences. Aligned with the CA NGSS and the California Science Framework, the curriculum empha-

sizes crosscutting concepts, scientific practices, and core ideas. Students will explore the interconnectedness of these disciplines and engage in hands-on investigations. Students will delve into the following core ideas: investigating the Earth's dynamic processes and systems, the study of ecosystems, biodiversity and adaptations of organisms, and the role of energy flow and nutrient cycling in sustaining life, as well as physical science ideas of matter, energy, forces and motion, waves and electricity.

Integrated Science 8-1, 8-2 (A6005)
Grade: 8

This integrated science course engages eighth-grade students in a comprehensive exploration of heredity, variation, and structural changes in living organisms. Aligned with the CA NGSS, the curriculum emphasizes scientific practices, crosscutting concepts, and core ideas related to life sciences. Students will delve into genetics, protein synthesis, and the impact of mutations on organisms

***+Earth & Space Science 1, 2 (A6023, A6024)**
Grade: 9-12

This two-semester course is designed to meet the California Content and Next Generation Science Standards for Earth Science, which include astronomy, chemistry, geology, oceanography, meteorology, and paleontology, and serves as a foundation for further study in physics, chemistry, marine and environmental science. Students will use the inquiry method to investigate those principles and processes that bring about changes in the physical environment, supplement their understanding by conducting and analyzing experiments and utilizing technology to collect data and communicate ideas.

***+Biology 1, 2 (A6111, A6112)**
Grade: 9-12

This two-semester course is designed to meet the California Content and Next Generation Science Standards for Biology, which include cell biology, genetics, ecology, evolution, and physiology. It also serves as a foundation for further study in physics, chemistry, marine and environmental science. Students in this course will use the inquiry method supplemented by conducting and analyzing experiments to investigate the fundamental processes of living and non-living systems, as well as the interrelationships between them. Students will also use technology to collect data and communicate ideas. In addition, students will explore the impact of human society and technology on the biosphere.

***+Honors Biology 1, 2 (A6121, A6122)**
Grade: 9-12

This compelling two-semester course engages students in the study of life and living organisms and examines biology and bio-

chemistry in the real world. This is a year-long course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology.

***+Marine Biology 1, 2 (A6441, A6442)**
Grade: 9-12

Throughout this course, students will study the concepts of Marine Biology including the study of marine organisms and their interactions with the environment. Students taking this course will get experience as a marine biologist who studies biological oceanography and the associated fields of chemical, physical and geological oceanography to better understand the marine organisms they are studying.

***+Physics 1, 2 (A6311, A6312)**
Grade: 9-12

This two-semester course is designed to meet the California Content and Next Generation Science Standards for Physics, which include motion, forces, conservation of energy, momentum, heat and thermodynamics, wave phenomena, electricity and magnetism. It also serves as a foundation for further study in biology, chemistry, marine and environmental science. Students will use the inquiry method supplemented by conducting and analyzing experiments to investigate the physical laws that govern nature and the universe. Students will also use technology to collect data and communicate ideas.

***+Chemistry 1, 2 (A6211, A6212)**
Grade: 10-12

This two-semester course is designed to meet the California Content and Next Generation Science Standards for Chemistry, which include atoms and bonding, conservation of matter, stoichiometry, properties of gases, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, organic and nuclear chemistry. This course serves as a foundation for further study in college science courses. Students will use the inquiry method supplemented by conducting and analyzing experiments to investigate the nature of elements, compounds and mixtures, and how they interact through chemical reactions. Students will also use technology to collect data and communicate ideas.

***+Honors Chemistry 1, 2 (6221, 6222)**
Grade: 9–12

Prerequisites: Above-average achievement in previous science course(s) and in Integrated Math I or equivalent; Physics 1, 2 and Chemistry 1, 2 recommended; concurrent enrollment in Integrated Math 2 or equivalent recommended; a desire to succeed in a rigorous

college-level course environment.

Students who complete this course successfully will gain a depth of understanding of chemical concepts and processes. They will also develop their critical thinking and analytical skills. The class includes experimental laboratory activities, class discussions, reading, and critical analysis leading to deeper understanding, and it emphasizes human inquiry and the nature of science. This course is intended to help students meet state science standards.

*+#**AP Environmental Science (A6455, 6456)**
Grade: 10-12

AP Environmental Science covers all of the material outlined by the College Board as necessary to prepare students to pass the AP Environmental Science exam. This course is designed to acquaint students with the physical, ecological, social, and political principles of environmental science. The scientific method is used to analyze and understand the interrelationships between humans and the natural environment. The course shows how ecological realities, and the material desires of humans often clash, leading to environmental degradation and pollution. The course covers the following topics: Earth's Systems, Human Population Dynamics, Natural Resources, Environmental Quality, Global Changes, and Environment and Society.

Introduction to Green Technology & Energy 1, 2 (A3763, A3764)
Also CTE
Grade: 9-12

Introduction to Green Technology is a hands-on lab and research-based course exploring concepts and careers in renewable energy sources. This course covers the following modules: Sustainability, Energy and Climate Change; Fundamentals of Energy and Electricity; Energy Conservation; Solar Water Heating; and Nonrenewable Energy Sources. IGT 1B continues with modules covering Renewable Energy, Green Transportation, Energy Environment and Utilities Careers, and finally, Ecological Economics and Climate Policy. Students' final project will be a personal policy action plan demonstrating their understanding of the concepts covered in the course. This course satisfies the Concentrator Course for the Environmental Resources Career Pathway.

HISTORY - SOCIAL SCIENCE

Social Studies 6-1, 6-2 (A6520)
Grade: 6

Providing students with an opportunity to learn the diverse history that has shaped our world, this course delves into the evolution of civilization from the rise of ancient empires through the 21st century. Students enrolled in this exciting and informative course will investigate the development of medieval societies, the effects of the Renaissance and the Reformation, and the progress made during different periods of revolution, industrialization, urbanization, and reform. Over the course of two semesters, students will analyze the effects of political conflicts and social issues on the continuing development and interdependence among nations in the modern world.

World History and Geography 7-1, 7-2 (A6521)
Grade: 7

In this two-semester course students will learn about the social, cultural, and technological changes that occurred throughout the world in the years A.D. 500-1789. After reviewing the ancient world and the ways in which history is uncovered, students will study the history of great civilizations that were developing throughout the world during medieval and early modern times. Students explore the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire. Students learn all aspects about civilizations in the Middle Ages such as Islam, Ghana, Mali, Japan, China, and Latin America. Students examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students learn about the continuing impact of these civilizations on the world today. (Ref. California Grade 7 History-Social Science Content Standards)

United States History & Geography 8-1, 8-2 (A6551)
Grade: 8

In this two-semester course students will study the ideas, issues, and events from the framing of the U.S. Constitution up to World War I, emphasizing America's role in the war. After studying the birth and rise of America's democratic institutions, students examine the shaping and the establishment of the Con-

stitution. Students trace the development of American politics, society, culture, and economy and connect them to the emergence of major regional differences. They learn about the struggles facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions. (Ref. California Grade 8 United States History-Social Science Content Standards)

***+World History, Geography, and Economics 1, 2 (A6605, A6606)**
Grade: 10

In this two-semester course students will study major turning points that shaped the modern world, from the late Eighteenth Century through the present, including the cause and course of World Wars One and Two. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, with a focus on international relations. They learn from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. (Ref. California Grade 10 History- Social Science Content Standards)

***+#AP World History , Modern 1, 2 (A6639, A6640)**
Grade: 10

AP® World History is a yearlong college-level course designed to prepare students for the Advanced Placement (AP) World History Exam. The goal of this course is to explore historical themes common to societies around the world and across time periods, from prehistory to the present day. Emphasis is placed on critical and evaluative thinking skills, essay-writing, interpretation of original documents, and historiography. Students will demonstrate their understanding and acquisition of skills through written work, document-based questions, project-based activities, and practice exams.

***+United States History and Geography 1, 2 (A6701, A6702)**
Grade: 11

In this two-semester course students will study the major turning points in American history in the twentieth century. Following a review of early American history and the impact of the Enlightenment on the U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. Stu-

dents will trace the change in the ethnic composition of American society; the movement towards equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. Students understand that our rights under the U.S. Constitution are vital to maintain in order to continue our freedoms. (Ref. California Grade11 History/Social Science History Content Standards)

***+Honors United States History and Geography 1, 2 (A6711, A6712)**
Grade: 11

This course is designed for the rigorous study of U.S. history and geography. The content includes a study of American history from the late nineteenth century to the present, with major emphasis on the development of American ideals and institutions. Students examine important issues and historical forces that have shaped the nation, including race, gender, politics, economics, foreign policy, culture, and the environment. Original documentary sources are used to supplement the text and enrich the student's experience. Research techniques are taught. All students must pass an end-of-course examination.

***+#AP United States History 1, 2 (A6721, A6722)**
Grade: 11

This year-long AP U.S. History course provides an in-depth study of American history from the pre-Columbian era to the present and is aligned to the new 2015 AP U.S. History exam. The course emphasizes themes such as national identity, economic transformation, immigration, politics, international relations, geography, and social and cultural change. Students learn to assess historical materials, weigh the evidence and interpretations presented in historical scholarship, and analyze and express historical understanding in writing.

***+Government 1 (A6757)**
Grade: 12

In this one-semester course, students will study and seek a deeper comprehension of cultural and political institutions in American government. Students will apply their knowledge of American political institutions as they compare other systems of government in the world today. They will analyze the history and pattern of change in interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. Students will focus in particular on relationships among federal, state and local governments and specific emphasis on the significance of historical docu-

ments, such as the Federalist Papers. (Ref. California Grade 12 History-Social Science State Standards)

***+#AP Government and Politics: U.S. (A6839)**
Grade: 12

AP Government and Politics is a one semester survey covering the Constitution, political beliefs, political parties, and interest groups, institutions of government, public policy and civil rights. The course teaches students how this country's government works. Students become familiar with and develop knowledge of the institutions, documents, policies, political groups, beliefs and theories central to the politics of the United States. Emphasis is placed on critical and evaluative thinking skills, data analysis, collaborative discussion, timed, free response essay writing, and interpretation of original documents. The curriculum covers the six topics required by the College Board: Constitutional underpinnings of the U.S. government; political beliefs and behaviors; political parties, interest groups and mass media; national government institutions; public policy; and civil rights and civil liberties.

***+Economics 1 (A6758)**
Grade: 12

In this one-semester course, students will establish a foundation of understanding of fundamental economic concepts. They will expand their ability to analyze and apply tools such as graphs, statistics, and equations from other subject areas to the understanding of operations and institutions of economic systems. Students will comprehend and analyze basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement and methods in an historic context. (Ref. California Grade 12 History-Social Science State Standards)

***+#AP Human Geography 1, 2 (A6536, A6537)**
Grade: 10-12

AP Human Geography is a yearlong, college-level course that prepares students for the Advanced Placement Human Geography Exam. This fast-paced, upper-level course is designed for highly motivated students. Critical readings, writing activities, classroom assignments, and discussion activities provide multiple opportunities to develop a deep understanding of concepts and skills. Practice assessments and essays based on the Advanced Placement Human Geography Exam are found throughout the course. The course asks students to differentiate among geographic concepts, theories, and models; to analyze relationships among human systems; to explore human-environment interactions; and to study the role of land use and economic development across time periods in various geographic regions.

Topics of Study:

- Geographic Concepts
- Population
- Culture
- Politics and Boundaries
- Agriculture and Land Use
- Industrialization and Economic Development
- The Urban Environment, Land Use, and Economic Development

PHYSICAL EDUCATION

Physical Education 6th – 8th
Grade 6: (A5505)
Grade: 7 (A5501)
Grade: 8 (A5502)

These year-long grade and age level appropriate courses are designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the California Physical Education Framework. The emphasis is on manipulating objects with accuracy and speed. Students will continue to learn the correct techniques for using manipulatives including throwing, catching, striking, kicking, trapping, and dribbling. Students will continue to learn to analyze their performances in order to learn or improve their movement skills. Students will continue to learn fitness concepts, participate in a variety of fitness development exercises, assess their personal fitness, compare their scores to a health-related standard, and set goals for improvement or maintenance. The State Board of Education (SBE) designated the FITNESSGRAM® as the Physical Fitness Test (PFT) for students in California public schools. The FITNESSGRAM® is a comprehensive, health-related physical fitness battery developed by The Cooper Institute. The primary goal of the FITNESSGRAM® is to assist students in establishing lifetime habits of regular physical activity. Students enrolled in 7th grade are required to participate in the FITNESSGRAM®.

CACC PE 8-1, 8-2
Grade: 8

The California Cadet Corps Physical Education class is designed to promote physical fitness, self-discipline, and character traits among students. This program emphasizes respect, personal responsibility, and leadership skills through various physical activities and wellness education. Students who take this class are introduced to the basic tenants and leadership principles of California Cadet Corps. This class covers the learning and physical fitness objectives for the rank of Recruit to Cadet. While most Cadet Corps classes are taught in groups to promote teamwork, this class uses an independent learning model for students who may want access to Cadet Corps but may not be able to attend in person training. Cadets participate in a variety of

body-weight fitness activities to improve endurance, strength, flexibility, and overall health. Cadets learn about the importance of maintaining a healthy lifestyle, including proper nutrition and regular physical activity. The course aims to enhance citizenship skills, encouraging cadets to set high standards of behavior and personal conduct. Physical fitness is stressed as a way of life, and cadets receive physical education credit for the course.

Physical Education 1, 2 (High School Course 1) (A5503, A5504)
Grade: 9-11

High School course 1 provides the foundation for high school physical education. Students will develop movement skills in each area of physical education. They will develop the capability for independent learning and begin to examine practices that enhance successful participation in movement activities. Students will meet or exceed high school physical education content standards. All high school students must demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Students will need to achieve high levels of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Students will demonstrate knowledge of physiological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Physical Education 3, 4 (High School Course 1) (A5505, A5506)
Grade: 10-12

High School course 2 builds on the foundation for high school physical education. Students will enhance movement skills in each area of physical education. They will expand their capabilities for independent learning and examine practices that enhance successful participation in movement activities. Students will meet or exceed high school physical education content standards. All high school students must demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Students will need to achieve high levels of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Students will demonstrate knowledge of physiological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

CACC PE 1, 2 (A4501, A4502)
Grade: 9-11

The California Cadet Corps Physical Education class is designed to promote physical fitness, self-discipline, and character traits among

students. This program emphasizes respect, personal responsibility, and leadership skills through various physical activities and wellness education. Students who take this class are introduced to the basic tenants and leadership principles of California Cadet Corps. This class covers the learning and physical fitness objectives for the rank of Recruit to Cadet. While most Cadet Corps classes are taught in groups to promote teamwork, this class uses an independent learning model for students who may want access to Cadet Corps but may not be able to attend in person training. Cadets participate in a variety of body-weight fitness activities to improve endurance, strength, flexibility, and overall health. Cadets learn about the importance of maintaining a healthy lifestyle, including proper nutrition and regular physical activity. The course aims to enhance citizenship skills, encouraging cadets to set high standards of behavior and personal conduct. Physical fitness is stressed as a way of life, and cadets receive physical education credit for the course.

CACC PE 3, 4 (A4503, A4504)
Grade: 10-12

Continuation of the first two semesters of California Cadet Corps Physical Education. This class builds on the standards and objectives from Cadet Corps. California Cadet Corps Physical Education class is designed for second-year cadets who will progress from the rank of Cadet to the rank of Cadet First Class. This course builds on the foundational skills acquired in the first year, emphasizing enhanced physical fitness, leadership, and teamwork. Cadets engage in more rigorous body-weight physical activities to further improve their endurance, strength, flexibility, and overall health. Cadets deepen their understanding of maintaining a healthy lifestyle, including advanced concepts in nutrition and regular physical activity. The course aims to refine citizenship skills, encouraging cadets to uphold high standards of behavior and personal conduct. Physical fitness remains a core focus, with cadets receiving physical education credit until the PE graduation requirement is met, after which they receive elective credit. Cadets in this class are strongly encouraged to continue in the California Cadet Corps by meeting with either Character and Leadership Development sites or being part of the Altus Schools California Cadet Corps Leadership program.

***California Cadet Corps 1, 2 (A4511, A4512)**
Grade: 6-12

This two-semester career and technical education course addresses a basic understanding of the California Cadet Corps. Students will gain sufficient knowledge of the skills needed to complete their orientation phase and be promoted to the ranking of cadet. Students will demonstrate an understanding of basic Cadet Corps rank

structure, history, concepts, objectives, and chain of command. Students will also research and explore academic skills intended to support their success in the classroom, as well as personal wellness and citizenship skills.

***California Cadet Corps 3, 4 (A4513, A4514)**
Grades 9-12

This two-semester physical fitness course focuses on the development of cadets' physical and athletic abilities, as well as their development of knowledge and skills assessed in the CACC promotion exams. Cadets will research historical leaders and events, gain basic understanding of American icons, symbols, and events, and practice vital survival skills. Cadets will complete physical fitness lessons, supervised by their commandant and senior cadets. Cadets will also begin exploring the concept of leadership and its connection to the California Cadet Corps.

***California Cadet Corps 5, 6 (A4515, A4516)**
Grades 9-12

This two-semester physical fitness course focuses on the development of cadet's physical and athletic abilities as well as their development of knowledge and skills assessed in the CACC promotion exams. Cadets will complete a large amount of research on leadership, reviewing historical leaders, as well as examining the 14 principals of leadership as they apply to the California Cadet Corps. Cadets will complete physical fitness lessons, supervised by their commandant and senior cadets. Cadets will also explore the logistical workings of the Cadet Corps and continue their understanding of survival skills, basic first aid, and military procedures.

***Cadet Corps Leadership 1, 2 (A0507, A0508)**
Grades 9-12

Cadet Corps Leadership 1, 2 are capstone courses for Military Science and California Cadet Corps pathway that focus on traits and skills necessary for good leadership. Students will research historical as well as current leaders, conduct project-based learning on leadership qualities, and hone their own personal development as it applies to being a successful leader. This course will focus on developing student's knowledge, social skill, self-awareness, and motivation to become leaders in their peer group and community.

Cadet Corps Summer Camp 1, 2 (A4517, A4518)
Grades 6-12

Cadet Corps Summer Camp is a hands-on course that focuses on the leadership development of the Cadets who have interest in leadership within the unit by attending a summer camp course. Students enrolled in the course participate in an off-campus summer camp that focuses on skills and

leadership needed to lead a unit at the school. Participants will be involved in physical fitness activities and reflect on what team building activities can be brought back to their Cadet Corps Unit at the school.

WORLD LANGUAGE

***+French 1, 2 (A2001, A2002)**
Grade: 7-12
Prerequisites: None

French 1 and 2 is a two-semester introductory course designed for students to build on the fundamental skill sets involved in learning a language: listening comprehension, speaking, reading, and writing. Also, and equally important, are pronunciation and memorization. Because of this, note taking is embedded in each assignment for increased comprehension, as are online activities. In this blended course, students connect to the French language and culture through a variety of activities, projects, and communicative practice. All of which work together to engage the student in communication and gain introductory knowledge and understanding in Francophone culture. Middle school students will receive high school credit.

***+French 3,4 (A2003, A2004)**
Grade: 8–12
Prerequisites: French 1, 2 with a grade of C or higher; recommendation of teacher

This functions-based course is designed for students who have successfully completed French 1, 2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level with bridging opportunities for high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the French teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in French as evidenced by an informal primary language assessment or other language assessments. Middle school students will receive high school credit.

***+French 5, 6 (A2005, A2006)**
Grade: 9–12
Prerequisites: French 3, 4 with a grade of C or higher; recommendation of teacher

This functions-based course is designed for students who have successfully completed French 3,4. It is intended to move students' oral and written proficiency, in their target language, to the intermediate level. With this

is an emphasis on experiencing the language in context through a multi-media approach. So, programmed instruction and technology, under the direction of the French teacher, is used to facilitate instruction and language practice. In this third year of French, students will comprehend the main ideas of authentic materials that they read and listen, and they are able to identify significant details. This course is carefully aligned to World Language Standards.

***+German 1, 2 (A2051, A2052)**
Grade: 7-12
Prerequisites: None

This functions-based course is open to all students who wish to begin the study of German language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the German teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in German as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level German course. Middle school students will receive high school credit.

***+German 3, 4 (A2053, A2054)**
Grade: 8-12
Prerequisites: German 1, 2 with a grade of C or higher; recommendation of teacher.

This functions-based course is designed for students who have successfully completed German 1, 2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the German teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in German as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level German course if offered. Middle school students will receive high school credit.

***+Spanish 1, 2 (A2321, A2322)**
Grade: 7-12
Prerequisites: None

This functions-based, introductory course is open to all students who wish to begin the study of Spanish language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited fa-

cility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. Middle school students will receive high school credit. This course is also known as Spanish Year 1.

***+Spanish 3, 4 (A2323, A2324)**
Grade: 7-12
Prerequisite: Spanish 1, 2 with a grade of C or higher; recommendation of teacher.

This functions-based course is designed for students who have successfully completed Spanish 1, 2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains on development of oral-language proficiency. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. Middle school students will receive high school credit. This course is also known as Spanish Year 2.

***+Spanish 5, 6 (A2325, A2326)**
Grade: 9-12
Prerequisite: Spanish 3, 4 with a grade of C or higher; recommendation of teacher.

This functions-based course is designed for students who have successfully completed Spanish 3, 4. It is intended to move students' oral proficiency to the intermediate level and to develop both reading comprehension and writing accuracy at that level. As the need for accuracy increases, grammar instruction becomes more significant. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. This course is also known as Spanish Year 3.

VISUAL/PERFORMING ARTS

Middle School Art 1, 2 (A0101, A0102)
Grade: 6-8

In this two-semester course, students will be introduced to the elements and principles of art, art theory, and art criticism. Students will create and critique works of art that use various mediums such as pencil, paint, and ink. Students will learn self-expression through basic art concepts.

***Art 1, 2 (A0191, A0192)**
Grade: 9-12

This two-semester course is an introduction to elements and principles of art, art theory, and art criticism as it applies to master works and their own work. The course introduces a variety of media, including pencil, paint, charcoal, collage, and non-traditional art materials to complete expressive compositions. Students will investigate the historical context of art throughout projects and evaluate the role of art in contemporary society, including the social/political uses of art. Students will investigate their own identity and express it through a variety of creative art projects.

***Art History 1, 2 (A0291, A0292)**
Grade: 9-12

Art History 1,2 introduces art within historical, social, geographical, political, and religious contexts, while also giving the student an opportunity to complete creative projects. Art History 1 begins an overview of the elements and principles of design, and delves into the art history of early medieval and Romanesque art, culminating with High Renaissance and baroque art. Art History 2 world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; eighteenth-and nineteenth-century art in Europe and the Americas; and modern art in Europe and the Americas. Creative projects embedded within the units ask students to extend and apply the concepts learned in hands-on art making projects. Written and oral communication is developed through projects using compare/contrast text structure and an art historical presentation.

***Commercial Art 1, 2 (A0201, A0202)**
Grade: 9-12

In this two-semester course, students will

explore and design basic computer-based two-dimensional and three-dimensional works of art. Students are introduced to the elements and principals of visual design, such as line, shape, and balance, through various media. Students will develop design skills to be applied to real-world applications of design by creating various commercial art products.

***Music Appreciation 1, 2 (A5381, A5382)**
Grade: 9-12

This two-semester course introduces the historical contributions and cultural dimensions of music throughout the world. Students have an opportunity to respond to, analyze, and make judgments about specific works of music. Students investigate music from several cultures and different time periods. Students develop an understanding of cultural diversity as it relates to music and composers. Students also critically assess and derive meaning from works of music according to the elements of music, aesthetic qualities, and human responses.

***^Photography 1, 2 (A3691, A3692)**
Grade: 9-12

Photography 1, 2 is a year-long Visual and Performing Arts course that teachs the history and fundamentals of photography. In this course students will acquire the ability to complete all of the processes involved in taking various kinds of digital photographs in a variety of genres. Students are taught the terminologies and techniques of photographic production, and camera operation. Students will study sensory, formal, expressive, and aesthetic properties of photographic art, as well as the historical context of this medium. The student will also learn about pivotal photographers and how their art affected the photographic movement and explore controversies in the photographic world through research. Students will understand the principles of good composition (texture, shape, light, motion, perspective) and the application of photographic principles to create original works of art.

***Drawing 1, 2 (A0271, A0272)**
Grade: 9-12

This year-long course includes discussion of the meaning, major forms, and components of two-dimensional art. Students study elements and principles of design used in the creation of two-dimensional works, art appreciation, and art history. Students are exposed to various media and techniques used in drawing. Using various drawing mediums, the student will create both abstract and figurative works of art. Students will refine their skills in practical skill-building exercises, master copy assignments, and in the creation of original works of art.

CAREER & TECHNICAL EDUCATION

Altus Success 1, 2 (A8030, A8031)
Grade: 9-12

In this course, students learn about themselves as they learn about the skills needed to be successful. Students use Naviance Family Connection to complete surveys and research information about their post-high school pathway and career pathways for their future. Resilience, motivation, and goal setting are a few of the life-skills that are learned while also improving academic skills. Students go on to create a plan for their future using their definition of success while anticipating obstacles that may come up along the way.

Business Careers 1, 2 (A0701, A0702)
Grade: 9-12

These courses are designed to introduce modern business practices that include training in math, vocabulary, writing, communication, and proper business manner. Students will also learn about the American economic system, entrepreneurship, leadership, money management, and consumerism. Included are units on banking services, finances, paying taxes and Social Security services.

***Career and Life Management 1, 2 (A1169, A1163)**
Grade: 9-12

A two-semester CTE elective that introduces the Family Services Career Pathway within the Education, Child Development, and Family Services Industry Sector. Students will examine resiliency, locus of control, how to respond to difficult life events, social media, healthy relationships, bullying, wellness and nutrition, personal finance, and explore careers within the Family Services Career Pathway. The course is aligned to CTE Family Services Career Pathway Standards and focuses on Life and Career Skills in the 21st Century, interdisciplinary learning, critical thinking, personal reflection, and leadership development.

***Career Explorations 1, 2 (A8103, A8104)**
Grade: 9-12

This two-semester course allows students the opportunity to explore post-secondary career and educational possibilities. Students will begin career exploration and research using interest surveys and learning style inventories. The course allows students to examine

and create a budget for real life application. Students will create a resume and cover letter, as well as build an e-portfolio, culminating in a final multimedia presentation that describes their specific actions to prepare for their career. This two-semester course satisfies the Pathway Exhibition graduation requirement.

Career Planning & Development 1, 2 (A1169, A1170)
Grade: 9-12

Introducing high school students to the working world, this course provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This one-semester course includes lessons in which students create a self-assessment profile, a cover letter, and a résumé that can be used in their educational or career portfolio.

***^Child Development 1, 2 (A1179, A1180)**
Grade: 9-12

This Child Development course exposes students to the areas of scientific and sociological research in human development through middle childhood; theories and perspectives of child development, including biosocial, cognitive and psychosocial development; genetics and disorders; prenatal development, harm to the fetus, and birth; nutrition; new family dynamics; and career pathway topics including, various roles in the field, professionalism, safety, state regulations, learning environments, the industry and its effects on the economy and community, the day care setting, early childhood schooling, and challenges for caregivers. Students will gain an understanding of opposing perspectives through case studies and scientific interpretations. Students will also incorporate analytical reading of textbook and internet resources; writing, listening, and speaking through research projects and a final portfolio; and gather real-life, relevant, and practical insight into the developing person through observations and interviews in their community.

***Computer Science (CS) Discoveries 1, 2 (A3576, A3577)**
Grade: 11-12

Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Students will learn about the internet, they will design and create web sites using HTML and CSS, they will program several projects using CSS, and they will

create presentations and research covering new and emerging computational technologies.

***^Design Careers 1, 2 (A3645, A3646)**
Grade: 9-12

Design Careers 1, 2 is a year-long course sequence designed as a concentrator for the Arts, Media, and Entertainment CTE pathway. Students will learn the basic industry terminology and apply them to the analysis of commercial art products. Students will also create commercial art products such as logos and advertisements using digital tools, as well as fine art materials. The course will include creating a portfolio, as well as a performance task that simulates a job interview and advertising sales pitch. Students will also create artifacts for a potential career in the arts, such as an artist bio, artist statement and artist resume. This course intentionally blends technology with more traditional art-making materials to teach a more relevant and broader spectrum of artistic abilities for work in the commercial art field. This course satisfies the requirements of the concentration course within the Design, Visual, and Media Arts Career Pathway.

***^Entrepreneurship 1, 2 (A0587, A0588)**
Grade: 9-12

Entrepreneurship is a project-based college prep CTE Capstone course where students analyze and develop a small business. Students will focus on four goals. They will learn the significance of math, reading, writing, and communicating to their future within the framework of starting and operating a small business. Students will understand how the market economy and ownership leads to wealth creation. Students learn not only the skills necessary to become entrepreneurs but also the attitudes, characteristics, and techniques that they will need to succeed. Finally, they will learn to be able to save and make future investments in order to meet their financial goals in life. Students will learn to build analytical skills through solving complex problems and making sound decisions in order to produce a viable business.

***^Environmental Sustainability 1, 2 (A6240, A6241)**
Grade: 9-12

Environmental Sustainability 1, 2 is a year-long CTE capstone course. This course exposes students to a rigorous curriculum, while focusing on the knowledge and skills that are useful to students interested in careers in this field. Careers and career training in this field could include sustainable farming and agriculture, solar panel installation, renewable energy research and engineering, and a wide array of other options. As the course will demonstrate, this is an industry of incredible importance to all life on our planet and a high priority industry sector in Southern California. This means that businesses in this industry are actively

seeking employees at all levels. This course satisfies the requirements of the Capstone Course within the Environmental Resources Career Pathway.

Foundations of Personal Finance 1, 2 (A2506, A2507)
Grade: 9-12

This two-semester textbook-based introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful. In this two-semester course, students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases, and more. Students will be inspired by stories from finance professionals and individuals who have reached their financial goals.

General Work Experience 1-4 (A8502, A8505)
Grade: 9-12

The major goal of General Work Experience Education is to enable students to become productive, responsible individuals through supervised, paid employment experiences.
The description of General Work Experience Education is that it is an instructional course, which has, as its purpose, the application of the basic skills of reading, writing and computation. General Work Experience Education students will acquire general and specific occupational skills through a combination of supervised paid employment in any occupational field and related classroom instruction in Work Experience Education (WEE). (5 CCR §10071). In order for a student's job to qualify for the WEE Program, the student must earn at least minimum wage, be covered by Worker's Compensation Insurance, and work a minimum number of hours per week. The minimum hours allowable for students to work is outlined in the District Plan (See Chapter I on District Plans). Unlike Career Technical WEE, students enrolled in a General WEE Program may have a paid job that does not necessarily relate to Career Technical course work.

The rationale for having a General WEE program is the changing nature of work in our society, which requires students to develop appropriate work habits and attitudes that may be transferred to a variety of employment situations.

***^Health Science Concepts 1, 2 (A8424, A8425)**
Grade: 9-12

This high school course introduces students to a variety of healthcare careers as they develop the basic skills required in all health and

medical sciences. In addition to learning the key elements of the U.S. healthcare system, students will learn terminology, anatomy and physiology, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of medical emergency care. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the healthcare field.

***Hospitality, Tourism & Recreation 1, 2 (A8481, A8482)**
Grade: 9-12

The course is designed to develop and build skills related to a career pathway in Hospitality and Tourism. Hospitality, Recreation, and Tourism is one of the three areas of study in the California Career Technical Education Model Curriculum Standards. The purpose of this course is to explore the hospitality industry from a variety of perspectives, including historical, financial, economic, geographic, sociological and cultural, as a basis for understanding the concepts and theories that guide industry practices today. The goal is for students to gain overall knowledge about the hospitality industry, along with more-detailed understanding of select segments, including the guest cycle, front office operations, executive housekeeping, resort operations, facilities management, food and beverage services, as well as safety and security. This course provides a modernized context with a detailed business focus on current careers in hospitality, financial processes, operational finance, as well as marketing and sales. This course satisfies the concentrator course requirement for Hospitality Recreation and Tourism career pathway.

***^Hospitality Management 1, 2 (A8483, A8484)**
Grade: 9-12

The course is designed to develop and build skills related to a career pathway in leadership in the Hospitality and Tourism Industry. Hospitality Recreation and Tourism is one of the three areas of study in the California Career Technical Education Model Curriculum Standards. The purpose of this course is for students to gain overall knowledge about leadership roles in the hospitality industry, along with more-detailed understanding of directorship roles within the guest experience cycle, human resources, operational finance, front office, security, as well as food and beverage services. The goal of this course is to explore the hospitality industry through a leadership context with a strong focus on business and marketing management. Students will develop professional skills in management of housekeeping operations, facilities management, operational finance management, and management of banquets and catered events. There is also an emphasis on industry financial trends such as sales to global audiences, developing marketing plans, budgeting, and

management of sales teams. This course satisfies the Capstone course requirement for Hospitality and Tourism and leads to industry level certification as a certified Hospitality and Tourism Management Professional.

***^Information and Communication Technology 1, 2**
Grade: 9-12

This year-long course is designed for students who are interested in the Information Technology Industry Sector. In this course, students will explore different careers within the industry sector, create their own professional portfolio highlighting their strengths and plan for a career within this industry. Students also learn about IT and Computer Hardware including legal and ethical issues, wireless IT, and computing basics and system maintenance/ computer hardware. Operating systems and application software development, network administration, copyright, and programming/ coding is also presented. This course satisfies the Concentrator Course for the Software and System Development Career Pathway.

***Introduction to Business 1, 2 (A0514, A0515)**
Grade: 9-12

In this two-semester introductory course, students will learn the principles of business using real-world examples—learning what it takes to plan and launch a product or service in today's fast-paced business environment. This course covers an introduction to economics, costs and profit, and different business types. Students are introduced to techniques for managing money, personally and as a business, and taxes and credit; the basics of financing a business; how a business relates to society both locally and globally; how to identify a business opportunity; and techniques for planning, executing, and marketing a business to respond to that opportunity. This course satisfies the Concentrator Course for the Business Management Career Pathway.

***Introduction to Green Technology & Energy 1, 2 (A3763, A3764)**
Grade: 9-12

Introduction to Green Technology is a hands-on lab and research-based course, exploring concepts and careers in renewable energy sources. IGT 1 covers the following modules: Sustainability, Energy and Climate Change; Fundamentals of Energy and Electricity; Energy Conservation; Solar Water Heating; and Nonrenewable Energy Sources. IGT 2 continues with modules covering Renewable Energy, Green Transportation, Energy Environment and Utilities Careers, and finally, Ecological Economics and Climate Policy. Students' final project will be a personal policy action plan demonstrating their understanding of the concepts covered in the course. This course satisfies the Concentrator Course for the Environmental Resources Career Pathway.

***Military Science 1, 2 (A4501, A4502)**
Grade: 9-12

This two-semester career and technical education course addresses the introductory knowledge of military concepts and history. Students will research a wide array of concepts related to the military, including natural disasters and humanitarian relief, military leadership, technological advances in warfare, major military battles, and military life. Students will demonstrate an academic proficiency in research skills and project completion through the lens of military concepts. This course satisfies the Concentrator Course for the Public Services Career Pathway.

***Military Science 3, 4 (A4503, A4504)**
Grades 9-12

This two-semester career and technical education course supports student knowledge of a wide array of military concepts and history. Students will research and dissect military events and individuals throughout history, review the different branches of the American military, and create real world applications for personal development in the fields of health and wellness. Students will also gain further understanding of the workings of the military and the requirements and expectations of enlisted individuals and officers. This course satisfies the Capstone Course for the Public Services Career Pathway.

***Nursing Assistant 1, 2 (A8428, A8429)**
Grade: 10–12

This two-semester course prepares students to provide and assist with all aspects of activities of daily living and nursing care for adult patients in hospital, long-term care, and home settings. Through direct instruction, interactive skills demonstrations, and practice assignments, students are taught the basics of nurse assisting, including interpersonal skills, medical terminology, care procedures, legal and ethical responsibilities, safe and efficient work, gerontology, nutrition, emergency skills, and employability skills. Successful completion of this course from an approved program prepares the student for state certification for employment as a Nursing Assistant. This course satisfies the Capstone Course for the Patient Care Career Pathway.

Nutrition 1, 2 (A1165, A1166)
Grade: 9-12

This two-semester course will introduce the principles of being a smart consumer, proper food selection and preparation, basic nutrition, and preparing meals for both the individual and family. Students will develop necessary skills for meeting nutritional needs through exposure to food and ecology, special nutrient needs, and kitchen organization. Food customs and traditions in the U.S. will also be explored.

***Pathways Exhibition (A8105)**
Grade: 12
Mandatory graduation requirement.

This one-semester elective is required of all graduates. Students will be ready for life beyond high school. Students will be introduced to pre-employment techniques and the steps required for college admission and the securing of financial aid. In completing projects for a senior portfolio and presenting an exhibition, students will demonstrate their readiness for the future.

Personal Finance (A2505)
Grade: 9-12
Prerequisites: basic math skills.

This introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful. In this one-semester course, students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases, and more. Students will be inspired by stories from finance professionals and individuals who have reached their financial goals.

***Photoshop 1, 2 (A8513, A8514)**
Grade: 9-12

Photoshop 1, 2 is a year-long CTE elective within the Arts, Media and Design industry sector that combines hands-on learning with real-world relevant portfolio development. The student will learn the fundamentals of Adobe Photoshop, as well as more advanced techniques that will prepare the student for entry level work in a graphic design career. This course uses videos, hands-on assignments, real-world relevant projects to provide the student with knowledge and experience to perform at industry-level standards. The year culminates with both the Adobe Associate Exam and a professional web-portfolio with an opportunity to submit their work to MiraCosta College for college credit through articulation. This course satisfies the Capstone Course for the Design, Visual, and Media Arts Career Pathway.

***Psychology 1, 2 (A6851, A6852)**
Grade: 11, 12

In this two-semester course students will study the following areas: an introduction to psychology research methods; biological bases of behavior; sensation and perception; motivation and emotion; learning; memory and thought; thinking and language; states of consciousness; and lifespan development. Specific content will include research, the nervous system, the endocrine system, nature vs. nurture, classical conditioning, operant con-

ditioning, sleep, drugs, cognitive and emotional development, dying and death, and gender roles and differences, personality and individuality, intelligence testing, theories of personality, psychoanalytic theory, humanistic theory, cognitive theory, stress and health, psychological disorders, anxiety disorders, drug addiction, therapy and change, biological approaches to treatment, individual interaction, group interaction, attitudes and social influence, and psychology future and present. (ref. History - Social Science Framework for California Public Schools)

***Retails Sales and Marketing 1, 2 (A8492, A8493)**
Grade: 9-12

Retail, Sales and Marketing is a year-long course in which students will study marketing fundamentals including, marketing research, business basics, buyer behavior, distribution, global trade, retailing, advertising, selling, and global issues regarding business and the marketplace. Additionally, they will come to understand the marketing mix for a specific target market, Activities are designed to develop marketing concepts, such as product promotion, advertising, branding and visual displays. Other topics include soft skills, job acquisition skills, basic economics, and human relations. Students will demonstrate their understanding through a variety of projects, speeches and a portfolio. Students will research employers and industries, gain experience with public speaking, familiarize themselves real-world retail, sales and marketing scenarios and strengthen reading, writing and speaking skills.

***^Teacher Education 1, 2 (A8784, A8785)**
Grade: 9-12

This year-long Teacher Education course exposes students to the various positions available in the public, private, community and charter education settings. Students participate in 45 hours of supervised observations/ job shadowing in a K-12 setting. Students learn what it takes to be an effective teacher by first understanding the early and modern history of education in America spanning from the 1940s to the present day. Students understand human development as they study children and adolescent growth and development from preschool to early adulthood. Students learn various teachings strategies, assessment methods, and classroom management techniques and their role in creating a healthy and inclusive learning environment that supports diverse students and learners. Students explore a career path in this field by studying the state requirements to become a teacher, researching colleges and universities, interviewing professionals in the field, and completing classroom observations.

***^Veterinary Science 1, 2 (A8434, A8435)**
Grade: 9-12

Veterinary Science is a college prep course where students identify and explain principles of anatomy and physiology, nutritional requirements, safety, housing requirements, common illnesses, common procedures, and preventative medical measures across multiple animal species. Students will learn the specifics of caring for a variety of species as pets, as livestock, and in the veterinary setting. Throughout the study of veterinary science, students will learn the importance of government safeguards for human and animal health. Students will explore wildlife management in the United States, including the laws that are in place to conserve wildlife in their natural habitats. Finally, students will explore multiple career possibilities within Veterinary Science such as Veterinarian, Registered Veterinary Technician, veterinary lab technician, veterinary assistant, research lab assistant, office staff, small animal producer, large animal producer, and the respective educational requirements and skill requirements.

VR (Virtual Reality) Career Explorations (A8601)
Grade: 9-12

This one semester course allows students to participate in simulations in a variety of career fields not otherwise available in the traditional classroom. Students will have the opportunity to immerse themselves in hands-on training for a variety of fields including Manufacturing and Construction, Hospitality and Tourism, Culinary Arts, Automotive Repair, Diesel Technology, Aviation Maintenance, Electrical Construction, Healthcare, and Skilled Trades. Students will reflect on their experiences in writing throughout the course in preparation for a final project, which connects their hands-on experience with additional research to make real-world connections in how to pursue the career they found most interesting.

GENERAL ELECTIVES

Study Skills (6th – 8th) (A8030)
Grade: 6-8

This one-semester course is designed to help students improve in and provide added support for study skills, organization, reading, mathematics, and courses in which the student is concurrently enrolled. The activities in this course will help enhance higher level thinking, problem solving, and basic skills via workshops and personalized assignments developed to support and ensure student success.

ELD MS Language & Literacy 1, 2 (A1607a, A1607b)
Grades: 6-8 - ELPAC Level 1

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, newly enrolled in a U.S. school, scored at the Novice performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 1 on the Summative ELPAC. Students receive focused instruction utilizing the Cengage Inspire curriculum with embedded SDAIE strategies, targeted activities, and assessments to support development of critical language skills needed to access and achieve in grade level academic content. Based on the state-adopted 2014 ELA/ELD Framework, this course is intended to help students at the ***Emerging proficiency level*** develop basic English communication skills in social and academic contexts. Course may be repeated for course credit.

ELD MS Language & Literacy 3, 4 (A1608a, A1608b)
Grades: 6-8 ELPAC Level 2

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Intermediate performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 2 on the Summative ELPAC. Students receive focused instruction utilizing the Cengage Inspire curriculum with embedded SDAIE strategies, targeted activities and assessments to support development of critical language skills needed to access and achieve in grade level academic

content. Based on the state-adopted 2014 CA ELD standards and guided by the 2014 ELA/ ELD Framework, this course is intended to help students at the early ***Expanding proficiency level*** develop language skills to learn and communicate about a range of topics and academic content areas. Course may be repeated for course credit.

ELD MS Language & Literacy 5, 6 (A1609a, A1609b)
Grades: 6-8 ELPAC Level 3

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Intermediate performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 3 on the Summative ELPAC. Students receive focused instruction utilizing the Cengage Inspire curriculum with embedded SDAIE strategies, targeted activities and assessments to support development of critical language skills needed to access and achieve in grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ ELD Framework, this course is intended to help students at the exit ***Expanding or early Bridging*** *proficiency levels* be able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. Course may be repeated for course credit.

ELD MS Language & Literacy 7, 8 (A1610a, A1610b)
Grades: 6-8 ELPAC Level 4

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Initial Fluent English proficient performance level on the Initial ELPAC, scored at a performance level 4 on the Summative ELPAC, or are Reclassified Fluent English Proficient (RFEP). Students receive focused instruction utilizing the Cengage Inspire curriculum with embedded SDAIE strategies, targeted activities and assessments to support development of critical language skills needed to access and achieve in grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ ELD Framework, this course is intended to help students at the ***Bridging or exit Bridging*** *proficiency levels* be able to communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines. Course may be repeated for course credit.

Avid 6-8 (A8061)
Grade: 6-8

AVID (Advancement Via Individual Determination) is offered as an elective course that prepares students for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and

placement exams, study skills and test taking, note taking, and research. AVID meets five hours per week. Students receive two hours of instruction per week in college readiness skills, two hours per week in tutor-led study groups, and one hour per week in motivational activities and academic survival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic development and growth which enables students to become college and career ready.

Career Explorations VR (Virtual Reality) 6-8 (A8299)
Grade: 6-8

This one semester course allows students to participate in simulations in a variety of career fields not otherwise available in the traditional classroom. Students will have the opportunity to immerse themselves in hands-on training for a variety of fields including Manufacturing and Construction, Hospitality and Tourism, Culinary Arts, Automotive Repair, Diesel Technology, Aviation Maintenance, Electrical Construction, Healthcare, and Skilled Trades. Students will reflect on their experiences in writing throughout the course in preparation for a final project, which connects their hands-on experience with additional research to make real-world connections in how to pursue the career they found most interesting.

Empower Math 1A, 1B (A4763, A4764)
Grade: 6-8
Prerequisites: Concurrent enrollment in middle school math course

Empower Math I is an elective support course for students in grades 6-8 and must be taken concurrently with a course in the middle school math series. The course is designed to fill gaps in knowledge for students who need targeted remediation. The course uses direct instruction (small group & one-on-one) and computer-based learning to build students' skill sets, help them master requisite skills, and front load concepts.

Exploring Careers 1, 2 (A2701, A2702)
Grade: 6-8

This course prepares middle-school students to make informed decisions about their future academic and occupational goals. Through direct instruction, interactive skills demonstrations, and practice assignments, students learn how to assess their own skills and interests, explore industry clusters and pathways, and develop plans for career and academic development. This course is designed to provide flexibility for students; any number of units can be selected to comprise a course that meets the specific needs of students to plan and launch a product or service in today's fast-paced business environment.

Literacy 6th Grade 1, 2 (A1599A, A1599B)

Literacy 7th Grade 1, 2 (A1599A, A1599B)
Literacy 8th Grade 1, 2 (A1600A, A1600B)
Grade: 6-8

Literacy supports English Language Arts courses to cover topics such as basic language skills and integrate reading, writing, speaking, and listening while emphasizing individual student progress. The Literacy course presents students with the opportunity to build upon their vocabulary, spelling and grammar, writing and composition, reading silently or aloud, and improving listening and comprehension skills..

***Avid 9 A, B (A8207, A8208)**
Textbook Based Option Only
Grade: 9

*** Avid 10 A, B (A8209, A8210)**
Textbook Based Option Only
Grade: 10

*** Avid 11 A, B (A8227, A8228)**
Textbook Based Option Only
Grade: 11

*** Avid 12 A, B (A8221, A8222)**
Textbook Based Option Only
Grade: 12

AVID (Advancement Via Individual Determination) is offered as an elective course that prepares students for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note taking, and research. AVID meets five hours per week. Students receive two hours of instruction per week in college readiness skills, two hours per week in tutor-led study groups, and one hour per week in motivational activities and academic survival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic development and growth which enables students to become college and career ready.

Avid Peer Support (A8066)
Grade: 10-12

AVID (Advancement Via Individual Determination) Peer Support trains students to become peer tutors in the AVID elective. It focuses on understanding AVID's philosophy, mastering tutorial/tutoring techniques, developing mentorship skills, and collaborating with AVID teachers. The goal is to empower students to support their peers academically and contribute positively to the school community.

Avid Peer Tutoring (A8366, A8367)
Grade: 10-12

These courses are designed for students who have received training as AVID elective tutors. They offer community service hours and provide a structured opportunity for tutors to en-

gage with the AVID elective every week. Participants will deepen their understanding of tutorials, WICOR, mentorship, college/career readiness, and the role of supporting the AVID elective teacher.

Comprehensive Health (A2550)
Textbook Based and Online Options
Grade: 9-12

This one semester course teaches students how to care for their bodies. Units covered in this course are consumer and community health, injury prevention, alcohol, tobacco and other drugs, nutrition, environmental health, family living, and communicable and chronic diseases. California Healthy Youth Act (January 1, 2016) requires school districts to ensure that all pupils in grades 7-12 receive sexual health education and HIV prevention education. EC 51930-51939.

Driver's Education (A2750)
Grade: 9-12

Driver's Education prepares students to pass the state driving exam. The units covered in this course are: Assessing and Managing Risk, Handling Social Pressures, Rules of the Road, Basic Driving Skills, Light and Weather Conditions, Buying a Car, and Getting your State Driving Test.

Early College Academy (A8231)
Grade: 9–10
Prerequisites: Concurrent enrollment in a college course

This course is designed to be taken in conjunction with a college dual enrollment course. The purpose of this course is to provide support and build skills to be successful throughout a college dual enrollment class. This course provides guided research for students to explore and reflect on their own education plan and post-secondary plan.

Students will learn about the benefits, requirements, expectations, and options with dual enrollment. This course covers the soft skills needed to be successful in a college course; such as, effective communication, self-advocacy, online etiquette, and time management. This course also covers the academic skills required to be successful in a college course; such as, written organization, study plans and test strategies, and note taking. Finally, students will explore options to continue earning college credit and post-secondary options.

Empower Math I A, B (A4763, A4764)
Grade: 9–10
Prerequisites: Concurrent enrollment in Integrated Math I A-B (P) or Algebra 1, 2 (P)

Empower Math I is an elective support course for students in grades 9–12 and must be taken concurrently with the first course in the Integrated Math or Traditional Math series. The course is designed to fill gaps in knowledge for

students who need targeted remediation. The course uses direct instruction (small group & one-on-one) and computer-based learning to build students' skill sets, help them master requisite skills, and front load concepts.

Empower Math II A, B (A4765, A4766)
Grade: 10–11
Prerequisites: Concurrent enrollment in Integrated Math II A-B (P) or Geometry 1, 2 (P)

Empower Math II is an elective support course for students in grades 10–11 and must be taken concurrently with the second course in the Integrated Math or Traditional Math series. The course is designed to fill gaps in knowledge for students who need targeted remediation. The course uses direct instruction (small group & one-on-one) and computer-based learning to build students' skill sets, help them master requisite skills, and front load concepts.

Empower Math III A, B (A4767, A4768)
Grade: 10–12
Prerequisites: Concurrent enrollment in Integrated Math III A-B (P) or Intermediate Algebra 1,2 (P)

Empower Math III is an elective support course for students in grades 10–12 and must be taken concurrently with the third course in the Integrated Math or the Traditional Math series. The course is designed to fill gaps in knowledge for students who need targeted remediation. The course uses direct instruction (small group & one-on-one) and computer-based learning to build students' skill sets, help them master requisite skills, and front load concepts.

ETHNIC STUDIES COURSES (A9179)
Grade: 9-12

***Asian American Pacific Islander Studies (A9179)**
Grade: 9-12

Asian American Pacific [slander (AAPI) Studies is an Ethnic Studies course designed to provide students with a comprehensive understanding of the histories, cultures, and contributions of Asian American and Pacific Islander communities. Students will embark on an educational journey exploring the migration experiences, cultural heritage, and challenges faced by AAPI communities in the United States. Through examining key historical events, policies, and social movements, students will gain insights into issues of immigration, discrimination, and identity. The course aims to foster an understanding of the multicultural landscape of the United States and the pivotal role of AAPI communities within it. Key learning objectives include identity exploration, understanding historical context, recognizing cultural contributions, and exploring social justice and advocacy. Activities and assessments such as reading and vocabulary development, video analysis, research projects, map and reflection activities,

and visual presentations engage students and deepen their understanding. By the end of the course, students will have a deeper appreciation for the diverse experiences of AAPI communities and their significant impact m American society. This course is an enriching educational experience that promotes cultural awareness, empathy, and social responsibility.

***Black African American Studies (A9179)**
Grade: 9-12

The Black and African American Studies course is an interdisciplinary and comprehensive exploration of the Black and African American experience from historical, cultural, social, and political perspectives. The course aims to provide students with an in-depth understanding of the significant contributions, struggles, and resilience of African American communities, and explore how race, gender, and class shape life for people of African descent in the United States. Through a combination of lectures, discussions, readings, multimedia resources, and reflective activities, students will critically engage with the rich tapestry of African American history and culture, including the development of Black identity, cultural expression, and social movements that have influenced the advancement of equity and social justice. The course spans from African roots and the Transatlantic Slave Trade to contemporary issues and cultural expressions, emphasizing the continuous impact of African American heritage on the United States and the world.

***Chicano(a)/Latin(x) Studies (A9179)**
Grade: 9-12

The course "Chicano(a) and Latin(x) Studies" is designed to provide students with a comprehensive understanding of the historical, cultural, and social dynamics of Chicano and Latinx communities in the United States. Through a series of modules, students will explore key concepts such as identity, intersectionality, and the historical development of terms like Hispanic, Chicano, and Latinx. Students will explore a variety of topics that have impacted Chicano and Latinx identity development and experience, including the European settlement in the Americas, migration to the United States, cultural and social movements, and resistance to exploitative labor practices. The course highlights the rich cultural heritage and contributions of these communities, examining their impact on American society through art, literature, and activism. This approach affirms student identity and experience, fostering empathy and cultural awareness. Activities include analyzing primary sources, engaging in reflective exercises, and conducting research projects that connect historical events to contemporary issues.

***Native American Studies (A9179)**
Grade: 9-12

This course offers a comprehensive explora-

tion of the rich and diverse cultures, histories, and contributions of Native American communities. It examines the profound impact of colonization, the resilience of Native peoples, and their ongoing struggles for rights and recognition. The course ensures that students develop critical literacy skills while gaining a deep understanding of Native American heritage, meeting rigorous standards across multiple subjects. Each module explores key themes related to identity, history, social structures, and contemporary issues within Native American communities. Students will engage in a variety of activities designed to deepen their understanding and encourage critical thinking. These activities include analyzing identity, exploring historical events, and examining social and political structures through various media and texts. A variety of instructional methods are employed to engage students, including discussions, multimedia resources, and independent projects. Reading and writing assignments will encompass a broad range of texts, encouraging students to develop their argumentative, informative, and narrative writing skills. Students will also complete independent projects and presentations to enhance their critical speaking and listening skills. This course aims to foster empathy and recognition of the importance of preserving indigenous cultures and traditions, equipping students with critical thinking, research, and communication skills essential for their academic and personal growth.

Literacy 1-4 (A1682, A1683, A1684, A1685)
Grade: 9-12

Literacy supports English Language Arts courses to cover topics such as basic language skills and integrate reading, writing, speaking, and listening while emphasizing individual student progress. The Literacy course presents students with the opportunity to build upon their vocabulary, spelling and grammar, writing and composition, reading silently or aloud, and improving listening and comprehension skills.

***+#AP Psychology (A6834, A6835)**
Grade: 11-12

This two-semester course introduces students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about methods psychologists use in their science and practice. This course prepares students to take the Advanced Placement Examination in Psychology. The assigned texts for this course are Psychology: *Themes and Variations*, 7th edition, by Wayne Weiten, (2007) and F*orty Studies that Changed Psychology: Explorations into the History of Psychological Research*, 5th edition, by Roger Hock (2005).

Strategies for Academic Success (A1163)
Grade: 9-12

Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.

Study Skills (9th – 12th) (A8007, A8008)
Grade: 9-12

This one-semester course is designed to help students improve in and provide added support for study skills, organization, reading, mathematics, and courses in which the student is concurrently enrolled. The activities in this course will help enhance higher level thinking, problem solving, and basic skills via workshops and personalized assignments developed to support and ensure student success.

Service Learning 1, 2 (A8087)
Grade: 9-12

This course provides the opportunity for students to complete the (60 hours) community service with a non-profit organization within their community. Students are encouraged to explore organizations in need of help within their community where they can apply skills learned through their academic program and provide essential support to the community in which they live. Students who choose the Service Learning option for graduation must complete 2 semesters (120 hours) of Service Learning.

High School ELD Language & Literacy 1, 2 (A1575, A1576)
Grade: 9-12 ELPAC Level 1

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, newly enrolled in a U.S. school, scored at the Novice performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 1 on the Summative ELPAC. Students receive focused instruction utilizing the Cengage EDGE curriculum with embedded SDAIE strategies, targeted activities and assessments to support development of critical language skills needed to access and achieve grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ELD Framework, this course is intended to help students at the Emerging proficiency level develop basic English communication skills in social and academic contexts. Activities in this course may use language learning

programs such as Rosetta Stone and BrainPOP ELL, bilingual supports, in person or virtual instruction, Achieve3000 and other teacher created resources. Students who demonstrate proficiency in the standards of the course and score at a level 2 in the ELPAC may progress to the next ELD course level. Course may be repeated for course credit.

High School ELD Language & Literacy 3, 4 (A1577, A1578)
Grade: 9-12 ELPAC Level 2

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Intermediate performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 2 on the Summative ELPAC. Students receive focused instruction utilizing the Cengage EDGE curriculum with embedded SDAIE strategies, targeted activities and assessments to support development of critical language skills needed to access and achieve grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ELD Framework, this course is intended to help students at the early Expanding proficiency level develop language skills to learn and communicate about a range of topics and academic content areas. Activities in this course include virtual and in-person literacy circles, bilingual supports, Achieve3000, MyPath ELA curriculum and other teacher created resources. Students who demonstrate proficiency in the standards of the course and score at a level 3 in the ELPAC may progress to the next ELD course level. Course may be repeated for course credit.

High School ELD Language & Literacy 5, 6 (A1579, A1580)
Grade: 9-12 ELPAC Level 3

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Intermediate performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 3 on the Summative ELPAC. Students receive focused instruction utilizing the Cengage EDGE curriculum with embedded SDAIE strategies, targeted activities and assessments to support development of critical language skills needed to access and achieve grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ELD Framework, this course is intended to help students at the exit Expanding or early Bridging proficiency levels be able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. Activities in this course include virtual and in-person literacy circles, Achieve3000, MyPath ELA, Literacy and Comprehension curriculum, and other teacher created resources. Students who demonstrate proficiency

in the standards of the course and score at a level 4 in the ELPAC may progress to the next ELD course level. Course may be repeated for course credit.

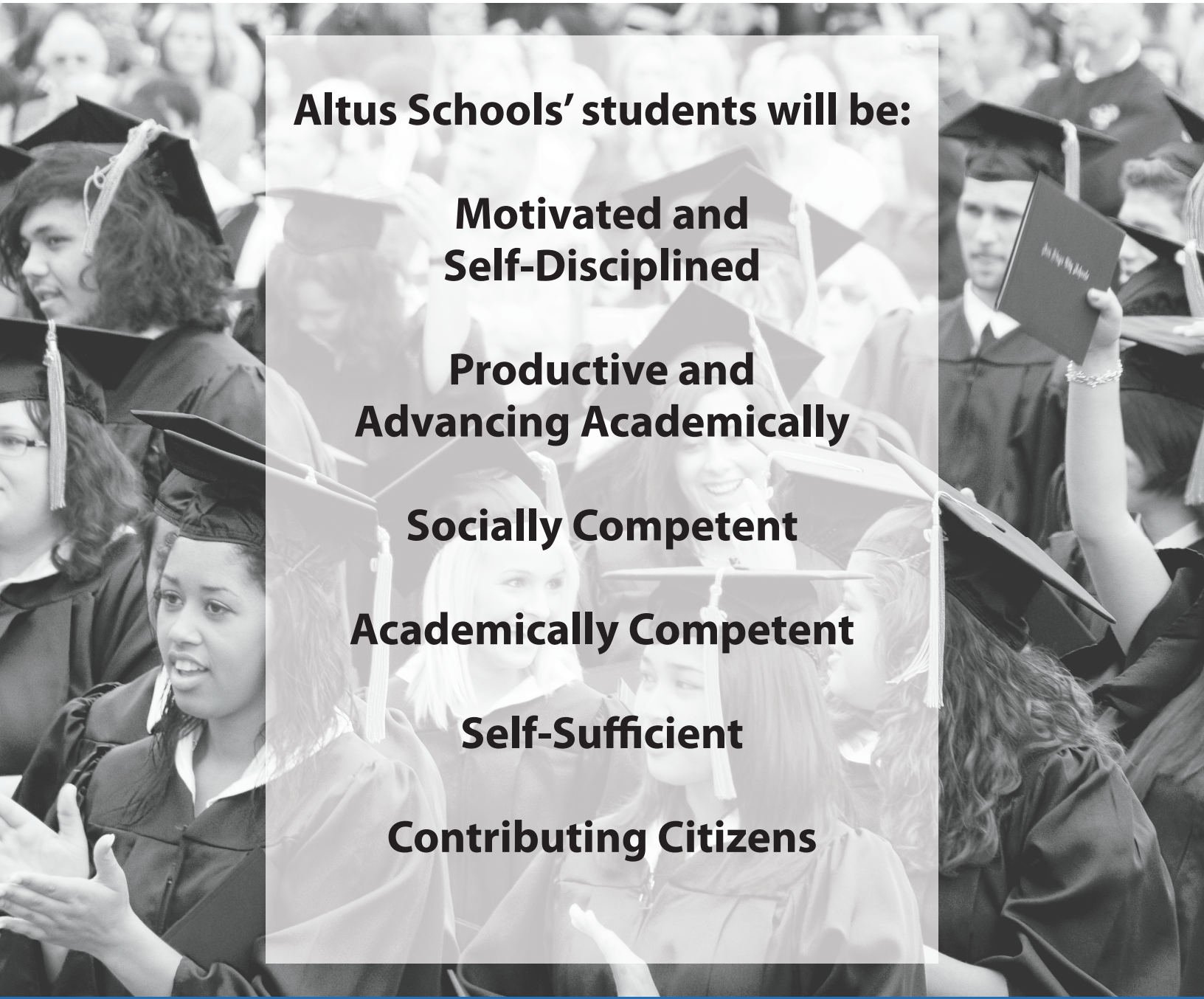
High School ELD Language & Literacy 7, 8 (A1581, A1582)
Grade: 9-12 ELPAC Level 4

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Initial Fluent English proficient performance level on the Initial ELPAC, scored at a performance level 4 on the Summative ELPAC, or are Reclassified Fluent English Proficient (RFEP). Students receive focused instruction utilizing the Cengage EDGE curriculum with embedded SDAIE strategies, targeted activities and assessments to support development of critical language skills needed to access and achieve grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ELD Framework, this course is intended to help students at the Bridging or exit Bridging proficiency levels be able to communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines. Activities in this course include academic vocabulary development across curricular areas, in person and virtual instructional sessions, Achieve3000, Literacy and Comprehension curriculum, and other teacher created resources. Students who demonstrate proficiency in the standards of the course and are reclassified as Fluent English Proficient (RFEP) can be exited from the ELD course plan. Course may be repeated for course credit.

+World Geography 1 (A6538)
Grade: 9-12

This one-semester course is offered as an elective. Students will demonstrate knowledge and understanding of human and physical geography. They will be able to explain the uses of geography and various ways that the world is organized. This will include proficiency in reading various maps, charts, and graphs. Major topics will include the solar system, weather and climate, landforms, water, and natural resources, human systems, North America, South America, and Europe.

Steps to Success



Altus
SCHOOLS

Appendix W

PUPIL CALENDAR

PUPIL CALENDAR FOR ALTUS SCHOOLS SAN DIEGO
ALTUS SCHOOLS AUDEO - ALTUS SCHOOLS CHARTER SCHOOL OF SAN DIEGO
MULTI-TRACK CALENDAR

DRAFT

2026-2027

Adopted By the Board _____

TRACK A

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July	1			1	2	**3**	17	0	1		Jul 3: Holiday
		6	7	8	9	10					
		13	14	15	16	17					
		20	21	22	23	24				*18*	
July / August	2	27	28	29	30	31	20	0	0		
		3	4	5	6	7					
		10	11	12	13	14					
		17	18	19	20	21				*20*	
August / September	3	24	25	26	27	28	19	0	1		
		31	1	2	3	4					
		7	8	9	10	11					Sep 7: Holiday
		14	15	16	17	18				*20*	
September / October	4	21	22	23	24	25	20	0	0		**Oct 7: CBEDS Information Day**
		28	29	30	1	2					
		5	6	**7**	8	9					
		12	13	14	15	16				*20*	
P1 October / November	**5**	19	20	21	22	23	18	0	2		Nov 11: Holiday
		26	27	28	29	30					Nov 10: Teacher NWD
		2	3	4	5	6					
		9	**10**	**11**	12	13				*20*	**Total P1 Days** **94**
November / December	6	16	17	18	19	20	15	0	5		Nov 23-25: Teacher NWD
		23	**24**	**25**	**26**	**27**					Nov 26-27: Holidays
		30	1	2	3	4					
		7	8	9	10	11				*20*	
December / January	7	14	15	16	17	18	0	10	10		Dec 21-23 and 28-30 : Teacher NWD
		21	**22**	**23**	**24**	**25**					Dec 24 & 25: Holiday
		28	**29**	**30**	**31**	**1**					Dec 31 & Jan 1: Holiday
		4	5	6	7	8				*20*	
January / February	8	11	12	13	14	15	8	11	1		Jan 18: Holiday
		18	19	20	21	22					
		25	26	27	28	29					
		1	2	3	4	5				*20*	
February / March	9	8	9	10	11	**12**	0	18	2		Feb 12 & 15: Holiday
		15	16	17	18	19					
		22	23	24	25	26					
		1	2	3	4	5				*20*	
P2 March / April	**10**	**8**	9	10	11	12	0	14	6		Mar 29 - Apr 2: Spring Break
		15	16	17	18	19					Mar 8 - Teacher NWD
		22	23	24	25	26					
		29	**30**	**31**	**1**	**2**				*20*	**Total P2 Days** **117**
April	11	5	6	7	8	9	20	0	0		
		12	13	14	15	16					Available CAASPP Window
		19	20	21	22	23					April 5 - June 25
		26	27	28	29	30				*20*	
May	12	3	4	5	6	7	20	0	0		
		10	11	12	13	14					Available CAASPP Window
		17	18	19	20	21					April 5 - June 25
		24	25	26	27	28				*20*	
May / June	13	**31**	1	2	3	4	18	0	2		Available CAASPP Window
		7	8	9	10	11					April 5 - June 25
		14	15	16	17	**18**					May 31: Holiday
		21	22	23	24	25				*20*	June 18: Holiday
June	NA	**28**	**29**	**30**							June 28-30: Teacher NWD
						Total Instructional Days:	**175**	**53**	**30**	***258***	

PUPIL CALENDAR FOR ALTUS SCHOOLS SAN DIEGO
ALTUS SCHOOLS AUDEO - ALTUS SCHOOLS CHARTER SCHOOL OF SAN DIEGO
MULTI-TRACK CALENDAR

DRAFT

2026-2027

TRACK B

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July / August	2	27 3 10 17	28 4 11 18	29 5 12 19	30 6 13 20	31 7 14 21	0	20	0	*20*	
August / September	3	24 31 **7** 14	25 1 8 15	26 2 9 16	27 3 10 17	28 4 11 18	19	0	1	*20*	Sep 7: Holiday
September / October	4	21 28 5 12	22 29 6 13	23 30 **7** 14	24 1 8 15	25 2 9 16	20	0	0	*20*	**Oct 7: CBEDS Information Day**
P1 October / November	**5**	19 26 2 9	20 27 3 **10**	21 28 4 **11**	22 29 5 12	23 30 6 13	18	0	2	*20*	Nov 11: Holiday Nov 10: Teacher NWD **Total P1 Days** **57**
November / December	6	16 **23** 30 7	17 **24** 1 8	18 **25** 2 9	19 **26** 3 10	20 **27** 4 11	15	0	5	*20*	Nov 23-25: Teacher NWD Nov 26-27: Holidays
December / January	7	14 **21** **28** 4	15 **22** **29** 5	16 **23** **30** 6	17 **24** **31** 7	18 **25** **1** 8	10	0	10	*20*	Dec 21-23 and 28-30 : Teacher NWD Dec 24 & 25: Holiday Dec 31 & Jan 1: Holiday
January / February	8	11 **18** 25 1	12 19 26 2	13 20 27 3	14 21 28 4	15 22 29 5	19	0	1	*20*	Jan 18: Holiday
February / March	9	8 **15** 22 1	9 16 23 2	10 17 24 3	11 18 25 4	**12** 19 26 5	16	2	2	*20*	Feb 12 & 15: Holiday
P2 March / April	**10**	**8** 15 22 **29**	9 16 23 **30**	10 17 24 **31**	11 18 25 **1**	12 19 26 **2**	0	14	6	*20*	Mar 29 - Apr 2: Spring Break Mar 8 - Teacher NWD **Total P2 Days** **117**
April	11	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	20	0	0	*20*	Available CAASPP Window April 5 - June 25
May	12	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	20	0	0	*20*	Available CAASPP Window April 5 - June 25
May / June	13	**31** 7 14 21	1 8 15 22	2 9 16 23	3 10 17 24	4 11 **18** 25	18	0	2	*20*	Available CAASPP Window April 5 - June 25 May 31: Holiday June 18: Holiday
June	NA	**28**	**29**	**30**							June 28-30: Teacher NWD
					Total Instructional Days:		**175**	**36**	**29**	***240***	

PUPIL CALENDAR FOR ALTUS SCHOOLS SAN DIEGO
ALTUS SCHOOLS AUDEO - ALTUS SCHOOLS CHARTER SCHOOL OF SAN DIEGO
MULTI-TRACK CALENDAR

DRAFT

2026-2027

TRACK C

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
August / September	3	24	25	26	27	28	3	16	1		
		31	1	2	3	4					
		7	8	9	10	11					Sep 7: Holiday
		14	15	16	17	18				*20*	
September / October	4	21	22	23	24	25	20	0	0		**Oct 7: CBEDS Information Day**
		28	29	30	1	2					
		5	6	**7**	8	9					
		12	13	14	15	16				*20*	
P1 October / November	**5**	19	20	21	22	23	18	0	2		Nov 11: Holiday
		26	27	28	29	30					Nov 10: Teacher NWD
		2	3	4	5	6					
		9	**10**	11	12	13				*20*	**Total P1 Days** **41**
November / December	6	16	17	18	19	20	15	0	5		Nov 23-25: Teacher NWD
		23	**24**	**25**	**26**	**27**					Nov 26-27: Holidays
		30	1	2	3	4					
		7	8	9	10	11				*20*	
December / January	7	14	15	16	17	18	10	0	10		Dec 21-23 and 28-30 : Teacher NWD
		21	**22**	**23**	**24**	**25**					Dec 24 & 25: Holiday
		28	**29**	**30**	**31**	**1**					Dec 31 & Jan 1: Holiday
		4	5	6	7	8				*20*	
January / February	8	11	12	13	14	15	19	0	1		Jan 18: Holiday
		18	19	20	21	22					
		25	26	27	28	29					
		1	2	3	4	5				*20*	
February / March	9	8	9	10	11	**12**	18	0	2		Feb 12 & 15: Holiday
		15	16	17	18	19					
		22	23	24	25	26					
		1	2	3	4	5				*20*	
P2 March / April	**10**	**8**	9	10	11	12	14	0	6		Mar 29 - Apr 2: Spring Break
		15	16	17	18	19					Mar 8 - Teacher NWD
		22	23	24	25	26					
		29	**30**	**31**	**1**	**2**				*20*	**Total P2 Days** **117**
April	11	5	6	7	8	9	20	0	0		
		12	13	14	15	16					Available CAASPP Window
		19	20	21	22	23					April 5 - June 25
		26	27	28	29	30				*20*	
May	12	3	4	5	6	7	20	0	0		
		10	11	12	13	14					Available CAASPP Window
		17	18	19	20	21					April 5 - June 25
		24	25	26	27	28				*20*	
May / June	13	**31**	1	2	3	4	18	0	2		Available CAASPP Window
		7	8	9	10	11					April 5 - June 25
		14	15	16	17	**18**					May 31: Holiday
		21	22	23	24	25				*20*	June 18: Holiday
June	NA	**28**	**29**	**30**							June 28-30: Teacher NWD
					Total Instructional Days:		**175**	**16**	**29**	***220***	

Appendix X

SB740 FUNDING DETERMINATION

Accessible Version

California DEPARTMENT OF EDUCATION

Form

Nonclassroom-Based Funding Determination Request 2023–24

Charter Schools Division

The Funding Determination Form must be submitted by charter schools to receive funding for their nonclassroom-based average daily attendance (ADA) if it exceeds 20 percent of their total ADA. The form may also be submitted by charter schools whose nonclassroom-based ADA is near the 20 percent threshold. Information collected on this form is pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 11963.3. Instructions can be found on the Nonclassroom-Based Determination of Funding web page of the California Department of Education (CDE) website. Questions regarding this form can be sent to the Charter Schools Division via email at FundingDeterminations@cde.ca.gov.

Once you begin the form, you can save and return to it at any time by selecting the **Save For Later** button at the bottom of each page. You will be provided a unique URL (web address) for entrance back into the form. This URL is the only way back into the saved form. Please note that the **Save For Later** button should only be selected if you are taking a break from filling out the form; it is not necessary to select the **Save For Later** button each time before selecting the **Next** button. To return to a previous page of the form, use the **Back** button located at the bottom of the page; do not use the web browser's back button. Using the web browser's back button may cause an error on the form; if this error occurs, use the refresh button on the web browser.

The submission of this form requires a certification from the charter school's director, principal, or governing board chairperson, pursuant to 5 *CCR* Section 11963.3(b)(1). You will have the opportunity to print a copy of the form for your records before submitting it.

Instructions

Charter School Information

Tip: You may press the Tab key after completing a data field to move to the next one.

Charter School Name: *(As reported by the school on the California School Directory)*

Altus Schools Charter School of San Diego

Charter School Authorizer: San Diego Unified School District

Charter School Number: *(Four digits)* 0028

County District School (CDS) Code:
(Fourteen digits without spaces or hyphens) 37683383730959

Street Address: 10170 Huennekens Street

City: San Diego

County: San Diego

ZIP Code: 92121

Grade Levels Served: *(Select all that apply.)*

- [ ] *TK*
- [ ] *K*
- [ ] *1*
- [ ] *2*
- [ ] *3*
- [ ] *4*
- [ ] *5*
- [x] *6*
- [x] *7*
- [x] *8*
- [x] *9*
- [x] *10*
- [x] *11*
- [x] *12*

Date Charter Expires: *(MM/DD/YYYY)* 06/30/2026

Contact First Name: Lynne

Contact Last Name: Alipio

Contact Title: Chief Business Officer

Contact Phone Number: *(XXX-XXX-XXXX)* 619-208-1464

Contact Email Address: lalipio@altusschools.net

Upon submission of the Funding Determination Form, a confirmation email will be sent to the Contact Email Address.

Instructions

Funding Determination Request Information

Pursuant to 5 *CCR* Section 11963.6(g), if, during the effective period of a determination of funding, a charter school wishes to seek a higher or lower determination of funding, it shall do so by the filing of a new determination of funding request. During the effective period of a charter school's determination of funding, no more than one additional determination of funding request (which would replace the determination of funding then in effect) may be submitted by the charter school in the same fiscal year.

Is this a reconsideration request to seek a higher or lower determination of funding for a previously approved funding determination, pursuant to 5 *CCR* Section 11963.6(g)?

- ○ *Yes, this is a reconsideration request.*
- ◉ *No, this is not a reconsideration request.*

Instructions

Funding Determination Request Information

What level of funding is requested by the charter school?

- ◉ *100%*
- ○ *85%*
- ○ 70%

What is the beginning period requested for the funding determination? *(For schools whose funding determination expires in FY 2023–24 and are requesting a renewal of their funding determination, the beginning period would be FY 2024–25.)*

2024–25

How many years of funding are requested by the charter school?

- ○ *2*
- ○ *3*
- ○ *4*
- ◉ *5*

What source data is being used to complete the Funding Determination Form?
(Revenues and expenditures reported on the form must agree with the source data; for schools whose funding determination expires in FY 2023–24 and are requesting a renewal of their funding determination, the source data should be audited data from FY 2022–23.)

- ◉ *FY 2022–23 Audit*
- ○ *FY 2023–24 Budget*
- ○ *Other*

Instructions

Financial Information

Total Resources

Revenues and Other Resources
5 *CCR* Section 11963.3(a)(5)(A)

Round to the nearest dollar. Do not use commas, dollar signs, or parentheses when entering in dollar amounts. If an amount is $0, enter 0 instead of leaving the field blank.

Federal Revenues: *(Include Public Charter School Grant Program [PCSGP] funds if applicable.)*
2184004

Did the school receive PCSGP funds?

- ○ *Yes*
- ◉ *No*

State Revenues: *(Include In-Lieu of Property Taxes.)*
23469466

In-Lieu of Property Taxes: *(In-Lieu of Property Taxes must be reported in both this field and the State Revenues field.)*
12914227

Local Revenues: *(Do not include In-Lieu of Property Taxes.)* 200631

Other Financing Sources: 0

Instructions

Revenues and Other Resources

Confirmation: The school has indicated that In-Lieu of Property Taxes were received. Confirm the following before proceeding:

☑ *I confirm that In-Lieu of Property Taxes on the prior page were reported in both the State Revenues and In-Lieu of Property Taxes fields.*

Confirmation: The school has indicated that Local Revenues were received. Confirm the following before proceeding:

☑ *I confirm that Local Revenues reported on the prior page do not include In-Lieu of Property Taxes.*

Instructions

Total Public Revenues and Total Revenues

Total Revenues: $25854101 *(Figures rounded to the nearest dollar)*
5 CCR Section 11963.3(c)(2)

Total Expenditures and Other Uses

Instruction and Related Services
5 *CCR* Section 11963.3(a)(5)(B)

Round to the nearest dollar. Do not use commas, dollar signs, or parentheses when entering in dollar amounts. If an amount is $0, enter 0 instead of leaving the field blank.

Salaries and Benefits

Certificated Salaries and Benefits for Instruction and Related Services:	14646480
Classified Salaries and Benefits for Instruction and Related Services:	2362265

Books, Supplies, and Equipment

Books, Supplies, and Equipment for Instruction and Related Services:	1438024

Services and Other Operating Costs

Contracts for Instructional Services:	0
Contracts for Instructional Support:	635350
All Other Instruction-Related Operating Costs:	1549297

Instructions

Total Instruction and Related Services

Total Instruction and Related Services: $20631416 *(Figures rounded to the nearest dollar)*
5 CCR Section 11963.3(a)(5)(B)

Operations and Facilities
5 *CCR* Section 11963.3(a)(5)(C)

Round to the nearest dollar. Do not use commas, dollar signs, or parentheses when entering in dollar amounts. If an amount is $0, enter 0 instead of leaving the field blank.

Salaries and Benefits

Certificated Salaries and Benefits for Operations and Facilities:	0
Classified Salaries and Benefits for Operations and Facilities:	0

Books, Supplies, and Equipment

Books, Supplies, and Equipment for Operations and Facilities:	19621

Services and Other Operating Costs

Services and Other Operating Costs for Operations and Facilities:	3386624

Facility Acquisition and Construction

Facility Acquisition and Construction:	0

Instructions

Total Operations and Facilities

Total Operations and Facilities: $3406245 *(Figures rounded to the nearest dollar)*
5 CCR Section 11963.3(a)(5)(C)

Allowable Facilities Costs
5 *CCR* Section 11963.3(b)(7)

Do not use commas. If an amount is 0, enter 0 instead of leaving the field blank.

Total facility square footage occupied by the charter school:	82198
Total classroom-based P-2 ADA reported in the prior fiscal year: *(Do not include nonclassroom-based ADA; round to the nearest two decimal places.)*	0
Total student hours attended by nonclassroom-based pupils at the school site in the prior fiscal year:	89180

Instructions

Allowable Facilities Costs
5 *CCR* Section 11963.3(b)(7)

Calculated Facilities Costs: $102742 *(Figures rounded to the nearest dollar)*
*[Total Classroom-Based P-2 ADA + (Total Student Hours Attended by Nonclassroom-Based Pupils / 868)] * 1000*

Allowable Facilities Costs: $102742 *(Figures rounded to the nearest dollar)*
The lesser of the Total Operations and Facilities costs and the Calculated Facilities Costs

*According to the provided information, the **Calculated Facilities Costs** are less than or equal to the Total Operations and Facilities costs.*

Administration and All Other Activities
5 *CCR* Section 11963.3(a)(5)(D)

Round to the nearest dollar. Do not use commas, dollar signs, or parentheses when entering in dollar amounts. If an amount is $0, enter 0 instead of leaving the field blank.

Salaries and Benefits

Certificated Salaries and Benefits for Administration and All Other Activities:	310778
Classified Salaries and Benefits for Administration and All Other Activities:	1164295

Books, Supplies, and Equipment

Books, Supplies, and Equipment for Administration and All Other Activities:	35818

Services and Other Operating Costs

Contracts for Other Administrative Services:	0
Supervisorial Oversight Fee:	201211
All Other Administration and Other Activities, Services, and Operating Costs:	1252780

Instructions

Total Administration and Other Activities

Total Administration and Other Activities: $2964882 *(Figures rounded to the nearest dollar)*
5 CCR Section 11963.3(a)(5)(D)

Other Outgo and Other Financing Uses
5 *CCR* Sections 11963.3(a)(5)(E) and (b)(5)

Round to the nearest dollar. Do not use commas, dollar signs, or parentheses when entering in dollar amounts. If an amount is $0, enter 0 instead of leaving the field blank.

Debt Service: 8509

Transfers to Local Educational Agencies: 0

All Other Transfers and Outgo: *(This field is for outgoing transfers only.)* 0

Instructions

Other Outgo and Other Financing Uses

Total Other Outgoing and Other Financing Uses: $8509 *(Figures rounded to the nearest dollar)*
5 CCR Section 11963.3(a)(5)(E)

Total Expenditures

Total Expenditures: $27011052 *(Figures rounded to the nearest dollar)*

Revenues Over Expenditures
5 *CCR* Section 11963.3(a)(5)(F)

Revenues Over Expenditures/Surplus or Deficit: $-1156951 *(Figures rounded to the nearest dollar)*

Beginning Fund Balance
5 *CCR* Section 11963.3(a)(5)(A)

Round to the nearest dollar. Do not use commas, dollar signs, or parentheses when entering in dollar amounts. If an amount is $0, enter 0 instead of leaving the field blank.

Beginning Fund Balance: 39000837

Instructions

Ending Fund Balance

Ending Fund Balance - June 30: $37843886 *(Figures rounded to the nearest dollar)*

Reserves
5 *CCR* Section 11963.3(a)(5)(F)

Round to the nearest dollar. Do not use commas, dollar signs, or parentheses when entering in dollar amounts. If an amount is $0, enter 0 instead of leaving the field blank.

Reserves

Designated for Economic Uncertainties:	1350553
Facilities Acquisitions or Capital Projects:	32922308
Reserves Required by Charter Authorizer:	810332
Other Reserves:	2760693
Unassigned/Unappropriated Fund Balance:	0

Instructions

Reserves
5 *CCR* Section 11963.3(a)(5)(F)

Explain the purpose of reported Other Reserves:

Other Reserves consist of Prepaid Expenditures amounting to $427,101, Facility Lease Security Deposit of $58,771, and Facility Leases Contractual Obligations in the amount of $2,274,821.

Reserves for Facilities Acquisition or Capital Projects: $32922308 *(Figures rounded to the nearest dollar)*

Reserves for Facilities Acquisition or Capital Projects as a Percentage of Total Expenditures: 121.88% *(Figures rounded to the nearest dollar)*

Because reserves for facilities acquisition or capital projects exceed the greater of $50,000 or 5 percent of total expenditures, provide an explanation for the need for such excess reserves:

Altus Schools Charter School of San Diego's net capital assets amounts to $29,271,019. The capital assets include land, building, leasehold improvements, equipment, and present value of right to use facility leases. Per FASB Accounting Standards Code 842 (ACS 842), lease agreements are now recognized as an asset on the balance sheet which is included in the net capital assets calculation. In addition, the school has set aside additional $8500,000 for capitalized improvements for its Rosecrans Building which was acquired in 2022 as well as technology infrastructure. Additionally, Altus Schools Charter School of San Diego currently has 15 resource centers that are leased. The total costs of the annual leases and common area maintenance is $1.6 million. Due to the rising costs for facility leases and triple net or common area maintenance, the school is reserving $2,801,289 to purchase another property so it can reduce the high costs of facility leases.

Ending Fund Balance: $37843886 *(Figures rounded to the nearest dollar)*

Total Reserves: $37843886 *(Figures rounded to the nearest dollar)*
This figure must agree with the Ending Fund Balance unless the Ending Fund Balance is negative.

Instructions

Pupil-Teacher Ratio
5 *CCR* Section 11963.3(b)(2) and (8)

Report the charter school's average daily attendance (ADA) for independent study pupils and full-time equivalent (FTE) certificated employees responsible for independent study employees below.

FTE employees working at the charter school must possess a valid teaching certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold issued by the Commission on Teacher Credentialing and who work in the charter school in a position required to provide direct instructional support to students.

Round to the nearest two decimal places. Do not use commas.

Did this charter school operate in FY 2022–23?

- (●) *Yes*
- ( ) *No*

Charter school's FY 2022–23 P-2 ADA for independent study pupils: 1556.87

Charter school's FY 2022–23 FTE certificated employees responsible for independent study: 66.33

Instructions

Funding Determination Calculations
5 *CCR* Section 11963.4

Calculation 1: 57.09% *(Figures rounded to the nearest dollar)*
Percentage of Total Public Revenues spent on Instructional Certificated Salaries and Benefits
5 CCR Section 11963.3(c)(1)
Certificated Salaries and Benefits costs / (Federal Revenues - PCSGP Funds + State Revenues [including In-Lieu of Property Taxes])

Calculation 2: 80.20% *(Figures rounded to the nearest dollar)*
Percentage of Total Revenues spent on Instruction and Related Services
5 CCR Section 11963.3(c)(2)
(Instructional and Related Services costs + Allowable Facilities costs [Calculated Facilities Costs are less than or equal to Total Operations and Facilities costs]) / Total Revenues

Calculation 3: 23.47 to 1
2022–23 Pupil-Teacher Ratio (PTR) of Charter School
California Education Code Section 51745.6 and 5 CCR Section 11704
ADA / FTE

Funding Determination Criteria
5 *CCR* Section 11963.4

If the funding determination calculations in the prior section do not meet the regulatory criteria shown below for the school's requested level of funding, the school may provide mitigating circumstances for consideration by the Advisory Commission on Charter Schools (ACCS) to make a recommendation other than one that results from the criteria.

A determination of funding request shall be recommended for **100 percent funding** if all of the following are true, unless there is a reasonable basis to recommend otherwise:
1) Calculation 1 is greater than or equal to 40 percent.
2) Calculation 2 is greater than or equal to 80 percent.
3) Calculation 3 is less than or equal to 25 to 1 or the PTR of the largest unified school district in the county or counties in which the charter school operates.

A determination of funding request shall be recommended for **85 percent funding** if all of the following are true, unless there is a reasonable basis to recommend otherwise:
1) Calculation 1 is greater than or equal to 40 percent.
2) Calculation 2 is greater than or equal to 70 percent but less than 80 percent.

A determination of funding request shall be recommended for **70 percent funding** if all of the following are true, unless there is a reasonable basis to recommend otherwise:
1) Calculation 1 is greater than or equal to 35 percent but less than 40 percent.
2) Calculation 2 is greater than or equal to 60 percent but less than 70 percent.

A determination of funding request shall be recommended for **denial** if either of the following are true, unless there is a reasonable basis to recommend otherwise:
1) Calculation 1 is less than 35 percent.
2) Calculation 2 is less than 60 percent.

Does the charter school wish to request a higher level of funding than what it qualifies for based on the regulatory criteria?

- ○ *Yes*
- ◉ *No*

If "Yes" is selected, the school will have the opportunity to provide mitigating circumstances on a later section of this form. A charter school cannot request higher than 100 percent funding for nonclassroom-based instruction.

Instructions

Supplemental Information

Virtual Charter School
5 *CCR* Section 11963.5(b)(3)

Pursuant to 5 *CCR* Section 11963.5, a virtual or on-line charter school is one in which at least 80 percent of teaching and student interaction occurs via the Internet.

Is this charter school a virtual or on-line charter school as defined in 5 *CCR* Section 11963.5?

- ○ *Yes*
- ◉ *No*

Instructions

Entity and Contract Information
5 *CCR* Section 11963.3(b)(3)

Did any entity receive or will receive $50,000 or more or 10% or more of total expenditures from the school in FY 2022–23 or FY 2023–24?

- (●) *Yes*
- ( ) *No*

Instructions

Entity and Contract Information
5 *CCR* Section 11963.3(b)(3)

Select the number of reportable entities that received or will receive $50,000 or more or 10% or more of total expenditures:

Over 20

Instructions

Entity and Contract Information
5 *CCR* Section 11963.3(b)(3)

The attachment below may be a Microsoft Word, Microsoft Excel, or Portable Document Format (PDF) file and must include the following information for each reportable entity:
1) Name of entity
2) Amount
3) Purpose/explanation
4) Are contract payments based on specific services rendered?
4.a) If not, are payments based on amount per ADA or some other percentage?

Provide an attachment with a list of entities that received or will receive $50,000 or more or 10 percent or more of the charter school's total expenditures:

ref:0000000313:Contract50000att

Instructions

Governing Board Information
5 *CCR* Section 11963.3(b)(4)

How many board members does the school CURRENTLY have?

5

Instructions

Governing Board Information
5 *CCR* Section 11963.3(b)(4)

Provide information regarding the first board member.

First name of first board member: Len

Last name of first board member: Hering

Title of first board member: *(e.g., chairperson, treasurer, member)* Chairperson

Board member type of first member: *(e.g., parent, teacher, district representative)* School Representative

How was the first board member selected? Appointed and Authorized

Is the first board member affiliated in any way with any of the reportable entities listed in the Entity and Contract Information section?

- ○ *Yes*
- ◉ *No*

Term of first board member: *(MM/YYYY to MM/YYYY)* 07/2022 to 06/2024

Provide information regarding the second board member.

First name of second board member: Scott

Last name of second board member: Barton

Title of second board member: *(e.g., chairperson, treasurer, member)* Member

Board member type of second member: *(e.g., parent, teacher, district representative)*
School Representative

How was the second board member selected?
Nominated and Elected

Is the second board member affiliated in any way with any of the reportable entities listed in the Entity and Contract Information section?
- ○ *Yes*
- ◉ *No*

Term of second board member: *(MM/YYYY to MM/YYYY)*
07/2023 to 06/2025

Provide information regarding the third board member.

First name of third board member:
David

Last name of third board member:
Crean

Title of third board member: *(e.g., chairperson, treasurer, member)*
Member

Board member type of third member: *(e.g., parent, teacher, district representative)*
School Representative

How was the third board member selected?
Nominated and Elected

Is the third board member affiliated in any way with any of the reportable entities listed in the Entity and Contract Information section?
- ○ *Yes*
- ◉ *No*

Term of third board member: *(MM/YYYY to MM/YYYY)*
07/2022 to 06/2024

Provide information regarding the fourth board member.

First name of fourth board member:
Tim

Last name of fourth board member:
Morton

Title of fourth board member: *(e.g., chairperson, treasurer, member)*

Member

Board member type of fourth member: *(e.g., parent, teacher, district representative)*

School Representative

How was the fourth board member selected?

Nominated and Elected

Is the fourth board member affiliated in any way with any of the reportable entities listed in the Entity and Contract Information section?

- ○ *Yes*
- ◉ *No*

Term of fourth board member: *(MM/YYYY to MM/YYYY)*

07/2023 to 06/2025

Provide information regarding the fifth board member.

First name of fifth board member:

Eric

Last name of fifth board member:

Schweinfurter

Title of fifth board member: *(e.g., chairperson, treasurer, member)*

Member

Board member type of fifth member: *(e.g., parent, teacher, district representative)*

School Representative

How was the fifth board member selected?

Nominated and Elected

Is the fifth board member affiliated in any way with any of the reportable entities listed in the Entity and Contract Information section?

- ○ *Yes*
- ◉ *No*

Term of fifth board member*: (MM/YYYY to MM/YYYY)*

07/2022 to 06/2024

Instructions

Additional Information

Provide any other pertinent information that may assist the CDE and ACCS in conducting a detailed review or develop a reasonable basis for a recommendation:
(Optional; 9,999 characters max; ? characters used)

Instructions

Certification
5 *CCR* Section 11963.3(b)(1)

The charter school's director, principal, or governing chairperson must provide a certification below. If you are a fiscal agent who has prepared the form on behalf of the director, principal, or governing chairperson, you may select the **Save For Later** button at the bottom of the page, which will provide you with a unique URL (web address) for entrance back into the form. This URL is the only way back into the saved form and can be shared with the director, principal, or governing chairperson to sign the certification. You may also select the **Print Responses** button to create a paper or PDF copy of the form to review. The **Back** button should only be selected if a change to the form is needed.

Please note that the form has not been submitted to the CDE until the **Submit** button has been selected.

1) I certify that the information provided is true and correct to the best of my ability and knowledge: *(The charter school's director, principal, or governing board chairperson must initial below.)*

LA

2) I certify that this charter school's nonclassoom-based instruction is conducted for and substantially dedicated to the instructional benefit of the school's students: *(The charter school's director, principal, or governing board chairperson must initial below.)*

LA

3) I certify that this charter school's governing board has adopted and implemented conflict of interest policies: *(The charter school's director, principal, or governing board chairperson must initial below.)*

LA

4) I certify that all of the charter school's transactions, contracts, and agreements are in the best interest of the school and reflect a reasonable market rate for all goods, services, and considerations rendered for or supplied to the school: *(The charter school's director, principal, or governing board chairperson must initial below.)*

LA

Enter your name below which will serve as a signature and certify agreement with the four terms above: *(The charter school's director, principal, or governing board chairperson must sign below.)*

Lynne H. Alipio

Indicate whether the certification is from the charter school's director, principal, or governing chairperson:

- (●) *Director*
- ( ) *Principal*
- ( ) *Governing chairperson*

Important: Please read the information below before submitting the form.

After the form is submitted, you will no longer be able to access the form to print it later.

An automated email confirming that the form was successfully submitted will be sent to the reported Contact Email Address, **lalipio@altusschools.net**. The automated email **does not** serve as confirmation that the school has submitted a complete determination of funding request pursuant to 5 *CCR* Section 11963.4(a).

When a complete determination of funding request is received from a charter school, the CDE shall review and present the request to the ACCS and SBE pursuant to 5 *CCR* Section 11963.4(a). Upon review of the school's submission, the CDE may ask for clarifying and/or additional information pursuant to 5 *CCR* Section 11963.4(b).

Questions regarding the status of the school's determination of funding request may be sent to the Charter Schools Division via email at FundingDeterminations@cde.ca.gov.

Confirmation: Confirm the following before submitting the form:

- [ ] *I understand that after submitting the form, I will no longer be able to access the form to print it later.*

Once you select the **Submit** button below, your form will be sent to the CDE and you will be redirected to the Nonclassroom-Based Determination of Funding web page.

Appendix Y

LETTERS OF SUPPORT FROM COMMUNITY GROUPS

CCEMC
THE CALIFORNIA COALITION
DEDICATED TO DUAL ENROLLMENT

Melissa Madigan
6507 Pacific Avenue #323
Stockton, CA 95207

April 22, 2025

Dear Board Members:

The California Coalition of Early & Middle Colleges (CCEMC) has a coaching partnership with Altus Affiliated Schools and we work closely together to ensure students become college and career ready upon graduation. I am writing in support of the approval of the petition for Altus Schools Charter School of San Diego.

CCEMC is actively supporting Altus Schools by providing coaching related to dual enrollment. Our guidance focuses on best practices to ensure student success, as well as strategies for establishing strong partnerships with local community colleges. Additionally, we assist in the development of pathways that lead to the completion of college units, that ultimately lead to an associated degree for transfer along with the formation of pathways in Career and Technical Education (CTC).

What stands out most about the Altus Schools staff is their dedication and commitment to their students. They prioritize the success of all students, especially those who face significant challenges. These include students who are credit deficient, undocumented, socioeconomically disadvantaged and encounter various learning barriers. The unique structure of Altus Schools fit the needs of their students and the school system is an asset to the community.

CCEMC will continue to support this effort and collaboration. I ask that you, Members of the Board, approve the petition for Altus Schools Charter School of San Diego. Thank you for your consideration.

Thank you,

Melissa Madigan
CCEMC
Executive Director
melissa@dualenrollment.org

April 17, 2025

Re: Support for the Charter Renewal of Altus Schools Charter School of San Diego (ASCSSD)

Dear Members of the Board of Directors,

I am writing in support of charter renewal for Altus Schools Charter School of San Diego (ASCSSD). My name is Maite Soleno, and I am the Program Manager at The Ed Ladder, a nonprofit organization that supports at-promise youth. The Ed Ladder has partnered with ASCSSD since 2017.

I have seen first-hand the importance of ASCSSD for the education of students who did not fare well in traditional public schools. The high quality, individualized educational program allows these students to further their education without having to drop out of school. ASCSSD is an important safety net that is vital for students in San Diego County.

The Ed Ladder Academic Coaches have worked closely with students with personal situations that made it difficult to succeed in a traditional school environment. For example, an Academic Coach worked closely with a couple who were expecting a child. Attending ASCSSD allowed them to create an individualized educational path where they both could prepare for being parents while still going to school. The mother gave birth right before her graduation and due to her support at ASCSSD and she was still able to graduate on time with her class.

ASCSSD provides a safe and quiet place for students to study. Our Academic Coaches often note that the Resource Center has a calming atmosphere that supports students who may be easily distracted by noise, are on the autistic spectrum, or have high levels of anxiety. Many students during the pandemic opted to go in-person to school in order to have a calm, quiet location where they could focus outside of their chaotic home environments.

ASCSSD provides an individualized educational plan and calm learning environment which is a vital safety net for some of San Diego County's most vulnerable students.

I ask that you, Members of the Board, approve this petition for charter renewal for Altus Schools Charter School of San Diego.
Sincerely,

Maite Soleno
Program Manager
The Ed Ladder

COASTLINE COLLEGE

Don Bui
11460 Warner Ave
Fountain Valley, CA 92708

April 22, 2025

Dear Board Members,

Coastline College has a partnership with Altus Affiliated Schools and we work closely together to ensure students become college and career ready upon graduation. I am writing in support of the approval of the petition for Altus Schools Charter School of San Diego (ASCSSD).

The partnership between Coastline College and ASCSSD offers students opportunities to earn early college credit while still in high school, all while preparing them for a future career and college education. We are serving students who are underrepresented in postsecondary education, making this work truly important for equity and access in education.

Coastline College will continue to support this effort and important work. I ask that you, Members of the Board, approve the petition for Altus Schools Charter School of San Diego. Thank you for your consideration.

Sincerely,

Don H. Bui

Don Bui
Project Director, Dual Enrollment
Coastline College

Ismael C Carrillo
225 26th street
San Diego, CA, 92102

April 21, 2025

Dear Board Members,

As a college counselor, I have worked with Altus Affiliated Schools to support students in college and career readiness. I am writing in support of the approval of the petition for Altus Schools Charter School of San Diego (ASCSSD).

In my role as a college counselor, I am able to see firsthand the support that ASCSSD offers students who are underrepresented in postsecondary education to be successful in dual enrollment. Through our ongoing work and collaboration, we are ensuring that students are successful in college coursework.

I will continue to support this important work and value our partnership. I ask that you, Members of the Board, approve the petition for Altus Schools Charter School of San Diego.

Sincerely,

Ismael C Carrillo, MA
San Diego City College Counselor

CUYAMACA
· COLLEGE ·

EQUITY, EXCELLENCE,
AND SOCIAL JUSTICE
THROUGH EDUCATION

May 5, 2025

Dear Board Members,

Cuyamaca College began its partnership with Altus Affiliated Schools in 2023, and as educational partners we work closely to ensure students become college and career ready upon graduation. As someone who has been deeply engaged in this work as a dean liaison to Altus Schools, I am writing in support of the approval of the petition for Altus Schools Charter School of San Diego.

The partnership between Cuyamaca College and Altus Schools provides students opportunities to earn early college credit while still in high school, all while preparing them for a college education and future career. Recent data demonstrate that high school students, including Altus Affiliated Schools students, enrolling in Cuyamaca College classes are even more likely to succeed in college classes than other students. Having the opportunity to enroll in and successfully complete college courses while in high school provides students with a sense of belonging on a college campus and reminds them that they are indeed "college ready."

Given the tremendous promise of dual enrollment for high school students, Altus Schools and regional community colleges are working to expand college opportunities for San Diego County communities, specifically in communities traditionally underserved by higher education. Through one of these important partnerships, Cuyamaca College and Altus Schools are striving to advance student equity in education and, ultimately, social and economic mobility.

As a member of the Cuyamaca College leadership team, I am pleased to support this effort and collaboration. I ask that you, Members of the Board, approve the petition for Altus Schools Charter School of San Diego. Thank you for your consideration.

Sincerely,

Bri Hays

Bri Hays
Senior Dean of Institutional Effectiveness, Success & Equity
Cuyamaca College

SAN DIEGO MIRAMAR COLLEGE
Office of Enrollment Services
10440 Black Mountain Road,
San Diego, CA 92126

April 17, 2025

Dear Board Members,

San Diego Miramar College has a partnership with Altus Affiliated Schools and we work closely together to ensure students become college and career ready upon graduation. I am writing in support of the approval of the petition for Altus Schools Charter School of San Diego.

We value our partnership with Altus Affiliated Schools and hope to continue the opportunity to strengthen pathways for students through dual enrollment offerings. Students who participate in dual enrollment often are more successful and prepared for their transition to higher education. We aim to continue developing equitable access and wrap around support for students through Altus. Our joint goal remains to improve upon student success.

Miramar College has an established partnership with Altus Affiliated Schools for going on several years. Our teams collaborate regularly to continue improving and expanding this partnership. Altus prepares students for the dynamic world that awaits. At Miramar, we believe that together, students who matriculate through our pathways will, in turn, create a stronger economy overall as more students to turn college certificates and degrees into careers.

Miramar will continue to support this effort and collaboration. I ask that you, Members of the Board, approve the petition for Altus Schools Charter School of San Diego. Thank you for your consideration.

Sincerely,

Sonny Nguyen
Dean, Enrollment Services
San Diego Miramar College
619-388-7505

MORENO VALLEY COLLEGE

Tom Vitzelio
16130 Lasselle Street
Moreno Valley, CA 92551

April 18, 2025

Dear Board Members,

Moreno Valley College has a partnership with Altus Affiliated Schools and we work closely together to ensure students become college and career ready upon graduation. I am writing in support of the approval of the petition for Altus Schools Charter School of San Diego.

The partnership between Moreno Valley College and Altus Schools allows students opportunities to earn early college credit while still in high school, all while preparing them for a future career and college education. We are serving students who are underrepresented in postsecondary education, making this work truly important for equity and access in education.

By far Altus Affiliated Schools 's strongest asset is their ability to be innovative and always work to improve things. Their team should be praised for their commitment to students and their success. They have demonstrated their ability to plan, collaborate, and problem solve in order to develop new programs. More than anything Altus Affiliated Schools are a committed institution that takes pride in their mission and is dedicated to their students and staff who support them. It has been my pleasure to work with Altus Affiliated Schools and I have all confidence that they will be successful in this endeavor.

Moreno Valley College will continue to support this effort and collaboration. I ask that you, Members of the Board, approve the petition for Altus Schools Charter School of San Diego. Thank you for your consideration.

Sincerely,

Tom Vitzelio, MA, MBA
Dean of Student Success and Academic Support
Moreno Valley College

(951) 571-6100 • FAX (951) 571-6176
16130 Lasselle Street • Moreno Valley, CA 92551
www.mvc.edu

San Diego and Imperial Counties Regional Consortium

April 22, 2025

San Diego and Imperial Counties Regional Consortium
8800 Grossmont College Dr.
El Cajon, CA 92020

Dear Members of the Board,

I am writing this letter to express my enthusiastic support for the Charter Renewal of Altus Schools Charter School of San Diego. As a supporter of Altus Schools programs and the work being done for "at promise" students, we have enjoyed partnering with you in the development of high quality career pathways and early college credit programs to serve your students and appreciate their engagement in our regional collaboration efforts.

I have been impressed with the dedication and commitment of the Altus Schools to provide students with the skills and knowledge needed to succeed in college and beyond. Altus schools' program focus on college and career readiness has had a significant impact on the lives of the students they serve. They have been excellent partners to their local community college districts across the San Diego and Imperial region, collaborating to provide high quality dual enrollment experiences for their students and focusing on the development of the supports required to ensure student success. By renewing the charters for this school, you will support the continued opportunity for students to thrive academically and personally.

The great work being done, and the impact on students and the community is admirable. I strongly urge the Members of the Board to approve the petition for the charter renewal of Altus Schools Charter School of San Diego, ensuring that students have access to the educational resources and opportunities that they deserve. Thank you for considering my request.

Sincerely,

Leslie Wisdom

Leslie Wisdom
Leslie.Wisdom@gcccd.edu
K14 Technical Assistance Provider (TAP)
San Diego and Imperial Counties Regional Consortium

SOUTHWESTERN COLLEGE

SOUTHWESTERN COLLEGE OFFICE OF THE ASSISTANT SUPERINTENDENT/PRESIDENT OF STUDENT AFFAIRS

Rachel Fischer, M.Ed.

Governing Board
Don Dumas
Kristine Galicia Brown
Robert Moreno
Nicholas Segura
Corina Soto

April 18, 2025

Dear Board Members,

Southwestern College has a partnership with Altus Affiliated Schools and we work closely together to ensure students become college and career ready upon graduation. I am writing in support of the approval of the petition for Altus Schools Charter School of San Diego.

The partnership between Southwestern College and Altus Schools allows students opportunities to prepare for a future career and college education. Expanding our dual enrollment pathways with Altus Schools is an important part of our Student Equity and Achievement plan and strategic priorities. Our District is committed to ensuring that postsecondary educational opportunities are available to students who may not be college bound or who are underrepresented in higher education. We believe this intentional focus and support for these students will enable them to successfully complete post-secondary degrees and/or certificates. This will, in turn, will create a stronger economy overall as more students turn college certificates and degrees into fruitful careers that can better support their families.

Southwestern College is strongly committed to continuing our collaborative partnership with Altus Schools. I ask that you, Members of the Board, approve the petition for Altus Schools Charter School of San Diego. Thank you for your consideration.

Sincerely,

Rachel Fischer
Assistant Superintendent/Vice President, Student Affairs
Southwestern College

April 22, 2025

Dear Members of the Board,

I am writing to express my strong support for the Charter Petition of Altus Schools Charter School San Diego. In my role as a K–12 Pathway Coordinator, I have had the opportunity to collaborate closely with the dedicated staff at Altus. Through this partnership, I have consistently witnessed their unwavering commitment to creating meaningful educational opportunities for “at-promise” students.

One notable example of their efforts is the successful establishment of dual enrollment programs in partnership with local community colleges. These programs allow students to earn college credit while still in high school—an invaluable opportunity that broadens their post-secondary academic and career options. Access to free college courses at the high school level can be transformative, empowering students to envision and pursue a future that may have otherwise felt out of reach.

Altus Schools further demonstrates its dedication to student success through initiatives like their College and Career Week, held this past January. During this weeklong event, all schools within the Altus network welcomed representatives from four-year universities, community colleges, and a diverse range of industry professionals. Students engaged with these guests to explore the wide array of academic and career pathways available to them after graduation. College representatives not only highlighted campus support services, but also provided actionable guidance on programs such as the community college Promise Program.

These efforts clearly reflect Altus Schools' holistic approach to education and their drive to support every student’s journey toward a successful future. With this in mind, I respectfully urge you to approve the Charter Petition for Altus Schools Charter School of San Diego.

Thank you for your time and thoughtful consideration.

Sincerely,

Dr. Heidi Bergener, K12 Pathway Coordinator

PALOMAR COLLEGE®
Learning for Success
1140 West Mission Road, San Marcos, California 92069-1487 • 760-744-1150 • www.palomar.edu

April 23, 2025

Board of Education
San Diego Unified School District
4100 Normal Street, Room 2231
San Diego, CA 92103

SUBJECT: Altus Schools Charter School of San Diego Charter Renewal

Dear Members of the Board:

With great enthusiasm, I write this letter of support for the approval of the charter renewal petition for Altus Schools Charter School of San Diego. Palomar College has a valued partnership with Altus Schools Charter School of San Diego, collaborating closely to ensure students become college and career ready upon high school graduation.

The partnership between Palomar College and Altus Schools Charter School of San Diego provides students with the opportunity to earn early college credit, preparing them with the skills and knowledge needed for both college and career readiness. This initiative focuses on promoting equity and expanding access to postsecondary education by supporting students historically underrepresented in higher education, including first-generation college students, low-income individuals, current or former foster youth, students experiencing homelessness, students with disabilities, and those with dependent children.

Palomar College will continue to support this effort and collaboration. I ask that the Members of the Board approve the charter renewal petition for Altus Schools Charter School of San Diego. Thank you for your consideration.

Sincerely,

Glyn Bongolan, Ed.D.
Interim Associate Dean, Dual Enrollment
Palomar College
(760) 744-1150 x 3636
gbongolan@palomar.edu

Appendix Z

LETTERS OF SUPPORT FROM PARENTS/STUDENTS/ ALUMNI

Adiani Preciado
Grade 11
Altus Schools Charter School of San Diego-Petco Park
May 27, 2025

To Whom It May Concern,

My name is Adiani Preciado, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I wanted flexibility in school schedules and a curriculum that offers more than just basic learning. Altus provides extensive instruction and support for students who are interested in taking charge of their own education.

Since joining Altus, I have experienced a great deal of support and learned important values like discipline and accountability for my work. I also feel safe and respected in my school. One of my favorite memories was watching a Christmas movie while enjoying snacks and sweets with the whole Resource Center right before winter break.

Altus has helped me grow both academically and personally. I am really grateful to be part of this wonderful school and appreciate all the love and encouragement I have received. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

A. Preciado

Adiani Preciado

Angel Antonio Jesus H Osuna III

7th Grade
Altus Schools Charter School of San Diego – Northgate

To Whom It May Concern,

My name is Angel, and I'm a student at Altus Schools Charter School of San Diego. My parents believed this school would be a better fit for me, and my sister also graduated from Altus, so I wanted to follow that path.

I like that the school is peaceful and has a fun atmosphere. The flexible schedule works really well for me, and I appreciate the snacks—they make the day a little more enjoyable. It's a comfortable place where I can stay focused and do my best.

One of my favorite experiences was College and Career Week. I especially liked learning about military options for after high school. It opened my eyes to different paths I hadn't considered before.

Altus has helped me stay focused on my goals and think about my future. I hope you will approve the renewal of Altus Schools Charter School of San Diego so more students can benefit from what it offers.

Sincerely,

Angel Antonio Jesus H Osuna III

Ana Vida Alvarado
Parent of Angel Santos Vida, Grade 11
May 27, 2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current student, I have seen firsthand the positive impact this school has had on my daughter's education and confidence.

We initially chose Altus because of the independent study module. My daughter came from a foreign school, and we were looking for a school that would help her recover the credits she was missing. What makes Altus so special is that it helped her catch up on credits and is now supporting her with college dual enrollment opportunities.

One of the most impactful experiences for our family has been the independent study option, which is an amazing choice for students doing dual enrollment. My daughter has already earned college credit through this program—something that isn't typically offered in traditional classroom-based schools. In my opinion, it is a better option than AP classes because students get to take real college courses.

Altus provides a much-needed alternative for students who want to go at a faster pace, catch up on credits, and, most importantly, achieve college credit while still in high school. This school is more than just a place to learn — it's a place where students feel supported and empowered.

We are especially grateful for the amazing teachers who have helped my daughter so much. When she had trouble in her first college course, the resource center and caring teachers were there to guide and support her every step of the way.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Ana Vida Alvarado

Ana Vida Alvarado

Alia Ferguson
Parent of:

Garrett Ferguson graduating 2025 & Morgan Ferguson graduating 2027
05/16/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of two current students, I have seen firsthand the positive impact this school has had on my children's education and confidence.

We initially chose Altus because we liked the flexible schedule and didn't feel comfortable with standard schools and the safety issues they all seem to struggle with. What makes Altus so special is the way it values each student as an individual. The staff goes above and beyond to make students feel supported and capable.

One of the most impactful experiences for our family was really being able to customize each child's learning experience. One preferred learning more at home and the other needed more classroom time.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Alia Ferguson

Alvaro Rivera
10th Grade
Altus Schools Charter School of San Diego – Euclid RC
5/20/2025

To Whom It May Concern:

My name is Alvaro Rivera. I want to tell you a little bit about my experience at Altus Schools Charter School of San Diego. I enrolled here because I wasn't comfortable at the high school I was at before this. I didn't always feel safe. I also have anxiety, which made it difficult to go there. That made me fall behind on my credits. My cousin knew about this school and he recommended it to me. I'm glad he did because I like it so much more here. I don't get anxious about school anymore. The independent-study setting is very good for me.

One of the things I like best is how helpful my teacher is. I can get individual help which is great. I was always afraid to ask for help at my other school, but here I have no problem doing so. I really recommend this school for students who are having a difficult time at other schools.

I respectfully request that the members of the board approve the renewal of Altus Schools Charter School of San Diego.

Thank you,

Alvaro Rivera.

Andrew Rodriguez-Becerril

Class of 2027

Altus Schools Charter School of San Diego – Northgate

May 20, 2025

To Whom It May Concern,

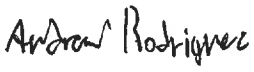
My name is Andrew Rodriguez-Becerril, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because a family member suggested it, and since joining, I have really enjoyed the classes and the support provided.

One of my favorite experiences has been being part of the Cadet Corps, which has been both fun and educational. I also enjoy the field trips that are organized.

Altus is important to me because it offers the support I need and provides a flexible learning environment. I recommend that Altus stays open because there are students out there who will benefit from the kind of personalized attention this school provides.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Andrew Rodriguez-Becerril



Aubrie Tapassi-Sanchez
8th Grade Student
Woodman Resource Center
May 28, 2025

To Whom It May Concern,

My name is Aubrie Tapassi-Sanchez, and I am an 8th-grade student at Altus Schools Charter School of San Diego. I have been here since 6th grade. I chose to come here because I was looking for a better education and a place where I could really focus on my studies.

This school is important to me because I know how much I need a good education to succeed. One of my favorite experiences here has been the help from the tutors and teachers. They've helped me understand difficult assignments.

I recommend that Altus Schools Charter School of San Diego remains open. It's a drama-free environment, which allows me to concentrate, and I can work at my own pace.

Sincerely,

Aubrie Tapassi-Sanchez

Student Letter of Support

Arlo Whiteman
Class of 2029
Altus Schools Charter School of San Diego – College Avenue
5-8-25

To Whom It May Concern,

My name is Arlo Whiteman and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I needed flexibility with my school schedule.

Since joining the Altus Schools Charter School of San Diego I've experienced better results in my school work while still having free time to do some other activities that I enjoy doing, like photography. One of my favorite things about the independent study setting, is not having to come in every day for 6 hours straight. I'm able to still get all the work I need to finished from home, and school.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Arlo Whiteman

Aridahi Aragon
2019 Graduate
Altus Schools Charter School of San Diego – North Park
24 April 2025

To Whom It May Concern,

My name is Aridahi Aragon, and I am a proud student who attended Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a program that would support my educational goals. I was finding it challenging to continue with a more traditional approach to learning because it simply wasn't working for me. Waking up every day at a time that felt too early, to go to a school where I felt unseen and uncared for. Many people can make the assumption that students who attend a charter school with a similar learning style as Altus schools, are simply trying to make up credits after "falling behind". I saw the school as an opportunity to move at my own pace. It provided the flexibility to support my needs as a learner and developing teen.

After joining the Altus Schools Charter School of San Diego I experienced a teacher, Jeanette Brown, who actually cared for her students. I felt supported throughout the duration of my high school experience. When I arrived at the Altus school I was asked to set goals for myself and encouraged to work at the pace that felt right to me. This allowed me to graduate early at the age of 16. My Altus school community was a huge factor for this accomplishment. I did not feel alone in any step of the way. They guided me through any fears or worries that I had about facing college at a younger age and encouraged me to keep moving forward. They provided a leadership program which helped me gain confidence in myself and comfortability with taking more leadership. This influenced me and who I am today. I graduated from San Diego State University with a B.S. in Biology and a minor in Cultural Proficiency in 2024. I am currently working towards finishing my Clinical Lab Scientist program as I work full-time as a lab technician in a laboratory. If it wasn't for the Altus schools I do not think I would have found the love that I have for learning. It has kept me seeking for more knowledge and more opportunities to grow.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Aridahi Aragon

Aridahi Aragon

Angelina Barajas
2020 Graduate
Altus Schools Charter School of San Diego – North Park

May 27, 2025

To Whom It May Concern,

My name is Angelina, and I am a graduate of The Charter School of San Diego. I transferred after my sophomore year, during a time when I was working to help support my single mother and because I was struggling to keep up in a traditional school setting. As someone who had always been driven and academically strong, it was difficult to watch myself fall behind—but I didn't just need a change of pace; I needed a different kind of support. The Charter School of San Diego offered both.

What stood out to me immediately was the school's commitment to meeting students where they are—without judgment or rigid expectations. I wasn't made to feel like I had failed. Instead, I was welcomed into a learning environment that recognized the complexities of real life, and the many different paths students take. With flexible scheduling and one-on-one guidance, I was able to balance work and school without sacrificing either as well as graduating a year early. Teachers like Miss Brown went above and beyond—offering not only academic support but genuine care. She urged me to take pride in my well-being and to reconnect with the things that brought me joy- especially art. That encouragement rekindled my passion for creativity, and today, I'm a commissioned artist specializing in realism.

More importantly, the school's environment allowed me to succeed on my own terms, even before I fully understood the reasons behind my challenges. After graduating, I was diagnosed as autistic—a discovery that helped me make sense of the sensory overload, burnout and social difficulties I'd experienced in traditional school settings. What made The Charter School of San Diego so powerful is that I didn't need a diagnosis to be supported. The structure was inclusive by nature, designed to meet the needs of a wide range of learners, including those who hadn't yet found the words or resources to explain why they were struggling.

That experience shaped the path I'm on now. I currently work as a paraeducator in a public middle school, supporting students with disabilities, and I'm pursuing a teaching credential in special education. My goal is to create the kind of learning environments that helped me thrive—spaces that are flexible, inclusive, and deeply respectful of each student's unique experience.

I recommend The Charter School of San Diego to any student who needs flexibility—whether it's to work, graduate early, manage personal challenges, or simply learn at their own pace, and especially for those who don't yet know why school feels so hard; so they can find their footing, rediscover their strengths, and begin building a successful future.

Sincerely,

Angelina Barajas

Anthony Schriver
2021 Graduate
Altus Schools Charter School of San Diego – North Park

May 28, 2025

To Whom It May Concern,

My name is Anthony Schriver, and I am writing to express my strong support for Altus Schools Charter School of San Diego and to share how this school has positively impacted my life.

I was introduced to Altus through glowing reviews from family friends who had attended different Altus locations. Their experiences motivated me to enroll, and it turned out to be one of the best decisions I've ever made.

Altus is important to me because it goes beyond traditional education. The teachers at Altus, especially my teacher, Ms. Brown, form genuine, supportive relationships with their students. They foster a sense of belief in us, even when we doubt ourselves. Before Altus, I struggled with confidence and motivation. Now, I feel smarter, more mature, and ready for life beyond school. This school didn't just help me academically; it changed my personality and my outlook on the future.

One of my favorite experiences at Altus was having one-on-one time with Ms. Brown. She took the time to break down concepts I didn't understand whether it was in math or writing essays. Her encouragement gave me the confidence I needed. Those moments of individual support were truly the highlight of my time at Altus and brought me genuine happiness.

I wholeheartedly recommend that Altus Schools Charter School of San Diego for a charter renewal. The teachers are truly exceptional. They not only help you academically but also help you explore career aligned learning opportunities. They build meaningful relationships that extend beyond graduation, making you want to return and relive those moments even years later. I'm now 22, going on 23, and I still cherish my time at Altus. If the school ever closed, I would be heartbroken, knowing that future students might miss out on the life-changing experiences I had.

Altus offers the best education with the most patient, understanding, and dedicated teachers. It's everything a student needs to succeed.

Sincerely,
Anthony Schriver

Ahmed Ahmed
11th Grade
Altus Schools Charter School of San Diego – College Avenue
Date 4/21/23

To Whom It May Concern,

My name is Ahmed Ahmed, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I wanted to go to a school that helps you finish high school faster and makes it less difficult for you. Since joining the Altus Schools Charter School of San Diego I've experienced a great environment and I have only had good teachers. One of my favorite memories here has been the help I have gotten to finish courses and any problem I have with them. Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Ahmed Ahmed
Ahmed Ahmed

Adna Farah
2025
Altus Schools Charter School of San Diego –College Avenue
4/21/25

To Whom It May Concern,

My name is Adna Farah, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I am able to work more independently and I felt like I wanted to do my work at my own pace.

Since joining the Altus Schools Charter School of San Diego I've experienced a wonderful time in this school, the teachers are very respectful and understanding and very helpful. One of my favorite memories here has been that I was able to finish my classes at my own pace, and being able to talk to my teacher in every way.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Adna Farah

Adna Farah

AJ Gutiza
Class of 2025 Graduate
Woodman Resource Center
May 21, 2025

To Whom It May Concern,

As a recent graduate of Altus Schools Charter School of San Diego this school year, I am writing to express my gratitude and support for this school. Altus Schools Charter School of San Diego has been important to me, and I believe it needs to continue its important work.

The reason Altus Schools Charter School of San Diego stands out is because it helped me learn and prepared me to get a job. I feel confident and ready for my career path, and I owe that to the school.

My favorite memories at the school are the tutoring sessions. Not only did these sessions help my academically, but they also helped me make friends. It was a space where we could learn together, support each other, and build connections.

It is for these reasons, and many more, that I recommend that the school stays open. This school helped me, and many other students, to graduate and move forward in life.

Now that I've graduated, I will miss this school. Please continue to support Altus Schools Charter School of San Diego.

Sincerely,

AJ Gutiza

Alexander Briseno
Grade 9
Altus Schools Charter School of San Diego – Northgate
5/20/2025

To Whom It May Concern,

My name is Alexander and I am a proud student at Altus Schools Charter School of San Diego. I came to this school because I needed a quiet and safe place. I also needed somewhere that was less crowded.

Fortunately for me, I found this school. It was not too far from where I live. It also was a quiet alternative to an overcrowded high school. I get anxious about coming to school, so this is a relief. The flexible schedule and independent nature of study helps me a lot.

Getting my work done is a challenge. But this educational option is a plus for me.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Alexander Briseno AB

Ianthe Y. Smith
Parent
Wyatt L. Smith, 11th Grade, Class of 2026

May 6, 2025

To Whom It May Concern,

I am writing with heartfelt support for the renewal of Altus Schools Charter School of San Diego. As a parent, I can tell you that sending my child, Wyatt, to Altus was one of the best decisions his father and I ever made. I witnessed firsthand how Altus rekindled his love of learning and restored his belief in himself.

After the pandemic, Wyatt's experience in a traditional high school was deeply discouraging. He felt lost, his grades suffered, and his confidence evaporated. Desperate for a solution, we were amazed when Wyatt himself researched Altus and felt it could be the right fit. We approached it with hope and trepidation.

From our first visit, the difference was palpable. We saw students engaged and supported by caring teachers in the resource center. It was clear that Altus provides a nurturing and encouraging environment.

Wyatt's teacher, Amber Stewart at the Point Loma Resource Center, was a godsend. Wyatt knew he had ground to make up, but she inspired him to work hard.

In the months that followed, we saw our son transform. He not only improved his grades but also rediscovered his passion for learning and his self-worth. Ms. Stewart's dedication went beyond academics; she truly cared about Wyatt as an individual and supported his interests.

Altus gave Wyatt a second chance. It allowed him to catch up, improve his grades, and regain the confidence he had lost. He was able to return to a traditional school and is now thriving. We are eternally grateful to Altus for giving him that opportunity. It is a truly special place that empowers its students to reach their full potential.

Altus is a lifeline for students who don't thrive in traditional settings. It's a place where they are seen, heard, and given the tools to succeed.

Therefore, I respectfully urge the Members of the Board to approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Ianthe Y. Smith

Wyatt Smith
11th Grade – Class of 2026
Altus Schools Charter School of San Diego – Point Loma

May 7, 2025

To Whom It May Concern,

My name is Wyatt Smith, and I'm a proud former student of Altus Schools Charter School of San Diego. Before I enrolled at Altus, high school felt like a losing battle. I was drowning in a traditional school environment that just wasn't working for me. My grades were slipping and so was my hope. I felt utterly defeated. When a friend told me how Altus had changed *his* life and grades, I decided to research it and present the idea to my parents, clinging to the possibility that things could be different for me too.

Walking through the doors of Altus was like entering a different world. The supportive environment wasn't just a slogan - it was a reality. I was lucky enough to get Ms. Amber Stewart for my teacher which was a game-changer. She didn't just teach me; she believed in me, even when I didn't believe in myself. She supported and guided me, celebrated my small victories, and showed interest in my hobbies outside of school. With her help, I didn't just improve my grades; I was enjoying learning again. I went from feeling like a failure to passing all of my courses with A's & B's.

Now, back in a traditional school, I'm doing great and I owe so much of that to Altus. Altus didn't just give me better grades; it gave me back my confidence and my self-worth. Altus is more than just a school; it's hope for students who feel lost and left behind the way I did. It provides an environment where they can rediscover their potential and get back on the track to success.

With a heart full of gratitude, I respectfully ask the Board to approve the renewal of Altus Schools Charter School of San Diego. Altus helped to unlock my potential, and approving this renewal will unlock the potential of so many other students.

Sincerely,

Wyatt Smith
Wyatt L. Smith

Kabera Munyarubibi
Father
Yves Kabera Grade 11
May 20, 2025

TO WHOM IT MAY CONCERN

I am writing to express my enthusiastic support for the renewal of Altus Schools Charter School of San Diego. As the parent of Yves Kabera, a current 11th-grade student, I have witnessed the profound and positive impact Altus has had on his academic journey and self-assurance.

Our family initially sought Altus for its promise of flexibility and individualized attention, and we have been consistently impressed. What truly makes Altus exceptional is its unwavering dedication to recognizing and nurturing each student's unique potential. The staff goes above and beyond to ensure students feel genuinely supported and capable of achieving their goals.

One particularly impactful experience for our family was the remarkable support a teacher provided, which was instrumental in helping Yves stay focused and succeed. This level of personalized care is invaluable.

Altus fills a crucial need by offering an effective alternative for students who struggle to thrive in traditional settings. This school is not merely a place of learning; it is a community where students feel truly seen, valued, and empowered to reach their full potential.

Therefore, I respectfully request that the Members of the Board approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Kabera Munyarubibi

May 27, 2025

To Whom It May Concern,

As a parent of a student at Altus Schools - Charter School of San Diego, I have had a very positive experience with both the school and its dedicated staff. The supportive environment, flexible learning model, and commitment of the educators have made a meaningful difference in not just one, but both of my teenagers' academic journeys.

The school provides students with the individualized attention they need to thrive, both academically and personally. My daughter, Nailanie Hernandez, previously graduated from Altus, and now my son, Noel Hernandez, is currently attending. Both of them have grown in confidence and independence thanks to the structure, flexibility, and encouragement provided here.

I wholeheartedly support the renewal of Altus Schools – Charter School of San Diego, so that more students and families can continue to benefit from the valuable education and opportunities this program offers.

Sincerely,

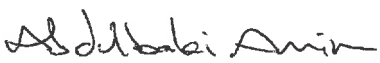
Abdulbaki Amin
11th Grade
Altus Schools Charter School of San Diego – Euclid RC
5/21/2025

To Whom It May Concern:

My name is Abdulbaki Amin, and I am an 11th grade student at Altus Schools Charter School of San Diego. I came to this school because of the flexibility with the schedule and the opportunity to have days where I complete work at home. I have always been very independent and like to work at a fast pace. At my previous school, I felt that I was being held back. I wasn't able to work independently and a fast pace. For that reason, school became boring for me. My brother transferred to Altus, and he convinced me to do the same. I am so glad that I did. My brother actually graduated a year early and is now attending college. I won't be graduating a full year early, but my goal is to finish at least a few months early.

Something else that really stands out to me are the teachers and staff. They really care about the students. I've had more conversations with my teacher, Mr. Beltran, about life, college, careers, and my future in general than I ever had with any teacher. That really motivates me to do something great with my future. I have had a great time at this school, and I am sure other students would say the same thing. For these reasons I kindly ask you, the Members of the Board, to please approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,



Abdulbaki Amin

Ana Porcallo Torres
Graduating year: 2029
Altus Schools Charter School of San Diego – College Ave
5/20/2025

To Whom It May Concern,

My name is Ana Porcallo Torres, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because of the positive learning environment. I have severe social anxiety and here, I can complete my work without stress.

Since joining the Altus Schools Charter School of San Diego I've experienced personal connection and an amazing teacher. One of my favorite memories here has been experiencing the Open House at College Ave.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Ana Porcallo Torres

AnaGriselda Gonzalez
Class of 2027
Altus Schools Charter School of San Diego
5/20/25

To Whom It May Concern,

My name is AnaGriselda, and I am grateful to be a student at Altus Schools Charter School of San Diego. I enrolled here because I wanted to improve my grades and achieve better academic results.

What I appreciate most about Altus is the flexibility it offers — I can create a schedule that works best for me. The snacks at school are a nice bonus, and I feel comfortable asking for help when I need it because support is easy to find.

Altus has helped me develop both academically and personally. I believe this school is important because it provides opportunities for students like me to thrive when traditional schools might not be the right fit.

I kindly ask the Members of the Board to approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

AnaGriselda

AnaGriselda Gonzalez

Mother
Giselle Galvan, Grade 11
5/20/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current student and sister to former graduates, I am fortunate that this school choice is available. This school has had a tremendous impact on our family. Altogether, six members of my family have finished high school because this option exists.

We initially chose Altus because several of my family members were successful here. Three graduated with the support and guidance of Mr. Agnas. We thought this school would suit my daughter because she needed flexibility with the schedule and ability to do the work independently on her own. We appreciate the one-on-one assistance available. The quiet and safe environment is a plus too. The Northgate staff is a great supportive group of educators.

The Northgate Resource Center holds a special place with our family. I know that Giselle appreciates the field trips she has taken part in. She has gone to the Zoo, visited the Midway Carrier, and explored trade school options.

I know that my daughter needed this alternative school setting. She has been making good progress. She has been engaged with the help of constant reminders and support.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Angelica Padilla

Angelica Padilla (May 20, 2025 15:42 PDT)

SKM_C301i25052015230

Final Audit Report 2025-05-20

Created:	2025-05-20
By:	Domingo Agnas (dagnas@altusschools.net)
Status:	Signed
Transaction ID:	CBJCHBCAABAAdGJ3FAi_NY5pIdthhdO39CbXFfyrZ-uj

"SKM_C301i25052015230" History

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Document emailed to angelicapadilla51@yahoo.com for signature
2025-05-20 - 10:27:31 PM GMT

Email viewed by angelicapadilla51@yahoo.com
2025-05-20 - 10:41:51 PM GMT

Signer angelicapadilla51@yahoo.com entered name at signing as Angelica Padilla
2025-05-20 - 10:42:43 PM GMT

Document e-signed by Angelica Padilla (angelicapadilla51@yahoo.com)
Signature Date: 2025-05-20 - 10:42:45 PM GMT - Time Source: server

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Angelina Castillo
10th Grade
Altus Schools Charter School of San Diego – Northgate
April 24, 2025

To Whom It May Concern,

My name is Angelina Castillo, and I am a proud student at Altus Schools Charter School of San Diego – Northgate. I chose Altus because I was seeking a quieter, less crowded environment after experiencing challenges in a previous school setting.

Since joining Altus, I've been welcomed by kind teachers and friendly students. I've had the opportunity to participate in fun and meaningful activities, such as art and Cadet Corps. One of my favorite memories is our field trip to the San Diego Zoo—where, for the first time in a while, I felt confident enough to socialize and enjoy myself.

Altus has helped me grow both academically and personally. I truly believe this program deserves to continue because it provides students like me a real chance to succeed when traditional schools don't always fit.

I respectfully ask that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Angelina Castillo

Angelina Palafox-Lizarraga
Class of 2025
Altus Schools Charter School of San Diego – Northgate

5/27/25

To Whom It May Concern,

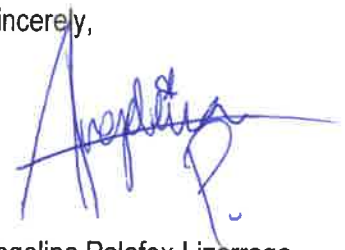
My name is Angelina, and I am proud to be graduating in the Class of 2025 from Altus Schools Charter School of San Diego. I chose to attend this school because traditional school was stressful for me, and I needed something different that could support my well-being and learning style.

What I really liked about Altus was that I could work at my own pace. It made a big difference not feeling rushed or overwhelmed, and I was able to stay focused and complete my work in a way that worked for me.

One of my favorite memories was going on the zoo field trip with everyone. It was such a fun and positive experience that made me feel more connected to the school and my classmates.

Altus helped me grow, feel confident, and reach my goal of graduating. I'm truly thankful for this program and all the support I received.

Sincerely,



Angelina Palafox-Lizarraga

[Tajha Baker
[Mother]
[Amyzah Phillips], [10th]
[April 21, 2025]

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current/Alumni student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

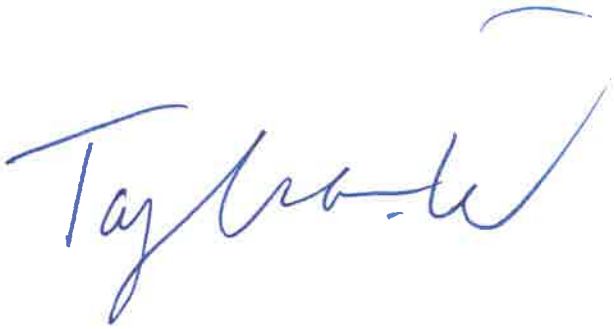
We initially chose Altus because [we needed a school that offered flexibility and one-on-one support for my child who struggles with social anxiety and classes with bigger settings this school has allowed my child to receive all the support and tools she needs to be successful and graduate on time while also reaching other goals]. What makes Altus so special is the way it values each student as an individual. The staff goes above and beyond to make students feel supported and capable.

One of the most impactful experiences for our family was [the check ups and support she receives from her teachers Mrs. Frank and Mr. G while attending she has been more intrigued to show up and give her best she has shown tremendous improvement academically I wouldn't want her to attend any other school this is the best choice I have made for child and myself thank you for all you do your appreciated

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,



Amyzah Phillips
2027
Altus Schools Charter School of San Diego – College Avenue
4/21/25

To Whom It May Concern,

My name is Amyzah Phillips, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I came here to look for better support for my liking and a school that was closer that I can get to.

Since joining the Altus Schools Charter School of San Diego I've experienced lots of help that I needed. They're really helping me catch up on my classes. One of my favorite memories here has been when they do one on one work with me, I feel like I have more support.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Amyzah Phillips

Ariel Esparza
Class of 2025
Altus Schools Charter School of San Diego – Woodman Resource Center
May 28th, 2025

To Whom It May Concern,

My name is Ariel Esparza and I'm a proud graduate of Altus Schools Charter School of San Diego. I chose to transfer here because I wanted a fresh start. At my previous school, I was dealing with bullying, which had a big impact on my coursework and motivation. I knew I needed a different environment if I was going to improve my grades and get back on track.

Since transferring to Altus Schools Charter School of San Diego, things have completely turned around for me. I was able to focus on my education and rebuild my confidence. One class that truly made an impact on me was the Pathways Exhibition course. It opened my eyes to the possibilities for life after high school and helped me think more seriously about my future goals.

Through that class, I came to a surprising but exciting realization: my love for shopping and my natural sense for marketing could lead to a career I'd enjoy. That's when I discovered an interest in becoming a real estate agent, something I hadn't considered before, but now feels like the perfect path for me.

Altus Schools Charter School of San Diego gave me the space, support, and opportunities I needed to grow—both personally and academically. Now, as a proud graduate, I can say that this program truly makes a difference. It helps students like me find our footing and discover what we're capable of. I strongly believe this program should continue so it can keep changing lives, just like it changed mine.

Sincerely,

Ariel Esparza

Ashley Garcia

Class of 2028

Altus Schools Charter School of San Diego – Northgate

May 20, 2025

To Whom It May Concern,

My name is Ashley Garcia, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I wanted to graduate early, and this school provided the opportunity to make that happen.

Since joining Altus, I've found the flexibility and support I need to succeed. Altus has given me the chance to progress at my own pace and provided a better learning environment compared to other schools.

Altus is important to me because it supports students like me who want to finish their education in a way that works for them. I believe this school should stay open because it helps students achieve their goals in a way that traditional schools may not.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Ashley Garcia

Aurelia Dolfo
7th Grade
Altus Schools Charter School of San Diego – Clairemont
April 30, 2025

To Whom It May Concern,

My name is Aurelia Dolfo, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus at the beginning of this school year because I was looking for another program that could provide a different structure. I was looking for an environment where I can learn daily at my own pace.

Since joining the Altus Schools Charter School of San Diego I've experienced a teacher who cares and supports me in each class. One of the biggest changes I have noticed is that I am less stressed and more excited about learning again.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Aurelia Dolfo

Bellagio Ramos
8th Grade
Altus Schools Charter School of San Diego – Clairemont
April 30, 2025

To Whom It May Concern,

My name is Bellagio Ramos, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a flexible program that supported my learning style. I was struggling to keep up with my daily coursework and ended up finding myself in trouble and not making good grades.

Since joining the Altus Schools Charter School of San Diego I've experienced a supportive environment where I can focus on one class at a time and improve my grades. One of my favorite things about Altus Schools Charter School of San Diego is that I am understanding my assignments and the curriculum better.

Altus has helped me grow both academically and personally in the past semester. I am very excited to start high school this fall. I'm grateful for the chance to come to Altus Schools Charter School of San Diego and I want others to know that finding the right environment matters.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Bellagio Ramos

Bellagio Ramos

Bella Reid
Grade 12, Class of 2025
Altus Schools Charter School of San Diego – Point Loma
May 9th, 2025

To Whom It May Concern,

My name is Bella Reid, and I am proud to be a student at Altus Schools Charter School of San Diego. I started at Altus in 2023 because I was being bullied, needed to find a school that would help me better myself, and a school that would be a good fit with my learning disability.

My favorite thing about Altus is being able to have a smaller class load so I'm not as stressed out. Having ADHD and dyslexia, this model let me really focus on and learn each subject at my own pace, rather than being stressed about so many classes and assignments going on at once. Now I am working on my final class and will be graduating this year. Being a student in this program gave me the chance to graduate on time with my fellow peers. I don't think I would be graduating this year if it wasn't for Altus.

I believe this program should continue because it gives students like me the opportunity to graduate on time when other school options weren't working for me. With support from Altus, I am going to graduate and pursue my dream of becoming a pastry chef at the Culinary Institute of America. My teachers have helped me in my classes, with researching culinary programs, and even applying to school. I am confident going into this program. Having been an Altus student, I have the study habits and self-determination to make my dream come true.

Members of the Board, I encourage you to approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Bella Reid
Bella Reid

Brandon Shannon
12th grade
Altus Schools Charter School of San Diego – College Ave

5/27/25

To Whom It May Concern,

My name is Brandon Shannon and I am a proud graduate of Altus Schools Charter School of San Diego. I first came to Altus because I was being bullied in my traditional setting and could not focus in class. I also needed a setting where my learning style could be assessed and course work given could be tailored to me.

Since joining the Altus Schools Charter School of San Diego I've experienced a safe and supportive environment and have a teacher who really cares about me and my success. I have benefitted from individual and group tutoring, especially in math. A few of my favorite experiences have been attending math tutoring with my teacher, Cadet Corps and completing my Nursing 1 and 2 courses.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed. This school is important because it has given me confidence and patience to keep pushing ahead, no matter the obstacles. This school has given me a future.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Brandon Shannon

Brianna Lazarescu
Class of 2026
Altus Schools Charter School of San Diego – RC Name
5.28.25

To Whom It May Concern,

My name is Brianna Lazarescu, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I struggle with waking up and being responsible enough for schools that are five days a week.

Since joining the Altus Schools Charter School of San Diego I've experienced a supportive environment, encouragement, and teachers who make me feel that my success matters. One of my favorite memories here has been working on classes on my own time and eating the snacks that are provided. I am able to eat and study.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Brianna

Brianna Lazarescu

Bridget Snyder
Teacher
Altus Schools Charter School of San Diego – Northgate
5/27/25

To Whom It May Concern,

My name is Bridget Snyder, and I am a teacher at Altus Schools Charter School of San Diego. I have had the privilege of working here for 14 years, and I am writing to express my strong support for the renewal and continued operation of this exceptional school.

Altus Schools provides a unique and invaluable educational environment tailored to meet the diverse needs of its students. Over the years, we have often been the place where students land who do not fit the mold of a traditional school program. Many of these students have experienced bullying, gang influence, unsafe school environments, or mental health challenges. Altus has been here to pick them up and show them the way to success.

The flexible scheduling, personalized instruction, and supportive resources empower students to thrive academically and personally. I have witnessed firsthand how the school's approach fosters growth, confidence, and a genuine love for learning among students who may struggle in other settings.

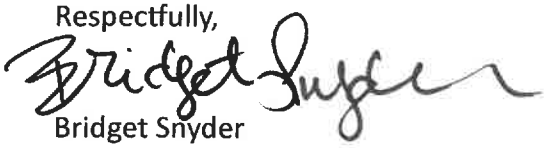
The staff and teachers at Altus are dedicated professionals who go above and beyond to build meaningful relationships with each student, ensuring they receive the individualized attention necessary for success. The resource centers offer a welcoming space where students feel safe, supported, and encouraged to achieve their goals.

Moreover, programs such as tutoring sessions, field trips, and community-building activities enrich the educational experience and provide opportunities for social and emotional growth. These elements contribute to a positive school culture that benefits every student.

For these reasons, I wholeheartedly recommend that the Members of the Board approve the renewal of Altus Schools Charter School of San Diego. It is a vital program that truly makes a difference in the lives of many young people.

Thank you for your consideration.

Respectfully,



Bridget Snyder
Teacher

Caleb Avila
11th Grade
Altus Schools Charter School of San Diego – Petco Park
May 27, 2025

To Whom It May Concern,

My name is Caleb Avila, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I heard from a friend that this school was perfect for me.

Since joining Altus Schools Charter School of San Diego, I've experienced a supportive environment with teachers who truly care about their students and want them to succeed. One of my favorite memories here has been the caring relationships with teachers who encourage and help students to do their best.

Altus has helped me grow both academically and personally by giving students the freedom to choose a hybrid option where we can stay at home and do schoolwork the best way that feels right. I believe this program should continue because it provides students like me with the resources and flexibility to succeed when other options don't work. Plus, the snack cart is a bonus!

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Caleb Avila

Altus SCHOOLS
CHARTER SCHOOL OF SAN DIEGO

Carissa Parker
CTR

Carissa Parker
Altus Schools – Charter School of San Diego
5/29/2025

To Whom It May Concern,

I am writing to express my strong support for the renewal of Altus Schools – Charter School of San Diego. As a Certificated Teacher Resource, I have the privilege of working directly with our students every day, and I am constantly amazed by the positive changes and growth I witness in them.

What makes Altus Schools truly special is the supportive environment we create for every student. Our flexible model, combined with one-on-one attention, ensures that each student feels heard, valued, and respected. I have personally seen students who were once struggling in traditional settings begin to gain confidence, rediscover their love of learning, and take pride in their achievements.

I am inspired daily by how our entire team comes together to meet students where they are and help them grow academically, socially, and emotionally. Altus Schools provide a safe and nurturing space where students can overcome challenges, discover their unique strengths, and plan for a bright future.

I respectfully encourage the Members of the Board to approve the renewal of Altus Schools – Charter School of San Diego. Our students deserve to continue benefiting from this incredible opportunity.

Sincerely,
Carissa Parker

Carissa Parker
Certificated Teacher Resource, Altus Schools*cparker@altusschools.net*

Cesar Yanez Pacheco

Class of 2025
Altus Schools Charter School of San Diego – Northgate

5/20/25

To Whom It May Concern,

My name is Cesar, and I'm a student at Altus Schools Charter School of San Diego. I came to this school because I wanted to get back on track, graduate, and get the support I wasn't getting before.

Since starting at Altus, I've found the school to be very helpful. The teachers and staff are always there when I need support, and the learning environment helps me stay focused and get my work done.

One of the best experiences I've had here was going on a field trip to the Adult Education Center. That visit showed me a lot of different career paths and made me think more seriously about my future.

Altus has helped me stay motivated and take steps toward my goals. I think it's an important option for students who need something different to succeed.

Please approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Cesar Yanez-Pacheco
Cesar Yanez Pacheco

Chance Grimes
Graduation Year: 2027
Altus Schools Charter School of San Diego – Northgate
April 24, 2025

To Whom It May Concern,

My name is Chance Grimes, and I am a proud student of Altus Schools Charter School of San Diego. I originally enrolled in Altus while waiting to return to Washington State, and I was looking for a school that offered flexibility and support for my learning style.

Since joining Altus, I've experienced a truly supportive environment, personalized learning opportunities, and teachers who genuinely care about my success.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a real chance to succeed—especially when traditional options don't work.

I respectfully ask that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely, Chance Grimes

Chance Ryder Ericson Grimes

Charlyn Kelly
7677 Canton Drive
Lemon Grove, CA 91945

May 28, 2025

Dear Board Members,

I am writing to you today as a former teacher at Altus Schools Charter School of San Diego - Northgate Resource Center to express my strong support for the approval of the petition for Altus Schools Charter School of San Diego.

I had the pleasure of being a teacher at the Northgate Resource Center for about five years. In that time, I learned about the community, its people, and how that educational opportunity was essential for that community. In that area, many parents/guardians often work long hours and/or hold two (or more) jobs to make ends meet, which puts more responsibility on students to care for themselves, younger siblings, elderly relatives, or to also work to provide for the household. Altus Schools Charter School of San Diego allowed students to have a safe, alternative educational space that allowed flexible schedules while offering a variety of ways to obtain their education.

With a community highly centering around family, The Altus Schools Charter School of San Diego gives students the freedom to pursue their education while fulfilling their familial obligations. This program puts kids first and it is seen in what they offer their students: a quiet learning atmosphere, a variety of options to graduate from high school, and an understanding that students' academic success is heavily connected to the support available in all facets of students' lives.

I urge you, Members of the Board, to approve this petition for Altus Schools Charter School of San Diego.

Sincerely,

Charlyn Kelly

April Cormier
Parent
Sean Cormier, 2025 Graduate

5/19/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a recent graduate, I have seen firsthand the positive impact this school has had on my child's education and confidence.

We initially chose Altus because my son was failing in standard public school. He needed a more balanced schedule. The school is important to me because my son went from failing to almost all A's. It boosted his confidence and gave him his spark back.

One of the most impactful experiences for our family was that they were always so helpful, informative, and available for the parents and students.

This school is a valuable option for kids, especially those with learning disabilities who struggle to keep up with the outrageous work load of standard public schools. I also love the dual enrollment options available for students.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

April Cormier (May 27, 2025 09:23 PDT)

April Cormier

Gwendolyn Gauvain
Parent
Xavier Gauvain, Grade 8

5/16/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

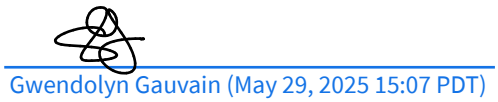
We initially chose Altus for a safer, smaller work environment for my son. The school is important to me because of the personal level that it takes to get to know my son.

One of the most impactful experiences for our family was that my son has made friends and has actually come home smiling. I recommend the school continue to stay open because of the smaller one on one, personal school experience has helped my child flourish.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,



Gwendolyn Gauvain (May 29, 2025 15:07 PDT)

Gwendolyn Gauvain

Jessie Wasson
Parent
Benjamin Wasson, Grade 9

5/16/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

We initially chose Altus my son did not function well in the public school setting, and Altus gave us a great option for my son. Altus has given my son a safe place to learn where he feels comfortable and can work at his own pace.

Mr. Rubio has been so kind and patient with my son. School is now a positive experience for my son because of Altus.

I recommend this school stay open because I wouldn't have known what to do if it wasn't for Altus. They saved us when my son couldn't handle regular public schools. Please keep Altus open as an option for kids in San Diego. Not all kids thrive in regular public schools, and alternative options like Altus are a lifeline for many families.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Jessie Wasson (May 27, 2025 11:51 PDT)

Jessie Wasson

Cheyenne Martin
9th grade
Altus Schools Charter School of San Diego – Woodman Resource Center
May 28th, 2025

To Whom It May Concern,

My name is Cheyenne Martin, and I am a proud student of Altus Schools Charter School of San Diego. I transferred here because I was struggling with anxiety, and my previous school environment was overwhelming. Altus Schools Charter School of San Diego offered a much better fit for me—smaller classes, fewer people, and a calm, supportive atmosphere that helped ease my anxiety and allowed me to focus on my well-being and education.

Since coming to Altus Schools Charter School of San Diego, I've experienced what it feels like to be genuinely supported by teachers and surrounded by people who care. The teachers here, especially Mrs. Wagner, have shown patience, kindness, and understanding. They've helped me feel seen and heard, which has made all the difference in my academic journey.

Even though it hasn't always been easy for me, one of my favorite memories at Altus Schools Charter School of San Diego is making new friends. That might sound simple, but for someone like me, it's something meaningful. I've found people I can trust and be myself around, which have helped me grow in ways I never thought possible.

Altus Schools Charter School of San Diego has given me a fresh start—both academically and personally. I truly believe this program should continue because it creates a safe space for students like me who just need the right environment to thrive.

Sincerely,

Cheyenne Martin

Graduation Year: 2026
Altus Schools Charter School of San Diego – Northgate
April 24, 2025

To Whom It May Concern,

My name is Christian Ochoa, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I liked the flexible schedule and was looking for a program that supported my learning style.

Since joining Altus, I've experienced a supportive environment, personalized learning, and teachers who truly care about my success. One of my favorite things about being at Altus is the quiet and focused classroom setting—it really helps me concentrate and stay on track with my work. I also appreciate the one-on-one support from teachers and staff whenever I need help, and I enjoy the snacks available at the Resource Center.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully ask that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Christian Ochoa

Christian Ochoa

Altus SCHOOLS
CHARTER SCHOOL OF SAN DIEGO

Ciel Major
Teacher

Ciel Major - Teacher
Altus Schools – Charter School of San Diego
5/28/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools – Charter School of San Diego. As a staff member, I have had the privilege of working closely with our students and witnessing the incredible growth and transformation that happens here every day.

What makes Altus so special is the culture we've built. We don't just teach students, we meet them where they are. The flexibility of our model, paired with one-on-one support, allows students to feel seen, heard, and truly cared for. Every day, I watch students who may have struggled in traditional settings find new confidence, rediscover a love of learning, and begin to believe in themselves again.

I'm continually inspired by how our team collaborates to help every student feel important and capable. Altus Schools fill a vital need in our community by providing a safe and empowering space where students can discover their strengths and plan for a successful future.

I respectfully urge the Members of the Board to approve the renewal of Altus Schools – Charter School of San Diego. Our students deserve access to this transformative opportunity.

Sincerely,

Ciel Major

Teacher
858-402-4643
cmajor@altusschools.net

Address: 10170 Huennekens Street, San Diego, CA 92121
Website: www.AltusCSSD.com
Phone: (858) 678-2020 Fax: (858) 552-6660

Cinthia Meza

Parent/Guardian of Maria Ramos
5/21/25

To Whom It May Concern,

My name is Cinthia, and I am the proud parent of MariaRamos, a student at Altus Schools Charter School of San Diego. I wanted to take a moment to share our story and why this school has been such a positive and important part of my daughter's life.

Maria is autistic, and traditional school settings were very overwhelming for her. The crowded hallways, constant noise, and overall environment made it difficult for her to feel comfortable or focused. We were looking for a different kind of school—one that could meet her needs in a peaceful and supportive way. That's why we chose Altus Schools Charter School of San Diego.

From the beginning, it has been a great fit. The calm atmosphere allows Maria to concentrate on her work without feeling anxious or overstimulated. The teachers have been incredible—not only kind and patient, but also truly committed to helping students succeed. I've appreciated how well they communicate with families and how much support they provide to both students and parents.

Maria especially enjoys her science class and has always looked forward to the conversations she gets to have with her teachers. These connections have helped her feel more confident and engaged in school.

Altus Schools Charter School of San Diego has made a real difference for our family. The quiet setting, dedicated staff, and thoughtful approach to education have all helped my daughter grow both academically and emotionally. I fully support the renewal of this charter, and I hope other students like Maria can continue to benefit from what this school offers.

Sincerely,

Cinthia Meza (May 21, 2025 10:02 PDT)

Cinthia Meza

Altus SCHOOLS
CHARTER SCHOOL OF SAN DIEGO

Constance Bautista
Education Specialist

05/29/2025

To Whom It May Concern,

I am writing in strong support of the renewal of Altus Schools Charter School of San Diego. I have worked with Altus Schools Charter School of San Diego for 17 years, and as an Education Specialist at Altus, I have had the opportunity to work closely with students who face a variety of learning challenges. Over the years, I have seen the profound difference this school makes in their academic and personal growth.

Altus provides a unique educational setting where students are truly met where they are. The individualized approach allows for personalized learning plans, targeted support, and a flexible schedule that benefits students with IEPs and other specialized needs. In my role, I have worked with students who felt lost or discouraged and have become confident, motivated, and proud of their progress, many for the first time in their educational journey.

The staff at Altus is dedicated to building meaningful relationships with students and families. We work as a team to ensure that each student receives not only academic instruction but also emotional support, encouragement, and the tools they need to succeed beyond the classroom. Our one-on-one model allows us to tailor instruction, provide timely interventions, and celebrate small victories that lead to lasting growth.

Altus Schools serve as a vital alternative to traditional education, especially for students who require more flexibility, structure, or individualized support. For many of our learners, Altus is the first place they've felt truly seen, heard, and capable of success.

I respectfully urge the Members of the Board to approve the renewal of Altus Schools Charter School of San Diego. The work we do here changes lives—and I am proud to be a part of it.

Sincerely,

Constance Bautista
Education Specialist
Altus Schools Charter School of San Diego

Address: 10170 Huennekens Street, San Diego, CA 92121
Website: www.AltusCSSD.com
Phone: (858) 678-2020 Fax: (858) 552-6660

Altus SCHOOLS
CHARTER SCHOOL OF SAN DIEGO

Cristina Frank
Teacher

Cristina Frank - Teacher
Altus Schools – Charter School of San Diego
5/28/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools – Charter School of San Diego. I have been a staff member at The Charter School of San Diego for 10 years and believe in our mission and the profound impact we have on all the communities we serve.

Our school is truly unique because of our commitment to each and every student. We offer personalized education and the flexibility each student needs to thrive. The Charter School of San Diego continues to prove their dedication to putting kids first. This is evident from the safe environment of the resource centers and the variety of services available at the school including mental health services, homeless/foster youth program, and English Language Development supports.

I am proud to be a teacher at The Charter School of San Diego because I know our school truly changes lives.

I respectfully urge the Members of the Board to approve the renewal of Altus Schools – Charter School of San Diego.

Sincerely,

Cristina Frank

Teacher
858-203-4691
CFrank@altusschools.net

Travis Crone
8th Grade
Altus Schools Charter School of San Diego –Tierrasanta
5/28/2025

To Whom It May Concern,

My name is Travis Crone, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a flexible program that supported my learning style and I wanted to get ahead of all of the traditional schools and learn something new.

Since joining the Altus Schools Charter School of San Diego I've experienced really fun and great teachers that always reply and help me out in some problems that I can't figure out. These classes are really helpful and let me get ahead of people so I can improve way faster. One of my favorite memories here has been doing these programs that would give me credits and make it more fun. One class I really like is the Cadet Corps. It has P.E. classes and does color guarding and I am having fun on these field trips that we do. Two field trips that we went on were the Birch aquarium and the fleet science center.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Travis Crone

Travis Crone

Heidi & Richard Ruppe
Parents of
Jillian Ruppe, June 4th, 2025
5/24/25

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a soon to be graduate of Altus School, I have seen firsthand the positive impact this school has had on my child's education and confidence.

We initially chose Altus because our daughter needed a school that offered flexibility and one-on-one support. What makes Altus so special is the way it values each student as an individual. The staff goes above and beyond to make students feel supported and capable.We are beyond grateful for the wonderful teacher Mrs. Andrea Wood has been for Jillian!

One of the most impactful experiences for our family was the enormous kindness and patience Mrs. Wood showed to our family. She truly cared for Jillian and saw her potential, helping her cultivate it through the years at Altus.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered. I feel very strongly that this school helped my daughter get back on track and we hope this school can be a place for future students to thrive and reach their goals.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Heidi Ruppe

Richard Ruppe

Heidi & Richard Ruppe

Bill and Stephanie Wygant
Parents
Emma Wygant, 11th Grade
5/19/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

We initially chose Altus because our daughter was struggling at her local high school and despised going to school, every day was a struggle. What makes Altus so special is the way it values each student as an individual and meets the student where they are at. The staff goes above and beyond to make students feel supported and capable.

Since Emma has been attending Altus Schools Charter School of San Diego, her attitude and approach to her education has completely changed. Prior to attending, she had no interest in school and her grades reflected that. Now she is getting mostly A's and while she does not enjoy every course, she is giving every course her best and her grades are reflecting this. She is also much happier as an individual.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Bill and Stephanie Wygant

Sierra Tedokon
Class of 2026
Altus Schools Charter School of San Diego – Lake Murray
5/21/25

To Whom It May Concern,

My name is Sierra Tedokon and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because after my car accident, I struggled to keep up with my schoolwork. Unfortunately, my teachers at my previous school didn't provide the support I needed, which caused me to fall behind.

Since joining the Altus Schools Charter School of San Diego, I've experienced a truly supportive environment with personalized learning and teachers who genuinely care about my success. School is important to me because it's the foundation I need to graduate and pursue my next goal—enrolling in cosmetology or esthetician school. With the encouragement I've received here, I feel confident about my future. The best part about this school is the amazing support from my teachers; they've been patient, encouraging, and always pushed me to do my best. I would recommend this school to anyone because of the kind staff and the flexible schedule that really supports students' needs.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Sierra Tedokon

Sierra Tedokon
Class of 2026
Altus Schools Charter School of San Diego – Lake Murray
5/21/25

To Whom It May Concern,

My name is Sierra Tedokon and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because after my car accident, I struggled to keep up with my schoolwork. Unfortunately, my teachers at my previous school didn't provide the support I needed, which caused me to fall behind.

Since joining the Altus Schools Charter School of San Diego, I've experienced a truly supportive environment with personalized learning and teachers who genuinely care about my success. School is important to me because it's the foundation I need to graduate and pursue my next goal—enrolling in cosmetology or esthetician school. With the encouragement I've received here, I feel confident about my future. The best part about this school is the amazing support from my teachers; they've been patient, encouraging, and always pushed me to do my best. I would recommend this school to anyone because of the kind staff and the flexible schedule that really supports students' needs.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Sierra Tedokon

Emma Wygant
11th Grade
Altus Schools Charter School of San Diego – Scripps Ranch
5/19/2025

To Whom It May Concern,

My name is Emma Wygant, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a different approach to my education; a program that was more personalized and flexible than a typical high school.

Since joining the Altus Schools Charter School of San Diego I've experienced a calm and supportive environment, personalized learning, and teachers who truly care about my success. One of my favorite things about Altus Schools Charter School of San Diego the support I receive that is putting me on track to graduate early.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Emma Jean Wygant

Cyrus Devine

8th grade

Altus Schools Charter School of San Diego – Lake Murray

05/15/2025

To Whom It May Concern,

My name is Cyrus Devine, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because of health problems and I was missing a lot of school. I needed a way to do my school work even while I am sick.

Since joining the Altus Schools Charter School of San Diego I've experienced a lot more talking with my teachers and I have gotten a lot of one on one support. One of my favorite memories here has been when I did a project with Mr. Goyette when I was in 7th grade in which he helped me with the in-person lab and showed me how all the equipment worked.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Cyrus Devine

Cyrus Devine

Alicia Walsh & James Devine
Mother & Father
Cyrus Devine, 8th grade
Altus Schools Charter School of San Diego – Lake Murray
05/15/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

We initially chose Altus because we needed a school that offered flexibility and one-on-one support. Our son had medical issues that prevented him to be able to attend a traditional school and was falling far behind in his education and attendance. What makes Altus so special is the way it values each student as an individual. The staff goes above and beyond to make students feel supported and capable.

One of the most impactful experiences for our family was how they were understanding and flexible with our son's medical situation and provided the support for him to be able to continue and complete his education without any setbacks. They also offered encouragement and support in how he can get further ahead instead of just staying on track or falling behind.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Alicia Walsh & James Devine

Darryl Padilla
Graduation Year: 2025
Altus Schools Charter School of San Diego – Euclid RC
5/19/2025

To Whom It May Concern:

My name is Darryl Padilla and I am a student of Altus Schools Charter School of San Diego. I first enrolled at this school because my family was going through a very difficult time. We were homeless and I had more important things to worry about than school. But my mom wanted to make sure that I continued with school, so she looked for a school that would allow me to have a more flexible schedule. This school provides options for students with their schedule and allows us to complete a lot of our work from home. We can even check in with our teacher from home if we need help. That made this setting perfect for me and my family while we were going through difficult times.

My time at this school has been great. My teacher, Mr. Beltran, has always been very helpful and patient with me and I've never felt a sense of hesitation to ask a question. Whether I needed help with my school work, or if I had questions about things like college, careers, or even finances, he was always willing to answer my questions and break down the information as much as was necessary for me to understand. I truly valued that.

I think that this school offers many benefits, like tailored education, college assistance (or other post-high school aid), and individual support from teachers. This school gives students like me, who struggled at traditional school settings, the opportunity to finish high school. Because of my family situation, I was sure that I would never graduate high school. My future was very unclear. But thanks to this school, I will be graduating next month and I'm very excited about going to college. My future is now a lot clearer. I owe that to this school. I have even spoken to my teacher about coming back later to share my story with other students. I will be joining the alumni group so that I can stay in touch.

Thank you for reading my story. Many students have their own stories, but thanks to this school they have a happy ending. I respectfully request that you approve the renewal of Altus Schools The Charter School of San Diego so that they can keep making students' lives better.

Sincerely,

Darryl Padilla

Denise Salgado
2025
Altus Schools Charter School of San Diego – North Park
04-25-2025

To Whom It May Concern,

My name is Denise Salgado, and I am a proud former student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a flexible program that supported my learning style.

During my time at the Altus Schools Charter School of San Diego, Iexperienced a supportive environment and have had teachers who truly care about my success. While at CSSD, my teacher, Miss Brown, helped me grow as a student. I was able to develop new knowledge and skills as well as positive study habits. One of my favorite memories here has been receiving the support to graduate early. My teacher made sure to keep me on track and constantly reminded me that I'm capable of doing so and as a result, I was able to graduate a year early.

Overall, Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don’t work. I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Denise Salgado

Denise Salgado

Daisy Rosas
4131 Van Dyke Ave
San Diego, CA 92105

May 27, 2025

Altus Schools Charter School of San Diego – North Park

To Whom It May Concern,

My name is Daisy, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because regular school was too slow paced, as well as teachers were not helpful.

Since joining the Altus Schools Charter School of San Diego I've experienced a better at my pace supportive environment, personalized learning, and teachers who truly care about my success and how far I get in life. I was able to do courses at my own pace.

One of my favorite memories here has been when I would have conversations with the teachers cause you could tell they truly care.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Daisy Rosas

Dalilah Corona

Graduate 2026

Altus Schools Charter School of San Diego – Northgate
4/24/2025

To Whom It May Concern,

My name is Dalilah, and I am a proud student of Altus Schools Charter School of San Diego. I came to Altus to find a place where I truly belonged and could learn in a supportive environment.

Since joining Altus, I've experienced kind teachers, welcoming students, and a positive atmosphere where I feel like I'm part of a community. One of the things I appreciate most is the snacks and the support I get here. It's a place where I can focus and be myself.

My favorite memory has been making so many wonderful friends who make me feel valued and welcomed.

Altus has given me a chance to succeed, and I believe this program should continue because it offers students like me the opportunity to thrive when other options don't work.

I respectfully ask that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Dalilah Corona

Daniella Ramirez
9th grade
Altus Schools Charter School of San Diego – Woodman Resource Center
5/28/25

To Whom It May Concern,

My name is Daniella Ramirez, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for an independent study program that supported my learning needs.

Since joining the Altus Schools Charter School of San Diego I've experienced learning at my own pace. I like the teachers at my school.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Daniella Ramirez

David Amezcua

Graduation Year 2025
Altus Schools Charter School of San Diego –Northgate
4/24/2025

To Whom It May Concern,

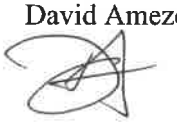
My name is David Amezcua, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a more flexible school schedule and one where I could do the work at my own pace.

Since joining the Altus Schools Charter School of San Diego I've experienced much support and advice for my success from my teachers. One of my favorite memories here has been being able to get all my questions answered by my teacher.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
David Amezcua



David Hurd
5064 Mt. Hay Drive
San Diego, CA 92117

May 28th, 2025

Dear Members of the Board,

I am writing with deep enthusiasm to support the charter petition for Altus Schools Charter School of San Diego, where I've had the honor of serving as a Learning Lead and in various roles since 2006. Over these nearly two decades, I've seen firsthand the transformative power of our school's mission to uplift students, families, and our community. Allow me to share why Altus is so close to my heart and why its continued work is vital.

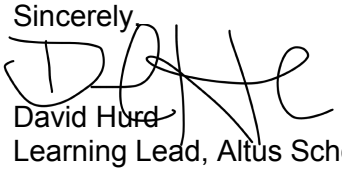
My journey at Altus began as a Resource Center Associate, and over time, I've grown into roles like Certificated Teacher Resource, Substitute Teacher, Teacher, and now Learning Lead. Each role has shown me the profound impact of our personalized approach. I think of students like Maria, who arrived at Altus feeling disconnected from traditional schooling. By tailoring her learning plan to her passion for environmental science, we watched her confidence soar—she's now pursuing a degree in sustainability. Stories like hers are not exceptions at Altus; they're our standard.

Our school is built on the belief that every student deserves an education as unique as they are. We meet students where they are, aligning their academic paths with their interests, learning styles, and dreams for the future. This individualized approach, paired with rigorous, state-aligned standards, ensures our students are ready for college and careers. Our small group instruction fosters deep connections, allowing us to provide targeted support. Beyond the classroom, we offer enriching experiences—field trips that spark curiosity, tutoring that builds confidence, and a vibrant College and Career Week that opens doors to possibility. Our Early College Credit program, which continues to grow stronger each year, empowers students to take charge of their futures.

For 30 years, Altus has been a beacon for students who thrive in a flexible, supportive environment. While our model may not suit everyone, it has changed the lives of thousands, giving them the tools to succeed and the confidence that they can.

I respectfully urge you to approve the charter petition for Altus Schools Charter School of San Diego. Your support will allow us to continue this meaningful work, shaping bright futures for our students and strengthening our community. Thank you for considering this heartfelt request—I'm confident that together, we can continue to make a difference.

Sincerely,



David Hurd
Learning Lead, Altus Schools Charter School of San Diego

Ariana Delgado
Class of 2027
Altus Schools Charter School of San Diego – Lake Murray
5/16/2025

To Whom It May Concern,

My name is Ariana Delgado, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because of social and learning challenges in traditional school.

Since joining the Altus Schools Charter School of San Diego I've experienced a more peaceful and flexible school experience. One of my favorite memories here has been the calmness and quiet environment to focus on my studies.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work. Altus allows students to feel more safe and comfortable at school.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Ariana Delgado

Diego Gonzalez Martin del Campo

Class of 2025
Altus Schools Charter School of San Diego – Northgate
5/28/25

To Whom It May Concern,

My name is Diego, and I am a proud student at Altus Schools Charter School of San Diego. I chose to attend this school because I wanted to improve in my schoolwork and be in an environment where I could truly focus.

One of the things I've appreciated most about Altus is the small class sizes, the freedom to work at my own pace, and the flexibility to build a schedule that works for me. This helped me stay on track and feel confident in what I was learning.

My favorite memory at Altus was the moment I realized I was going to graduate. It felt like everything I worked for was finally paying off, and I was proud of how far I had come.

Altus has made a huge difference in my life, and I believe it should continue to support other students like me who just need a different way to succeed.

Sincerely,

Diego Gonzalez Martin del Campo

Diego Santos

Class of 2028
Altus Schools Charter School of San Diego - Northgate

5/25/20

To Whom It May Concern,

My name is Diego, and I am happy to be a student at Altus Schools Charter School of San Diego. I came here because I needed a different program. I was not doing very well at my old school.

I like the tutoring sessions where I get to work with other students. I also enjoy using the VR, the snacks, and I really like the teachers. They make learning fun.

I also like the celebrations we have in the resource center. The teachers make them special.

Altus has helped me learn more and become a better person. I think this school should stay open because it helps students like me do better.

Please approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Diego Santos

Domingo Agnas
Teacher
Altus Schools Charter School of San Diego - Northgate
5/27/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a dedicated educator with 22 years of experience, I have had the privilege of guiding students toward their educational success. They did it through a wonderful program set to meet their needs.

Students have often come to the school with different needs. Most prominent was to find a safe and quiet environment to learn. Others came to either catch up on missed credits or get ahead. All appreciated the independent study and flexible schedule structure. Regardless of their needs, they were able to find a fit because of the school's alternative model.

Coming to school with various needs and being able to fit in results in a changed mindset. Students who first arrived at school with a negative, apprehensive, anxious outlook soon felt supported, comfortable, confident. They knew there were resources available. Students slowly became accustomed to a more growth mindset where problems are solvable. The program provided students with possibilities. Students noticed the possibilities and wondered about the outcomes. Tutoring sessions, one-on-one coaching, personalized and individualized attention, field trips, and character building were some of the many things available to them that helped explore the possibilities.

Thank you for considering our request for renewal. We are confident Altus will continue to be an asset to the community and a leader in educational excellence. This school is more than just a place to learn—it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Thank you for your consideration.

Respectfully,

Domingo Agnas

Teacher

Dulce Garcia
9th 2028
Altus Schools Charter School of San Diego – College Ave

5/27/25

To Whom It May Concern,

My name is Dulce Garcia and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I heard good things about this school and I came here because I was falling behand. I needed my grades to go up and I heard that this school would help me a lot with my grades and not make me fall behand.

Since joining the Altus Schools Charter School of San Diego I've experienced improvement on actually doing school work. I have been on track and this school really taught me a lot . One of my favorite memories here has been the first day and being nervous and being shy but after meeting my teacher, I wasn't nervous anymore.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Dulce Garcia
DG

Dyllan Rosas Guillen
Grade 10
Altus Schools Charter School of San Diego – Northgate
5/28/2025

To Whom It May Concern,

My name is Dyllan and I am a proud student at Altus Schools Charter School of San Diego. I came to this school along with my uncle Emanuel. My uncle finished and is graduating this year. My mom was a 2012 graduate.

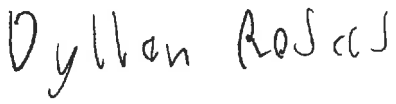
Right now, I have been doing good earning at least one credit a month. The independent study option fits me well. I like to work quietly on my own. I seem to get a lot done when left alone. I don't ask for help much because my skills are at grade level. Mr. Agnas keeps on me though. He meets with me to review my progress and goals often.

I like coming to the resource center because it is like a library and there are not any distractions. I can focus and get things done here, as well as at home.

I am glad to have this school option.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Dyllan Rosas Guillen



Edgar Cacho

Class of 2028

Altus Schools Charter School of San Diego – Northgate

May 20, 2025

To Whom It May Concern,

My name is Edgar Cacho, and I am a student at Altus Schools Charter School of San Diego. I came to Altus because I needed credit recovery and had different experiences at my previous school.

Since joining Altus, I've experienced a calm and focused environment, which has helped me get back on track. I appreciate how the teachers are always there to support me and help me regain my academic standing.

Altus has been essential in my academic recovery, and I believe this program should continue because it gives students like me the chance to succeed and get back on track with their education.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Edgar Cacho E.C

Emely Morales
Class of 2026
Altus Schools Charter School of San Diego – Downtown RC
May 5th, 2025

To Whom It May Concern,

My name is Emely Morales Martinez, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a flexible program that could help me improve my learning strategies and to show me the type of support I needed to be a successful student.

Since joining the Altus Schools Charter School of San Diego, I've experienced a belonging and acceptive supportive environment, personalized learning, and teachers who truly care about my success. One of my favorite memories here has been the support I received to graduate early, because I always thought it would be impossible for a student like me who never really thought they had a future ahead in life.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Emely Morales
Emely Morales

To Whom It May Concern,

I am writing to express my strong support for the renewal of Altus Charter School and to emphasize how vital this school is to my child's education and well-being.

As a parent, I have seen firsthand the positive impact Altus has had on my child's academic progress, personal growth, and confidence. The school's flexible learning environment, dedicated staff, and individualized approach have made it possible for my child to succeed in ways that traditional school settings have not.

Altus Charter School provides a unique and essential alternative for students who may not thrive in a conventional classroom. My child has benefited tremendously from the smaller class sizes, one-on-one support, and the school's focus on building strong relationships between teachers and students. These qualities are invaluable and difficult to find elsewhere.

It is my sincere hope that Altus will be granted its renewal so it can continue to serve not just my family, but many others who rely on this exceptional educational option. I respectfully urge you to keep the renewal process moving forward and allow Altus Charter School to continue its important mission.

Thank you for your time and consideration.

Sincerely,

Emily Chan

Emily Chan

Altus SCHOOLS
CHARTER SCHOOL OF SAN DIEGO

Erica Nowak
Teacher

RE: Support for Charter Renewal

May 27th, 2025

Dear San Diego Unified School Board,

I hope this message finds you well. My name is Erica Nowak, and I have been a part of The Charter School of San Diego since 2012. I am writing to express my strong support for the renewal of our charter.

Throughout my time here, I have witnessed countless students thrive due to the unique educational options we provide. The independent study model may not suit everyone, but it offers invaluable one-on-one support and a hybrid approach that allows students to focus on one or two classes at a time. This flexibility greatly benefits those who wish to accelerate their learning or those from low-income backgrounds who must balance work and education.

In my experience, I have felt nothing but support from leadership and fellow staff members. This collaborative environment allows me to perform my job to the best of my ability. From resource specialists to mental health advocates, administrators, and counselors, we all work together with a common objective: to serve our stakeholders—our families and students.

Thank you for considering my perspective. I appreciate your support in ensuring that our school continues to provide these essential options for our students.

Warm regards,

Erica Nowak
The Charter School of San Diego
enowak@altusschools.net

Address: 10170 Huennekens Street, San Diego, CA 92121
Website: www.AltusCSSD.com
Phone: (858) 678-2020 Fax: (858) 552-6660

Erick Garcia
2026
Altus Schools Charter School of San Diego – College Avenue
05/27/25

To Whom It May Concern,

My name is Erick Garcia and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I came with a plan to graduate early and get one on one help with my classes. I also like to work alone and work at my own pace. From the time I've been here at Altus I have done a huge progress with my credits.

Since joining the Altus Schools Charter School of San Diego I've experienced great help from my teachers and always being in contact with all them. With the help they offer, they are very understanding One of my favorite memories here has been the progress in my work I have accomplished and being able to know everything is possible.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Erick Garcia

Erick Gonzalez

Class of 2026

Altus Schools Charter School of San Diego – Northgate

May 20, 2025

To Whom It May Concern,

My name is Erick Gonzalez, and I am a student at Altus Schools Charter School of San Diego. I came to Altus because I wanted to improve and be better in my education, and I knew I would receive the support I needed here.

Since joining Altus, I've experienced an environment where teachers genuinely help you succeed, and the support they provide is invaluable. The personalized attention makes a big difference compared to other schools.

Altus has helped me become a better student, and I believe this program should continue because it's a great school that provides the right environment for students to succeed.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Erick Gonzalez E.G

Altus SCHOOLS
CHARTER SCHOOL OF SAN DIEGO

Esmeralda Lopez
Teacher

May 29, 2025

To whom it may concern:

I am a teacher at Altus Schools Charter School of San Diego at the Woodman Resource Center. I began teaching here two years ago, in June of 2023. Although I have taught at a similar school in the past, this school has truly impressed me with how we go above and beyond to support our students.

Next week is our graduation ceremony, and I am incredibly excited to celebrate our students' achievements. This year, I had ten graduates, and as I reflect on their experiences at our school, it is evident why Altus Schools made a profound difference in their lives. Two of these graduates are SPED students who struggled at their previous schools because they needed additional academic support and a more caring and patient environment. Two other students chose to take the HiSET because they were significantly behind on credits, yet they were fully capable of passing with the right tutoring and encouragement. One of the graduates suffers from undiagnosed mental health issues, but through hard work and extensive collaboration among teachers, administrators, and his parent, we successfully guided him. Another student suffers from social anxiety and excelled by working mostly independently; he even participated in dual enrollment, graduating with college credits. One of our graduates is a teen parent who gave birth last year, making it challenging to finish on time, but with our support, she was able to complete her studies. All of these graduates have unique stories and challenges they overcame, which makes their accomplishments even more special.

We critically need schools like ours to help students who are not able to be successful in a traditional school setting. At Altus Schools, we are able to accommodate students not only based on their learning styles but also according to their individual circumstances. I am proud to be a teacher here and sincerely hope that this school continues to receive the support it deserves.

Sincerely,

Esmeralda Lopez
Teacher
(858) 203-4622
elopez@altusschools.net

Address: 10170 Huennekens Street, San Diego, CA 92121
Website: www.AltusCSSD.com
Phone: (858) 678-2020 Fax: (858) 552-6660

Esperanza Rubio
Class of 2025
Altus Schools Charter School of San Diego – Woodman Resource Center
May 6, 2025

To Whom It May Concern,

My name is Esperanza Rubio, and I am a proud student of Alus Schools Charter School of San Diego. I first came to Alus Schools Charter School of San Diego with the goal of getting back on track with my education. I wasn't the typical honors student—in fact, I once made the mistake of choosing distractions over my future, skipping class and losing focus on what truly mattered.

Since enrolling at Alus Schools Charter School of San Diego, everything has changed. For the first time in my academic journey, I've experienced a real connection with a teacher—something I had never known before. My phenomenal teacher, Mrs. Wagner has been a constant source of support and encouragement. She has played a major role in helping me achieve things I never thought I could.

One of my favorite memories here is watching myself grow into the person I always wanted to become—someone my parents can truly be proud of. I've formed meaningful friendships, learned what it means to be a responsible student, and discovered a renewed sense of purpose.

Alus Schools Charter School of San Diego has helped me grow not only academically but personally as well. I believe this program deserves continued support because it gives students like me a second chance—especially when traditional options haven't worked. I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Esperanza Rubio

Here is our story…

Our son, Romeo, thrived in his public elementary school, despite periodically complaining of 'being bored'. My husband and I both attended San Diego public schools when we were growing up and we were excited for Romeo to attend Roosevelt Middle School and San Diego HS in downtown San Diego, like I did in the 1980's. But this was not to be. Half-way through 6th grade, Romeo began not wanting to go to school. This wasn't for the typical social-emotional reasons. He maintained many friendships from his 7 years at McKinley Elementary School in North Park and enthusiastically joined the school's (CIF-winning!) soccer team and the after-school garden program that I volunteered with. It was because, although he was placed in accelerated Math, he felt painfully bored, distracted and frustrated all day long. It was then that we looked up his GATE and other testing scores and discovered that he's part of a very small, neuro-diverse group of kids called "Seminar" students, who have extremely high cognitive abilities and require a more independent and differentiated education.

As I read books and articles on the subject and spoke to our Middle School Principal, I learned that California public schools no longer support differentiated learning for these children. This is disconcerting and I believe it deserves a better solution… but I can also understand the challenges involved. So, we sadly gave up the dream of having Romeo continue alongside his friends and larger community in our local neighborhood schools… and began looking into every other type of public educational option available. Sure enough, the schooling Romeo was most interested in was the least structured and most independent option available, which we found in Altus Schools Charter School of San Diego.

Four months in, I can tell you how incredibly valuable this program is. Their curriculum is 100% online with a requirement that students go into the downtown resource center (where the teachers are) only 2-3 days per week. Romeo is only 12 years old but he rides his bike 1 mile each way and says he feels calmer and happier since making the switch. I see that he is loving learning again… asking for special projects and pausing multiple times during the day to "do his own research" on various subjects. And the teachers at Altus give him credit for some of his own projects that fit within the scope of an academic subject and, more generally, work with him to customize his learning experience!

In summary, we respectfully ask you to continue to support Charter Schools (and specifically Altus Schools Charter School of San Diego!) for kids like ours who just don't fit the 'normal' mold of learning. Furthermore, as we go into the new world of AI, these schools may be important laboratories for online, personalized and "teacher as guide" learning that may eventually be incorporated as solutions for ALL California students with their varied natural gifts and interests.

Thanks so much for your time and please feel free to reach out with any questions.

Sincerely yours,

Stephanie Monroe Napoli

Romeo Napoli, 6th Grade

2465 G Street
San Diego, CA 92102
Re: Please approve the renewal of Altus Schools Charter School of San Diego

To Whom It May Concern,

My name is Romeo, and I am one of many students going to the Charter School of San Diego. I am respectfully asking that you approve the renewal of this Charter School.

At Roosevelt Middle School, my prior school, I felt very bored because either I would finish work 30 minutes early and sit around bored for the rest of each period, or, even worse, I would have to go on pace with everyone else making class seem like it took an eternity. Yet, after enrolling in the Charter School of San Diego, I've felt a lot more relaxed and have had more fun. Plus, I can go at my own pace, no need to wait for the rest of the class to be ready to move on or sit around until the end of class. Other students may say that they get to go a little slower, if that is what they need. The Charter School of San Diego also allows for you to slightly customize our schedule and what we are learning. For example, if we request to go a little deeper into the society of Ancient Rome, our teacher can give us some extra assignments on that. Additionally, when a question crosses my mind, I can look up the answer. One great example of this is when I wondered how light can escape a sun before it becomes a black hole, but not after, even though the mass of a black hole stays the same as the star that imploded. [The answer is that when a star becomes very massive, it becomes a black hole. Now, light can't escape because all of the mass is condensed to such a tiny spot that light spins around it like a whirlpool]

I came to the Charter School of San Diego because I hope to pursue soccer as a career. With a more flexible schedule, my dad and I have been able to go to the gym, where he goes inside to the treadmill, and I kick a soccer ball against a wall that has turf next to it. Without renewal, I might be forced to go back to a "normal" school. I would very much like if you could vote to approve Altus Charter School of San Diego for me and for all the students that I am representing. Thank you for your time.

Sincerely,

Romeo Napoli

Gelahryl Kylah Mallari

Class of 2027

Altus Schools Charter School of San Diego – Northgate

May 20, 2025

To Whom It May Concern,

My name is Gelahryl Kylah Mallari, and I am a student at Altus Schools Charter School of San Diego. I came to Altus because public high school was really stressful for me, and I wanted to try out an online school that could better support my education.

Since joining Altus, I've experienced an educational environment where I can go in and do my work at my own pace, which helps reduce stress. I believe this school provides an important alternative for students who don't want to attend their neighborhood high school and are looking for a more flexible option.

Altus has been an invaluable resource for me, and I believe this program should continue because it provides a necessary alternative for students who need it.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Gelahryl Kylah Mallari

Gerardo Encarnacion Guajardo Jr

11th Grade

Altus Schools Charter School of San Diego - Petco Park

May 27, 2025

To Whom It May Concern,

My name is Gerardo Encarnacion Guajardo Jr, and I am a proud student of Altus Schools Charter School of San Diego. I want to express how much I truly love this school. From the moment I joined, I felt welcomed and valued. What stood out to me the most was how engaged and supportive everyone is-students, staff, and especially the teachers.

Altus is more than just a school; it's a place where I've experienced the best hands-on teacher-to-student support I've ever seen. The learning environment here is personal, flexible, and focused on helping each student succeed at their own pace. The teachers don't just teach-they care. They take the time to connect with us and make sure we're learning in the best way possible.

I can confidently say that this is probably the best school I've ever been a part of, and it has made a big difference in my academic journey.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Gerardo Encarnacion Guajardo Jr

Ghina Dehaini
Ed Ladder
May, 28, 2025

To whom it may concern,

I am deeply grateful for the existence of Altus School, which provides a safe and supportive environment where students can thrive and achieve their educational goals. The teachers are not only highly qualified but also genuinely care about the well-being and success of their students. Having worked here as a tutor for the past five years, I can confidently say that both the administration and staff go above and beyond to ensure that every student receives the support they need to succeed. I was initially referred to this school by a friend whose son had graduated here. Later, my own son enrolled in a summer course to accelerate his path to graduation. Thanks to the opportunities offered by Altus school, he will be able to graduate early, and he is incredibly grateful for the experience and the support he received.

Giovanni Estrada
Grade 7
Altus Schools Charter School of San Diego – Northgate
5/20/2025

To Whom It May Concern,

My name is Giovanni and I am a proud student at Altus Schools Charter School of San Diego. I left my neighborhood middle school because I felt a bit uncomfortable. My family has been struggling lately, and I did not feel I fit in.

My mom enrolled me with the local Charter School here. We are still struggling but found a family friend who was kind enough to help us out. I could not go to school every day due to our living situation. So, having a flexible school schedule helped us out. My teacher Mr. Agnas is very patient and understanding. He makes me feel very welcome. The other teachers also are nice.

I like coming to the resource center because it is not too crowded, so I don't have to worry about fitting in with the crowd. Everyone is quiet and works independently in their own work. We get help when we need it.

I am glad to have this school option.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Giovanni Estrada

Giovanni Estrada

Giselle Galvan

Grade 11 2026

Altus Schools Charter School of San Diego –Northgate
4/25/2025

To Whom It May Concern,

My name is Giselle Galvan, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I wanted a school that was a better fit than traditional school. I didn't like too many students in one setting. Here at the Charter School I like the small quiet library and safe environment. The ability to do my work independently and on my own with personal help from my teacher is a plus as well.

Since joining the Altus Schools Charter School of San Diego I've experienced a safe and quiet place to work, teacher support, and the ability to focus on one class at a time. One of my favorite memories here has been going on the Midway field trip. Another was attending a community college campus tour. The tour offered information on trade, certificate, and degree programs.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work. Evidence to this fact is that 4 of my relatives have graduated and moved on to their adult lives successfully.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Giselle Galvan

Christa Gorham
Parent
Ella Gorham, 7th Grade
May 20, 2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current student, I have seen firsthand the positive impact this school has had on my child's education and perception of school.

We initially chose Altus because my daughter has school anxiety and was struggling with going to school. After being at Altus for a few months I started to hear her say that she likes school – which is a statement she's never made before. What makes Altus so special is the way it values each student as an individual. The staff goes above and beyond to make students feel supported and capable.

Some of the most impactful experiences for our family is the interest Mr. Armstrong, her teacher, shows in her work, their daily contact, and the extra support he recognized she needed in Math. I know my daughter appreciates his support.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn, it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Christa Gorham

Christa Gorham

Jennyfer Grimaldo
8th grade
Altus Schools Charter School of San Diego – Petco Park
5/20/2025

To Whom It May Concern,

My name is Jennyfer Grimaldo, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because bullying at a traditional school setting, I was looking for a flexible program that supported my learning style and social emotional needs.

Since joining the Altus Schools Charter School of San Diego I've experienced a supportive environment, personalized learning, and teachers who truly care about my success. One of my favorite memories here has been my math tutoring sessions because my teacher, Miss. Guerrero, made them fun and interactive and I received a lot of support.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Jennyfer Grimaldo

Gustavo Berrun

Class of 2026

Altus Schools Charter School of San Diego – Northgate

May 20, 2025

To Whom It May Concern,

My name is Gustavo Berrun, and I am a student at Altus Schools Charter School of San Diego. I came to Altus because of my grades and after hearing good things about the program. I wanted a school that would push me to get my diploma and support me in my education.

Since joining Altus, I've experienced a friendly environment where teachers are supportive and always encourage me to work at my own pace. The ability to work independently while still having the support I need has been invaluable to me.

Altus has helped me stay on track to graduate, and I believe this program should continue because it helps students succeed in achieving their diploma.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Gustavo Berrun

HannahDiane Maghriang

2018

Altus Schools Charter School of San Diego – Jeanette Brown

April 24, 2025

To Whom It May Concern,

My name is Hannah Diane Maghirang, and I want to share my experience as a student at Altus Schools Charter School of San Diego. I enrolled in Altus because my father's health significantly declined, requiring round-the-clock care. This situation presented a challenge for our family, as I wanted to support him while continuing my education.

Altus Schools has provided us with immense relief. The hybrid model of education allows me to care for my dad while maintaining my academic progress. The flexibility of the curriculum enables me to manage my home responsibilities effectively.

I have also benefited from the personalized attention from the teachers, who offer invaluable one-on-one assistance. Their support has helped me grasp complex concepts and thrive in my studies despite my home challenges.

I am grateful for the accommodating environment at Altus, which has allowed me to balance my family obligations with my educational goals. I urge the board members to approve the renewal of the Altus Schools Charter for San Diego. This would enable many students like me to pursue their educational goals while managing personal responsibilities, opening doors for a brighter future. Thank you for considering this important request.

Sincerely,

HannahDiane Maghirang

Sade Harmon
Class of 2027
Altus Schools Charter School of San Diego – Lake Murray
May 15, 2025

To Whom It May Concern,

My name is Sade Harmon, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because of the options for a more fluid and easier schedule.

Since joining the Altus Schools Charter School of San Diego I've experienced the necessary independence and freedom in my daily routine for school. One of my favorite memories here has been receiving the support I need.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work. More people need access to a non-traditional education and the ability to graduate earlier.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Sade Harmon

Heather Tobin
Class of 2025 Graduate
Woodman Resource Center
May 21, 2025

To Whom It May Concern,

I'm a recent graduate of Altus Schools Charter School of San Diego, and I'm writing to tell you why this school really matters to me, and why it should remain open.

When I was looking for a new school, one of the biggest reasons I picked Altus Schools Charter School of San Diego was its flexibility. The school was willing to work with each student, adapting to how we learn best. That kind of adaptability was important for me to actually succeed.

Altus Schools is way more than just a place to learn. It's a place that genuinely helps you succeed. The resources, the way teachers teach, and the whole vibe of the school are all set up to help students reach their full potential. I always felt supported and pushed in a good way, and that truly made all the difference for me.

Beyond the academics, my favorite things about Altus Schools were its great location and the nice environment. Being where it is made getting to school easy and even enjoyable. And once you're there, the atmosphere is just welcoming and a good place to focus on your studies. I always felt comfortable and able to concentrate.

Finally, I have to praise the community at Altus. Everyone's approachable and supportive. That feeling of belonging really made my time here special.

Altus Schools Charter School of San Diego should continue because it offers students the flexibility they need, promotes success, and provides a great learning environment.

Please approve the renewal of Altus Schools Charter School of San Diego. It's a school that makes a difference.

Sincerely,

Heather

Heather Tobin

Student Letter of Support

Hanan Farah
Class of 2025
Altus Schools Charter School of San Diego – College Ave
05/08/2025

To Whom It May Concern,

My name is Hanan Farah, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was behind in school. I wanted a flexible class schedule in which I could earn all my credits in order to graduate on time.

Since joining the Altus Schools Charter School of San Diego I've experienced a safe and caring environment that tends to all my needs. I have a supportive teacher that assists me with my work whenever I am struggling. One of my favorite memories here has been when I took an avid course and it helped me learn a lot more about myself and my future. It aided me in becoming college and career ready.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Hanan Farah

Hanan Farah

Hila Baruch
Grade 10
Altus Schools Charter School of San Diego – Woodman RC
May 20, 2025

To Whom It May Concern,

My name is Hila Baruch, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking to accelerate my learning and take dual enrollment courses.

Since joining the Altus Schools Charter School of San Diego, I've completed several dual enrollment courses, accelerated my learning by completing 10th and 11th-grade courses, had excellent communication and support from my teacher, and enjoyed completing science labs in person at the resource center with support. This school has provided me with all the opportunities I was hoping for and more. One of my favorite memories here has been working on the Monitoring EKG lab for my Honors Biology course.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me the opportunity to get ahead and experience more academic opportunities that traditional schools cannot provide.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Hila Baruch

Hilary Suastegui Martinez

12th Grade
Altus Schools Charter School of San Diego – Northgate
4/24/2025

To Whom It May Concern,

My name is Hilary, and I am a proud student of Altus Schools Charter School of San Diego. I came to Altus after struggling in my previous school where I couldn't focus and wasn't able to succeed. I was looking for a place that would give me a second chance.

Since joining Altus, I've experienced kind teachers, welcoming students, and a supportive environment where I feel like I can really grow. One of the things I love most about this school is that I can keep trying until I get it right. Now that I'm pregnant, I know I'm in the right place—this is a school where I feel supported and where I know I can still graduate and prepare for my baby's future.

My favorite memory so far has been being a part of Cadet Corps and making lasting friendships with people who truly care.

Altus has given me the opportunity to move forward when I thought I was out of options. I respectfully ask that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Hilary Suastegui Martinez

Isaiah Hudspeth
Graduation Year: 2025
Altus Schools Charter School of San Diego – Euclid RC
5/18/2025

To Whom It May Concern:

My name is Isaiah Hudspeth and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was out of school and was looking to finish high school. I live near the Euclid resource center, and one day when I walked by I decided to walk in to get more information. I met with Mr. Beltran that day, and by the end of the meeting I knew this school was perfect for me. Fast forward about 10 months, and I am about two credits away from graduating!

Since joining the Altus Schools Charter School of San Diego I've experienced a school structure that works perfectly for me. The schedule flexibility, resources available, and how much the teachers care about their students have all been great. One of my favorite memories here was that first day when I walked in because it changed the path I was on with my life. It's one of the best decisions I ever made and it's when this trip began.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Isaiah Hudspeth

Immanuel Campbell
2024
Altus Schools Charter School of San Diego – North Park
4/25/2025

To Whom It May Concern,

My name is Immanuel Campbell and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because it was very accessible at the time. My parents always tried to get me to school on time so they wouldn't be late for work. Coming here took a lot of stress from my parents and myself because of the flexible hours and schedule. Additionally, after middle school even when I graduated, my grades weren't so great which is another reason why my parents were looking for another school alternative. I always had trouble focusing on homework and in- school activities which left me with terrible grades and I didnt know what to do. Coming to Altus definitely helped me improve my education because I was able to really focus on my homework since I was only completing one class at a time and I had a teacher who was always helpful and supportive.

Since joining the Altus Schools Charter School of San Diego I've experienced the best teacher I've ever met, Ms. Brown. She was there from the start to finish, always helping me, asking if I needed help and being there when I needed it. I honestly believed I wouldn't have made it if it wasn't for Ms. Brown. She was the most wonderful, kind teacher I ever met. I will never forget what she has done for me and I will always appreciate Ms. Brown.

One of my favorite memories here has been the final project we did before graduation. I feel like I was never more prepared to talk about my future and who I am because of the Pathways Exhibition course. My future was something I never thought about often but this project got me to the point where it was the only thing I was thinking about especially because I would be graduating soon. At the end of that course, we had to present our future plans to a small panel and talking about it to everyone on the panel during that time was nerve racking. However, once my presentation was over, I felt complete about my life and what I wanted to do. I do believe taking that course saved me and really helped me focus on figuring out what I wanted to do after high school. Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.Thank you so much for your time and consideration.

Sincerely,
ICC
Immanuel Campbell

Isabel Stangland
Class of 2020
Altus Schools Charter School of San Diego
April 27, 2025

To Whom It May Concern,

My name is Isabel Stangland, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I had just moved to San Diego from Oklahoma and was looking for a flexible program that supported my learning style.

Since joining the Altus Schools Charter School of San Diego, I found more than just a place to learn — I found a community that felt like family. I was surrounded by classmates who lifted me up and an amazing teacher who cared deeply about each of us, always believing in our potential and pushing us to be our best. Miss Brown's support made a lasting impact on me, and I knew every day that I wasn't just another student — I was someone she truly wanted to see succeed. One of my favorite memories is the simple but powerful feeling of waking up excited to go to school, knowing I would be stepping into a place where I was safe, supported, and truly happy. Altus became my second home, and the memories and connections I made there will always stay with me.

Altus has shaped me in ways I'll carry with me forever — helping me grow not just as a student, but as a person. This program gave me hope when other paths felt out of reach, and showed me that my dreams were still possible. Because of the foundation Altus helped me build, I was able to attend the University of California, San Diego, where I completed my studies with a deep sense of accomplishment — and now, I am preparing to take the next step in my journey by entering veterinary school this fall. I believe Altus should continue because it offers students like me a real chance to succeed when the world doesn't always make it easy.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Isabel Stangland

Student Letter of Support

Ibrahim Ahmed
Class Of 2027
Altus Schools Charter School of San Diego – College Avenue
5/8/25

To Whom It May Concern,

My name is Ibrahim Ahmed, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because the school I came from had very bad counselors that showed favoritism that affected my grades which affected me mentally so decided to leave.

Since joining the Altus Schools Charter School of San Diego I've experienced great teachers and a great facility I only have been here for 4 months and I am liking it very much because of the help I receive. One of my favorite memories here has been completing a project about coding. I was very passionate about the subject, which made me like this school and also the staff is very welcoming.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Ibrahim Ahmed

Isaac Cassaruvias Gallardo

2025 Graduate

Altus Schools Charter School of San Diego- Downtown Resource Center

5/28/2025

To Whom It May Concern,

My name is Isaac Cassaruvias Gallardo, and I am a current student at Altus Schools Charter School of San Diego. I came to Altus after falling behind in a traditional school. I was overwhelmed by crowded classrooms and felt like I couldn't get the help I needed. I needed a place where I could learn at my own pace and feel supported, not judged.

Since enrolling at Altus, I've experienced a huge change in both my academics and self-confidence. The teachers here actually take the time to get to know me and how I learn best. One of my favorite memories was participating in a science lab activity where we dissected owl pellets. It was hands-on, exciting, and showed me that learning can be fun and meaningful. My teacher, Miss Summer, made the experience memorable and always encouraged me to keep exploring new ideas.

Altus has helped me become more focused, independent, and motivated to finish school strong. I truly believe this school changes lives. It creates a safe space for students who may have struggled elsewhere and gives us the tools to succeed.

I respectfully ask that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego. Thank you for your time and consideration.

Sincerely,

Isaac Cassaruvias Gallardo

Isaiah Hollins
10th grade
Altus Schools Charter School of San Diego – Woodman Resource Center
May 28th, 2025

To Whom It May Concern,

My name is Isaiah Hollins, and I currently attend Altus Schools Charter School of San Diego. I'll be honest—when I first transferred here, it wasn't by choice. My mom made me switch schools, and at the time, I didn't think it was a good idea. But looking back now, I realize it was one of the best decisions for me.

Since transferring to Altus Schools Charter School of San Diego, I've found that school feels much more manageable. One of the biggest differences is the way classes are set up here—I only must focus on one course at a time, which has helped me stay organized and actually understand what I'm learning. It's made school a lot less stressful and a lot more doable for me.

My favorite experience so far has been taking the Driver's Education course. Not only was it something I was really interested in, but it also gave me confidence and a sense of independence that I hadn't felt in a school setting before.

Altus Schools Charter School of San Diego has turned out to be a great fit for me. I've learned that sometimes changes, especially the kind you don't ask for, can lead to something better. This program should continue because it gives students different ways to succeed, and for some of us, that makes all the difference.

Sincerely,

Isaiah Hollins

Isaiah Hollins

Isaiah Martinez

Class of 2029

Altus Schools Charter School of San Diego – Northgate

May 20, 2025

To Whom It May Concern,

My name is Isaiah Martinez, and I am a proud student of Altus Schools Charter School of San Diego. I came to Altus because I was looking for a school that gave me the flexibility to learn at my own pace without feeling overwhelmed every day.

Before Altus, school was stressful. Trying to juggle five classes a day, every day, left me exhausted and discouraged. At Altus, I've had the freedom to focus, to breathe, and to actually enjoy learning. I can choose how much I want to take on at a time, and I've found that this approach makes me want to succeed more. One of my favorite memories was the frisbee tournament—it reminded me that school can be fun, too, and that feeling connected matters.

Altus helps students realize school doesn't have to be a struggle—it can be a path to discovering who we are and what we're capable of. I truly believe more students need access to this kind of education. It changes lives.

I respectfully ask you, the Members of the Board, to approve the renewal of Altus Schools Charter School of San Diego. This school is a lifeline for students like me.

Sincerely,
Isaiah Martinez

I. M

Ivan Gonzalez

Class of 2029

Altus Schools Charter School of San Diego – Northgate

May 20, 2025

To Whom It May Concern,

My name is Ivan Gonzalez, and I am a student at Altus Schools Charter School of San Diego. I came to Altus because it is different from other schools, and I was looking for a place where I could find teachers who are kind and supportive.

Since joining Altus, I've experienced a warm and welcoming environment, with teachers who truly care about my success. One of the things I appreciate most is the school's schedule, which is not too early or too late, allowing me to balance my work and personal life better.

Altus has helped me grow academically, and I believe this program should continue because it provides a unique opportunity for students who need a different learning experience than traditional schools.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Ivan Gonzalez

Izaiah Kasparian
9th grade
Altus Schools Charter School of San Diego – College Ave

5/27/25

To Whom It May Concern,

My name is Izaiah Kasparian and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I wanted to become a better student. I have attended many schools in the past, but none of them helped me find a path where I could be successful. I came here because I needed a change of environment that was positive, could provide me with a quiet space to learn and a teacher who would support my well-being and learning style.

Since joining the Altus Schools Charter School of San Diego I've experienced a safe and supportive environment and have a teacher who really cares about me and my success. I love attending the Ed Ladder math tutoring sessions where I get one on one support. I have also enjoyed attending the monthly Art tutoring sessions where I get to complete amazing art projects. These tutoring sessions have been a great way for me to meet other students and have discussion about our school work.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to improve mentally and academically. This school is important because it gives students who were not successful in the traditional setting a chance to be amazing and go on to do great things.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Izaiah Kasparian

Parent Letter of Support

Gerardo D. Bello
Father
Jaden D. Bello, 12th - 2025
22 April 2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current/Alumni student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

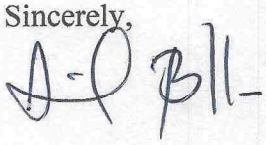
We initially chose Altus because it was conveniently located and we needed a school that offered Jaden flexibility and one-on-one support. What makes Altus so special is the way it values each student as an individual. The staff goes above and beyond to make students feel supported and capable.

One of the most impactful experiences for our family was the positive change and attitude in Jaden's behavior. Personal interaction with his teacher, Ms. Michelle Ramirez, and us, helped Jaden stay on track and enabled him to successfully complete 12th grade ahead of schedule with above average grades.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,



Gerardo D. Bello

Student Letter of Support

Jaden D. Bello
12th Grade - 2025
Altus Schools Charter School of San Diego – RC Name
22 April 2025

To Whom It May Concern,

My name is Jaden Bello, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was not performing at my full potential at my last school and I was looking for a flexible program that supported my learning style.

Since joining the Altus Schools Charter School of San Diego I've experienced a supportive environment, personalized learning, and teachers who truly care about my success. One of my favorite memories here has been the field trip to Naval Base, San Diego. It helped me understand in detail military structure and Navy lifestyle.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Jaden David Bello

Jonathan Chavez
10th Grade
Altus Schools Charter School of San Diego – Euclid RC
5/20/2025

To Whom It May Concern:

My name is Jonathan Chavez. I am a student at Altus Schools The Charter School of San Diego. I came to this school because it is independent-study. I wasn't doing as well as I should have at my previous school. It wasn't easy for me to be in a school with so many students. I needed a quieter environment where I could focus better.

This school is great for me because I can complete my classes at my own pace. I have my teacher to help me along the way. Also, I have some flexibility with my schedule, so I can come in during times when the resource center isn't crowded. This allows me to focus a lot more and not have to deal with anxiety.

I respectfully request that the members of the board approve the renewal of Altus Schools Charter School of San Diego. There are so many students who are struggling at other schools who would do great at Altus. I hope they get the chance.

Thank you,

Jonathan Chavez

Joshua Jimenez Hernandez
2022
Altus Schools Charter School of San Diego –Northgate
02MAY25

To Whom It May Concern,

My name is Joshua Jimenez Hernandez, and I am a proud Alumni of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a school environment that fit well with my learning style. I wanted something different from regular public high schools.

Since joining the Altus Schools Charter School of San Diego I've experienced incredible support from my prior teacher Domingo Agnas. Mr. Agnas always provided me constant encouragement and motivation to succeed. One of my favorite memories here has been the day I presented myself in front of a senior panel to give a presentation regarding my post graduation plan; which interestingly enough has shifted completely to something I never imagined.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Joshua Jimenez Hernandez

Joseph Rosa Velez

Class of 2026

Altus Schools Charter School of San Diego – Northgate

May 20, 2025

To Whom It May Concern,

My name is Joseph Rosa Velez, and I am a student at Altus Schools Charter School of San Diego. I came to Altus after a recommendation from someone, and I was seeking a school where I could focus on my education and have the opportunity to reach my goals.

Since joining Altus, I've experienced a school environment where the schedules are flexible, and teachers are supportive. The field trips have been a memorable part of my experience here. The programs offered and the ability to graduate early are just a few of the things that make Altus a great place for students to thrive.

Altus has given me the tools to grow academically and personally, and I believe this program should continue to support future students who are looking for the opportunity to succeed.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Joseph Rosa Velez

Jashley Rowz Sotelo
Class of 2025 Graduate
Woodman Resource Center
May 28, 2025

To Whom It May Concern,

My name is Jashley Rowz Sotelo, and I am a recent graduate of Altus Schools Charter School of San Diego. I was initially told about Altus because I was struggling in school and heard it was a good place to get the help I needed.

This school is very important to me because it helped me succeed in my goal to graduate high school and earn my diploma. My overall experience here was positive because the teachers were always helpful and patient, which made a big difference.

I strongly recommend that Altus Schools Charter School of San Diego stays open because it provides support for students who have trouble with how the regular public school system works. It offers an alternative that benefits students.

Sincerely,

Jashley Rowz Sotelo

Student Letter of Support

Jose Ruiz
Class of 2026
Altus Schools Charter School of San Diego – College Avenue
May 8, 2025

To Whom It May Concern,

My name is Jose Ruiz and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking to graduate much faster and it's a good school without drama and I get all my work done quicker. Its one of the best opportunities a student can get.

Since joining the Altus Schools Charter School of San Diego I've experienced a bunch of great teachers here, my teachers are very helpful and the it's a quiet place to sit and learn. One of my favorite memories here has been simply getting into this school, because I like how nice and positive the energy of this school is and intend to stay here and graduate.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
JR.

Jose Ruiz

Juan Salas
Graduation Year: 2025
Altus Schools Charter School of San Diego – Euclid RC
5/18/2025

To Whom It May Concern:

My name is Juan Salas and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was getting into trouble at my previous school and my mom felt that I needed a change of scenery.

Since joining the Altus Schools Charter School of San Diego my experience with school has been very different. I was able to stay out of trouble and focus on my school work. I will be walking across the stage at our graduation ceremony next month. Not only that, but this school helped me graduate one year early! One of my favorite memories here is how cool and helpful the teachers are. I know they'll continue to help a lot of students like me.

I please request that the Members of the Board approve the renewal of Altus Schools Charter School of San Diego. A lot of students will benefit from enrolling here. I don't know where I would be without this school.

Sincerely,

Juan Salas

Rosalba Arias
Mother of Student
Josephine Yanez Arias, 2025
5/10/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of an Alumni student. I have seen firsthand the positive impact this school has had on my child's education and confidence.

We initially chose Altus because it offered flexibility and personalized learning for my child. Not to mention, I have two other children who have gone to Altus Schools Charter School of San Diego. So, I was already familiar with the great work that the school provides. What makes Altus so special is the way it values each student as an individual. The staff goes above and beyond to make students feel supported and capable.

One of the most impactful experiences for our family was how the teachers continuously worked with my student to keep them on track with their educational journey. Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn- it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Rosalba Arias

Rosalba Arias

Josephine Yanez Arias
Graduation Year 2025
Altus Schools Charter School of San Diego - College Ave

To Whom It May Concern,

My name is Josephine, and I am a proud Altus Schools Charter School of San Diego student. I first came to Altus as an upcoming sixth grader, looking for a flexible and alternative learning style as opposed to standard educational settings.
Since joining the Altus Schools Charter School of San Diego, I've had supportive teachers, which is all you can want when continuing in your high school journey. I was comfortable knowing that I had caring teachers, at every step of the way, who did what was possible to provide a personalized learning experience. One of my favorite memories goes back to middle school, when I was completing an art project. The art project was about creating different textures with pieces of paper, and it took me a good amount of time to complete, but I'll never forget the support I got from my teachers. Especially the feeling of accomplishment once I had submitted my project.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work out.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Josephine Yanez Arias

Josephine Yanez Arias

Johana Curry
Graduation Year 2017
Altus Schools Charter School of San Diego – RC North Park
April 29th, 2024

To Whom It May Concern,

My name is Johana, and I am a proud student at Altus Schools Charter School in San Diego. I first came to Altus because, at my previous high school, I was bullied by a group of girls since middle school and being always labeled as a late learner with a lot of disabilities. Additionally, I was sexually, physically, and mentally abused by my boyfriend at the time for more than a year, without my parents' knowledge. This continued until the school cameras caught him hitting me, and the police had to get involved. After attending court hearings and therapy sessions, and talking to police officers, my parents decided to withdraw me from school in the 10th grade. I then started working full-time at SeaWorld, and later I decided to return to my education, looking for a flexible program that would support my learning disabilities while working full-time.

Since joining Altus Schools Charter School in San Diego, I've experienced a personal connection with my teacher. Without knowing anything about my past, she always provided me with a supportive environment and truly cared about my education while I worked full-time. One of my favorite memories here has been graduating a whole year ahead of schedule. Even though I was significantly behind in my education and faced learning disabilities while managing my depression, anxiety, and PTSD, I was able to graduate early because of the support and encouragement I received from my teacher and the staff and having the time to receive the medical help I needed without interfering with school schedule or class hours.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Johana C.

Johana Curry

Jesus Rios

Graduated in 2019

Altus Schools Charter School of San Diego – North Park

April 25, 2025

To Whom It May Concern,

My name is Jesus Rios, and I am a proud graduate of Altus Schools Charter School of San Diego. I first came to Altus because of how convenient the location of the school was to my house. In addition, I came to Altus due to poor performance in a normal high school. Altus Charter School of San Diego helped me improve my grades because I was able to have better communication with my teacher, Miss Brown, about my progress and what classes I needed to take to graduate on time.

Since joining and graduating from the Altus Schools Charter School of San Diego, I've been able to be more social and overcome my social anxiety. My teacher encouraged me to join the MCASD art partnership which helped me make friends and provided me with a volunteer opportunity to help out at the museum. One of my favorite memories here has been participating in the art showcases from the art partnership because I was able to come out of my shell, make friends with peers that share a similar interest in the arts and make art that the public would see.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives a student like me a chance to succeed when other options don't work. I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Jesus Rios

Jesus Rios

Jadah Carr
Ed Ladder Academic Coach
North Park and Clairemont Center
05/08/2025

To Whom It May Concern,

I am writing in regards to highlighting my strong support of the Charter Schools of San Diego. As an Academic Coach and associate, I have seen firsthand the positive impact this school has had on our children's education and confidence.

We initially as a nonprofit organization chose to partner with Altus because they harnessed the resources and student population that our mission targets. What makes Altus so special is the way it evaluates each student's needs as an individual. The staff goes above and beyond to make students feel supported and capable, while strengthening parents' comfort in their child's academic ability.

One of the most impactful experiences in working with Altus is the stories you gain from previous students that report later how helpful and critical we were to their academic success.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and Empowered.

I respectfully request that you, the Members of the Board, approve the renewal of the Charter Schools of San Diego.

Sincerely,

Jadah Carr

Jade De Anda
7th Grade

Altus Schools Charter School of San Diego – Northgate

5/22/25

To Whom It May Concern,

My name is Jade, and I am a student at Altus Schools Charter School of San Diego. I chose to come here because it's so much better than a regular school for me.

One thing I really appreciate is how safe and calm it feels here. I like that I can take time to relax and enjoy the view from the school. There's a tree nearby where I often see a squirrel, and watching it makes me feel peaceful and less anxious. It's something small, but it really helps me start my day in a good way.

The school is close to my home, so I can walk here easily, and that makes things even less stressful. The other students are kind, and the environment is quiet, which helps me stay focused and comfortable.

Altus Schools Charter School of San Diego has made a big difference in how I feel about school. I hope it continues so more students like me can have the chance to succeed in a place that feels safe and welcoming.

Thank you for your time and support.

Sincerely,

Jade De Anda

Jade De Anda

Janelle Dobkins
10th Grade
Altus Schools Charter School of San Diego – Northgate
5/22/25

To Whom It May Concern,

My name is Janelle, and I am currently a 10th grade student at Altus Schools Charter School of San Diego. I chose to attend this school because I experienced cyberbullying in the past, and I needed a safe and supportive environment where I could focus on my education.

What I like most about Altus is the flexible schedule. I'm able to attend appointments when needed and still come home and complete my work. That kind of flexibility has really helped me stay on track without feeling overwhelmed. I'm actually learning so much here, and because of the way the program works, I may even be able to graduate early.

One of my favorite memories so far has been going to the San Diego Zoo with my class. I had so much fun being paired with my cousins during the trip—it was a great experience and made learning even more enjoyable.

Altus has helped me feel safe while giving me the tools to succeed. I truly hope the program continues to be available for students like me.

Thank you for your time and support.

Sincerely,

Janelle Dobkins

Janelle Dobkins

Janeth Sanchez

Class of 2026

Altus Schools Charter School of San Diego – Northgate

May 27, 2025

To Whom It May Concern,

My name is Janeth Sanchez, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I wanted to start something new and experience a different way of learning — that's why I chose online education.

Since joining the Altus Schools Charter School of San Diego, I've discovered a place where I can focus on my work, learn new subjects, and feel safe. The staff is always there when I need help, and the school feels like a home to me. Some of my favorite experiences include having access to snacks and water anytime — it may seem small, but it makes a big difference in feeling supported and comfortable.

Altus has helped me grow academically by giving me the tools and space to concentrate, and personally by providing a safe environment. I believe this program should continue because it supports students who may struggle in traditional school settings.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Janeth Sanchez

Altus SCHOOLS
CHARTER SCHOOL OF SAN DIEGO

Jason Guthrie
Education Specialist

Jason Guthrie
Education Specialist
Altus Schools – Charter School of San Diego
5/28/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools – Charter School of San Diego. As a staff member, I have had the privilege of working closely with our special education students and witnessing the incredible growth and transformation that happens here every day.

Altus is a truly unique educational environment. We are deeply committed to supporting each student as an individual, tailoring instruction to meet their academic and personal needs. Our model provides flexibility, one-on-one support, and a caring atmosphere that helps students not only succeed but thrive.

What continues to inspire me is how our team comes together to make every student feel valued and capable. I've personally seen students reengage with learning, rebuild their confidence, and go on to achieve goals they once thought were out of reach.

Altus provides a much-needed alternative to traditional schooling—a safe and empowering space where students can discover their strengths and plan for a successful future.

I respectfully urge the Members of the Board to approve the renewal of Altus Schools – Charter School of San Diego. Our students deserve access to this transformative opportunity.

Sincerely,
Jason Guthrie, M.A.

Education Specialist
858-203-4698
jguthrie@altusschools.net

Address: 10170 Huennekens Street, San Diego, CA 92121
Website: www.AltusCSSD.com
Phone: (858) 678-2020 Fax: (858) 552-6660

Javier Trujillo
2026
Altus Schools Charter School of San Diego – College Ave
5/21/2025

To Whom It May Concern,

My name is Javier Trujillo, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because of the flexibility and one-on-one experience.

Since joining the Altus Schools Charter School of San Diego I've experienced personal connection and an amazing teacher. One of my favorite memories here has been completing a project on the 3D printer.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Javier Trujillo

Javier Varela
Class of 2026
Altus Schools Charter School of San Diego – Downtown Resource Center
May 28th, 2025

To Whom It May Concern,

My name is Javier, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was having a hard time at my old school. I could not focus on my work because there were too many people in the classroom and I couldn't get any work done. When I came to Altus, at the downtown location, it was so nice because I had my own space where I could actually get work done. For me, Altus Schools really helped me.

Since joining the Altus Schools–Charter School of San Diego, I've experienced a supportive environment, personalized learning, and teachers who truly care about my success. It feels like the right place for me because I enjoy working independently and getting support when needed.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

JV

Javier Varela

Jay Garrity
2776 State Street
San Diego, CA 92103

May 27, 2025

I am an Administrator of Instructional Services at Altus Schools Charter School of San Diego.

I am writing to you today to express my strong support for the continued operation of Altus Schools Charter School of San Diego and to request your support for charter renewal.

Having been a part of the Altus Schools community since April 2008, I have had the privilege of serving in various roles, including Teacher, Counselor, Learning Lead, and School Coordinator. Through these experiences, I have witnessed firsthand the profound and positive impact Altus Schools has on our students and the wider community.

Altus Schools serves a vital role in our area by enrolling our at-promise youth, many of whom may be disengaged and struggling to envision a positive future for themselves. By providing a new educational setting, a dedicated team of caring adults, and a safe and supportive learning environment, we see remarkable transformations in their perspectives, study habits and their lives. Furthermore, with a deep commitment to equity and access for all our learners, Altus Schools ensures that every student has access to robust opportunities, including CTE Career Pathways, advanced curriculum such as Honors and AP courses, and numerous early college credit options.

For the past ten years, our school has also successfully operated the California Cadet Corps, a program focused on character and leadership development. Moreover, Altus Schools is committed to innovative instructional models, including drone aviation, 3D Printing, Virtual Reality, and teaching students the responsible and ethical use of artificial intelligence within a school setting. Our instructional design is intentionally focused on providing students with one-on-one and small group instruction, which ensures a deep conceptual understanding of grade-level standards and provides valuable opportunities to dialogue with peers, ask questions, and explore content.

This positive change truly begins with the personalized attention every student receives from their teachers, counselors, and support staff. This individualized approach, coupled with our commitment to comprehensive academic, career, and leadership opportunities, innovative instruction, and a focus on deep understanding through personalized learning, is a cornerstone of our success.

I wholeheartedly believe that Altus Schools Charter School of San Diego is a significant benefit to our community, and I urge you, Members of the Board, to support our charter renewal.

Sincerely,

Jay Garrity

Jay Garrity

Jayleen Varela
Class of 2031
Altus Schools Charter School of San Diego

May 28th, 2025

To Whom It May Concern,

My name is Jayleen Varela , and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a flexible program that supported my independent learning style. I work better by myself.

Since joining the Altus Schools Charter School of San Diego, I've experienced a supportive environment, personalized learning, and teachers who truly care about my success. Some of my favorite memories here have been getting to learn with my siblings who are on a similar path and learning experience, completing projects I am passionate about, a field trip, and the support to possibly graduate early.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

JV

Jayleen Varela

Altus SCHOOLS CHARTER SCHOOL OF SAN DIEGO

Jeanette Perez
Teacher

Jeanette Perez – Teacher
Altus Schools – Charter School of San Diego
May 28, 2025

To Whom It May Concern:

I am writing to express my enthusiastic and unwavering support for the renewal of Altus Schools – Charter School of San Diego. As a dedicated staff member with over 30 years of service, I have had the profound privilege of walking alongside students from diverse backgrounds, many of whom have faced significant challenges—as they discover their potential and transform their lives through education.

Throughout my tenure, I have witnessed firsthand the extraordinary commitment of our staff. Their dedication, collaboration, and passion are the driving forces behind our school's continual evolution. At Altus Schools, we pride ourselves on delivering a personalized learning experience that adapts to each student's unique needs, fostering both academic achievement and personal growth. We believe deeply that every student has the capacity to succeed and achieve greatness.

Our mission is rooted in putting students first—every single day. Whether through innovative educational models, a relentless focus on continuous improvement, or visionary leadership, Altus Schools consistently strive to elevate student outcomes and serve as a model for educational reform. Our staff are not only educators but also mentors who build meaningful, caring relationships that inspire confidence and empower students to envision and pursue a successful future.

I respectfully urge the Members of the Board to approve the renewal of Altus Schools – Charter School of San Diego. Our students deserve continued access to this transformative educational opportunity.

Sincerely,

Jeanette Perez
Teacher
858-203-4612 jperez@altusschools.net

Jennifer Cammack
Counselor

May 30, 2025

To Whom It May Concern:

As an academic counselor and an Altus Schools employee for 12 years, I've had the pleasure of working closely with students, families, and a dedicated staff. Our students attend ASCSSD for a variety of reasons and come from diverse backgrounds, but what they find are committed teachers and staff who meet their needs.

Recently, we had a young lady attend who just became a parent. She was formerly unhoused, has special needs, and struggled to finish school. Her teacher visited her at the hospital after she had the baby because her own family was not there to help her. After some time with her new family, she returned to school full-time and finished the credits necessary to graduate high school. The flexibility of our program and the dedication of her teacher kept this student from being a dropout. She will be walking in the graduation ceremony next week with her 1-year-old daughter in attendance. She plans on attending community college next semester.

This is just one example of the dedication and commitment our teachers, staff and organization have to our students. Our program truly "Transforms Lives."

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Jennifer Cammack
Counselor
858-203-4630
jcammack@altusschools.net

Jennifer P. Montgomery
3662 Via Alicia
Oceanside, CA 92056

May 30, 2025

Dear Board Members,

I am writing to express my strong support for the approval of the petition for Altus Schools Charter School of San Diego. As a former teacher at The Charter School of San Diego (CSSD), I had the privilege of working with a diverse population of students across San Diego County.

Many of my students came from low-income, first-generation families striving to build a better future with limited resources. These students are often overlooked in traditional school settings and can easily fall through the cracks. At CSSD, I was empowered to see each student as an individual—with unique strengths, challenges, and potential. The school's one-on-one, personalized approach allowed me to tailor instruction to each student's needs. Whether it was helping a student express the meaning of a poem through art, using virtual reality to teach a complex math concept, or conducting a home visit to support a student struggling with depression, I was given the flexibility and tools to ensure every student had a path to success.

CSSD's model fosters creativity, adaptability, and a deep commitment to student growth. It gave me the opportunity to make a meaningful impact not only on my students but also on their families, as they worked toward a brighter future.
I respectfully urge you to approve the petition for Altus Schools Charter School of San Diego. This model of education changes lives—and I've seen it firsthand.

Sincerely,

Jennifer P. Montgomery

Jermain Lopez

Class of 2028

Altus Schools Charter School of San Diego – Northgate

May 20, 2025

To Whom It May Concern,

My name is Jermain Lopez, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I wanted to further explore my identity through the Chicano studies lessons, which helped me gain a deeper understanding of myself.

Since joining Altus, I've enjoyed the supportive and kind environment here, and the opportunity to go on field trips, such as the zoo field trip, was a highlight for me. These experiences have been important to my growth and learning.

Altus is important to me because it offers a better learning environment than traditional schools, with teachers who are kind and genuinely care about my success. I recommend that Altus stays open because it provides a positive and enriching experience that helps students thrive in ways other schools may not.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Jermain Lopez Jermain L.

Jessica Gomez
Mother
Natalie Pedregon, Grade 11
5/21/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. This school allows my daughter to work at her own pace. She receives extra support from the Educational Specialist Mr. Savvas.

We had my daughter removed from this school to try it out at University City High School. However, we returned because my daughter was not comfortable with the traditional setting. She appreciates the flexibility of independent study, and the one-on-one attention provided at the Northgate Resource Center. The Northgate staff goes above and beyond to make students feel supported and capable.

My daughter has enjoyed the field trips to the Zoo and to the Educational Cultural Complex. She was able to explore different trade specialties offered after high school.

The non-traditional setting that Altus provides is a much-needed option. My daughter can have more personalized and individualized experience.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Jessica Gomez

Jessica Gomez (May 22, 2025 12:44 PDT)

Jessie Varela
Class of 2029
Altus Schools Charter School of San Diego – Downtown RC
May 28th, 2025

To Whom It May Concern,

My name is Jessie Varela, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a flexible program that helped me in reading and writing because I struggle in that subject area.

Since joining the Altus Schools Charter School of San Diego, I've experienced personal connections with students and staff, a supportive environment, personalized learning, and teachers who truly care about my success. One of my favorite memories here has been when I had Zoom tutoring sessions, I would have fun doing the tests, and talking to students in team activities.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
JV
Jessie Varela

Saray Valdivia
Parent of Enrique Duarte, Grade 9
Altus Schools Charter School of San Diego – Petco Park
May 27, 2025

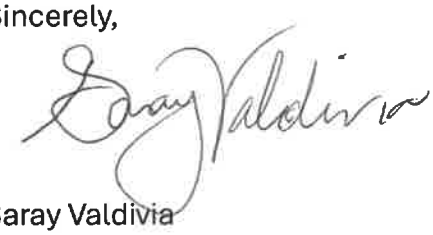
To Whom It May Concern,

I am writing to share my appreciation for Altus Schools Charter School of San Diego and to support its continued operation. My son was struggling and failing his classes before joining Altus. Thanks to this school, he has been able to catch up on credits and has more chances to graduate on time.

Altus plays a crucial role in helping students like my son achieve their goal of graduating. The flexible learning options and supportive environment provide opportunities that are not always available in traditional schools. I hope Altus continues to help more kids succeed and reach graduation.

I strongly encourage the renewal of Altus Schools Charter School of San Diego so it can keep supporting students who need a second chance and a path to success.

Sincerely,



Saray Valdivia

Julee Guerrero
Teacher

May 27, 2025

Dear Members of the San Diego Unified School Board,

My name is Julee Guerrero, and I have been with Altus Schools since January 2012. I am writing to express my strong support for the renewal of our charter.

Throughout my time at Altus Schools, I have witnessed countless students thrive due to the unique educational options we provide. Our independent study model, which offers one-on-one support and the chance to focus on one or two classes at a time, is truly transformative. This flexible structure significantly benefits students who aim to fast-track their academic journey and graduate early, as well as those who need extra time to complete credits, ensuring they can either graduate with their cohort or opt for an additional year if necessary.

I also deeply appreciate that our school offers a safe learning environment. Because students do not have to navigate the crowded hallways of large campuses, they are less susceptible to real-life bullying. This secure atmosphere allows them to concentrate on their studies without the pressures and distractions commonly found in traditional school settings.

Our commitment to mental health stands as another cornerstone of our success. With regular mental health screenings administered by our Healthy Youth Therapist, we ensure that students receive the support required to excel both academically and emotionally. This proactive approach solidifies our community's dedication to overall well-being.

I am particularly proud of how our administration embraces staff feedback and continuously integrates innovative programs to address our students' evolving needs. For instance, during the pandemic, our leadership incorporated the AVID program into our curriculum. This initiative not only addressed the social-emotional challenges presented by the crisis but also equipped our students with invaluable college and career readiness skills.

The collaborative environment at Altus Schools is one of our greatest strengths. From resource specialists and mental health advocates to administrators and counselors, every team member shares a unified commitment to serving our families and students. Our leadership's willingness to adopt best practices and staff recommendations ensures that our programs remain adaptive and effective.

Thank you for considering my perspective. I appreciate your support in ensuring that our school continues to provide these essential educational options and a safe, nurturing environment for our students.

Sincerely,

Julee Guerrero
Teacher
(858) 203-4610
jguerrero@altusschools.net

Jose Ledesma

11th grade

Altus Schools Charter School of San Diego- Downtown Resource Center

5/28/2025

To Whom It May Concern,

My name is Jose Ledesma, and I am currently a student at Altus Schools Charter School of San Diego. I enrolled at Altus after struggling to keep up in a large traditional high school. I needed a school that offered a more flexible, supportive environment where I could focus and regain confidence in my education.

Since joining Altus, I've found a community that truly wants to see me succeed. The one-on-one support, flexible scheduling, and caring teachers have made a huge difference in how I learn. One memory that stands out is working closely with my teacher, Miss Summer, on my U.S. History project. He made the material come to life and really encouraged me to think critically and stay motivated.

Altus has helped me grow as a student and as a person. I've learned how to advocate for myself, set goals, and stay on track. I believe that this program deserves to continue because it provides students like me with the second chance we need to reach our full potential.

I respectfully ask that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego. Thank you for your time and support.

Sincerely,

Jose Ledesma

Jocelyn Garcia
Resource Center Associate
5/20/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a current employee, I have seen firsthand the positive impact this school has had on our students' education and lives.

I initially chose to join Altus because I wanted to be part of a school that always puts students first, and that is exactly what our team aims to do each and every day. Our teachers go above and beyond to make sure each student feels supported and their needs are met. What I love about our schools is that all our teachers and support staff really care about our students and their success. At Altus, we focus on listening to our students to better help them learn in a way that works for them. I have seen the power of our program to take students who have given up on school and turn them into confident scholars who believe in their ability to succeed in school and in life.

Altus provides a place where students can learn, grow, and feel empowered to take control of their future.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Jocelyn Garcia

Jocelyn Garcia

Jocelyn Hernandez

Class of 2028

Altus Schools Charter School of San Diego – Northgate

May 20, 2025

To Whom It May Concern,

My name is Jocelyn Hernandez, and I am a proud student of Altus Schools Charter School of San Diego. I came to Altus because I needed a school that would not give up on me—a place where I could feel supported and seen, not just as a student, but as a person with potential.

From the moment I started here, I could feel the difference. The teachers don't just show up—they care. They encourage us, push us to do our best, and believe in us even when we're struggling to believe in ourselves. That kind of support has meant everything to me. It's helped me not only do better in school but feel more confident about my future.

Altus has reminded me that with effort, I can succeed—and that my education matters. I truly believe this school should continue because it offers a second chance for students who may have felt invisible or unsupported in other schools. Here, we are given hope and the tools to create a better life.

I respectfully ask you, the Members of the Board, to approve the renewal of Altus Schools Charter School of San Diego. Students like me need this school.

Sincerely,

Jocelyn Hernandez

Jon Gutierrez
9th grade
Altus Schools Charter School of San Diego – Woodman Resource Center
5/28/25

To Whom It May Concern,

My name is Jon Gutierrez, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a flexible program that supported my learning style

Since joining the Altus Schools Charter School of San Diego I've experienced learning at my own pace and studying independently.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Jon Gutierrez

Jonathan StJohn
Father
Aiden StJohn, Graduation 2025
5/18/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current/Alumni student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

We initially chose Altus because Aiden was struggling in public school. With Aidens autism he struggled to keep up with a traditional classroom learning environment. At Altus, Aiden was self-paced with support and immediately started performing well in all schoolwork. What makes Altus so special is the way it values each student as an individual. The staff goes above and beyond to make students feel supported and capable. I have no doubt Aiden graduated on time with good grades due to the Altus school approach to schoolwork and caring staff.

One of the most impactful experiences for Aiden was during the last two classes before graduating. There were problems at home with Aidens step dad. The school worked with Aiden to make arrangements to finish his last class remotely so he could leave a bad situation without risking graduating on time. I am very grateful. As I write this Aiden did finish and is ready to graduate next month.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Jonathan StJohn

Jonathan StJohn

Jose Hinojo
Class of 2025 Graduate
Woodman Resource Center
May 27, 2025

To Whom It May Concern,

I'm writing this letter because Altus Schools Charter School of San Diego is really important to me, and I want to explain why it should stay open. I graduated this year, and honestly, I wouldn't have without this school.

Before coming here, I had a tough time at my old school. I just couldn't focus or get my work done. It felt like I was always falling behind. That's what brought me to this school – I needed a different way to learn.

What made this school different? The teachers actually showed they cared about me succeeding. They weren't just giving out assignments; they really wanted me to do well. That made a difference. Also, the school was flexible with schedules, which helped a lot. And the teachers were always checking up on me to make sure I was doing my work and understood everything. That constant support was what I needed.

My favorite memory here was the college field trip. It was good to see what college was like and it gave me something to look forward to after high school.

I was far behind on credits when I got here, but Altus Schools Charter School of San Diego helped me catch up and graduate. I know for a fact that they do this for many other students, too. This school helps kids who might not make it through anywhere else. That's why it's so important for this school to continue to stay open.

Sincerely,

Jose Hinojo

Jose Hinojo

Jose Resendiz

Class of 2030

Altus Schools Charter School of San Diego – Northgate

May 20, 2025

To Whom It May Concern,

My name is Jose Resendiz, and I am a proud student of Altus Schools Charter School of San Diego. I joined Altus because the flexible schedule allows me to come in just two days a week and work online for the rest. That flexibility has made a huge difference for me.

Before coming here, I often struggled in my classes. But at Altus, the teachers are always there to help when I'm having a hard time. They take the time to explain things and make sure I understand. That kind of support has helped me stay on track and feel less overwhelmed.

Even though I don't have one specific favorite experience, what stands out to me is how much this school helps students who may not fit into a traditional model. It shows us that school can work for us, not against us.

I respectfully ask you, the Members of the Board, to approve the renewal of Altus Schools Charter School of San Diego. This school helps students like me who just need a different path to succeed.

Sincerely,
Jose Resendiz

Jose
Resendiz

Joseph Mercado
9th Grade
Altus Schools Charter School of San Diego – Euclid
5/20/2025

To Whom It May Concern,

My name is Joseph, and I am a student at Altus Schools Charter School of San Diego. I first came to Altus because my brother recommended it to me. He is also a student here. I was looking for a flexible program that supported my learning style. I also came to Altus because it's a quieter space to help me focus.

Since joining Altus Schools Charter School of San Diego, I've experienced a supportive environment, personalized learning, and teachers who truly care about my success. One of my favorite memories here is that I met three of my best friends here. I met them because we all joined an AVID tutoring session together. I have learned a lot in that class that will help me beyond schedule, so making friends was an extra bonus.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Joseph Mercado

Joseph Mercado

Joseph Santos
7th Grade
Altus Schools Charter School of San Diego – Northgate
5/20/25

To Whom It May Concern,

My name is Joseph, and I am a student at Altus Schools Charter School of San Diego. I came to this school because I did not like my last school and wanted to try something new.

I really like the teachers. They are nice, friendly, and funny. I also enjoy using VR and the flexibility of my schedule.

One of my favorite things has been the field trips and the cadet corps. They give me great experiences that I won't forget.

Altus has helped me learn and grow. I think this school should keep going because it helps students like me.

Please approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Joseph Santos

Joseph Santos

Jazzabella Perez
Graduated February 2025
Altus Schools Charter School of San Diego – North Park RC

5-5-2025

To Whom It May Concern,

My name is Jazzabella, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I struggled with focusing and learning when I was in public schools. I was looking for a flexible program that supported my learning style.

Since joining the Altus Schools Charter School of San Diego I've experienced wonderful teachers throughout my years attending this school who supported me no matter what and helped me grow to believe in myself. At Altus, I experienced a supportive environment, personalized learning, and teachers like Miss Brown and Ms. Mendoza who truly care about my success. What I enjoyed about attending Altus was always having support from my teachers. My favorite memories from this school have been attending small groups sessions like literature circles and participating in art sessions.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work. If it wasn't for charter school, I would never have graduated from high school. I would have been left struggling in public school because I have an IEP where my learning disability requires me to have a lot of support in my studies.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Jazzabella Perez

Juan Trujillo
2029
Altus Schools Charter School of San Diego – College Ave
5/21/2025

To Whom It May Concern,

My name is Juan Trujillo, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because of the flexibility, and I was unhappy with my previous district school.

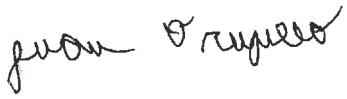
Since joining the Altus Schools Charter School of San Diego I've experienced personal connection and an amazing teacher. One of my favorite memories here has been experiencing the Open House at College Ave.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Juan Trujillo



Juan Casarruvias Gallardo
Class of 2025
Altus Schools Charter School of San Diego – Downtown
05/28/25

To Whom It May Concern,

My name is Juan, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for independent learning where I can learn at my own pace without the pressure of having to respond in front of a room full of others or the pressure to get a lot done in a short timeframe.

Since joining the Altus Schools Charter School of San Diego I've experienced a lot of help from my teachers. They've always been really nice and really helpful. One of my favorite memories here has been coming to school and eating their snacks and doing work while listening to music. It was a relaxed environment with support when I needed it. That's just a really good vibe.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Juan Alberto Casarruvias Gallardo

Julian Topete Espinoza
6th Grade
Altus Schools Charter School of San Diego – Northgate
April 24, 2025

To Whom It May Concern,

My name is Julian, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because my old teacher was very strict, and I wasn't doing well in school. I would come home feeling sad.

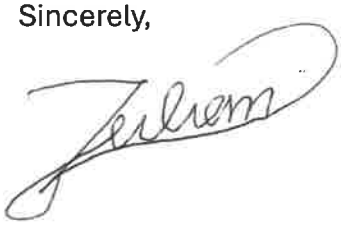
Since joining Altus, I've had great experiences with amazing teachers. Ms. Snyder, in particular, has brought me joy and made learning fun. She supports me whenever I need help, and everyone at the school is very kind and supportive.

One of my favorite memories was going to the zoo—especially riding the flying carts! It was so much fun and made me feel happy to be part of the school.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other schools don't work out.

I respectfully ask that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,



Julian Topete Espinoza

Joseph Woodridge
Senior, Class of 2025
Altus Schools Charter School of San Diego – Point Loma
May 9th, 2025

To Whom It May Concern,

My name is Joseph Woodridge and I am a proud student at Charter School of San Diego. I came to Altus because my friend Steven went there and told me about it. I really needed a school like Altus because I was behind, needed extra help with my classes, and the schedule at my old school just didn't work for me.

I started high school not confident in my education. I started high school later than my peers, had bad experiences with mean teachers in the past, and was worried if having Autism would hold me further back. Even though I was behind, the teachers at Altus believed in me and told me I could still graduate. And guess what? I am graduating this year! I do not think I would be graduating high school if it were not for this school or my teachers.

My teachers really were focused on how I was learning and not just the number of assignments I did. Getting 1 on 1 help with my teacher made a difference for me and made me feel good about my learning. Since I could go at my own pace, I never felt rushed with my work and was able to take my time and do it right. I got help from my teachers when I was stuck and they had patience with me.

Altus has made me believe in myself as a learner, and I reached my goal of graduating high school! I believe this program should continue because it helps kids like me who may be behind and need more 1 on 1 help. It's a great school and they really help you out. The teachers really care and have a lot of patience.

Please approve the renewal of Charter School of San Diego. This school makes a difference for kids like me.

Sincerely,
Joseph Woodridge
Joseph Woodridge

Karla Stell
Parent of Preston Stell, 2025 Grad
May 27, 2025

To Whom It May Concern,

I am writing to express my strong support for Altus Schools Charter School of San Diego. This school has been a wonderful fit for my child, Preston, especially because of its location and independent study options.

The flexible appointment times and independent study opportunities have made a big difference for our family. Altus offers a great option for students who learn better in an independent setting while still having access to supportive and available teachers.

The teachers at Altus are truly outstanding. They provide the guidance and support my child needs to succeed. The school's commitment to flexibility in scheduling and staying on top of student progress has been invaluable to us.

Altus is an excellent school choice for families seeking a flexible, supportive, and student-centered learning environment. I strongly recommend the renewal of Altus Schools Charter School of San Diego so it can continue providing these benefits to more students.

Sincerely,

Karla Stell

Kalina O’Connor
Bonita, California
May 20, 2025

Dear Board Members,
My name is Kalina O’Connor, and I’m the proud mother of Mason O’Connor, a 10th grade student at the Charter School of San Diego with Mrs. Ramirez as his teacher. I’m writing to share my full support for renewing the school’s charter.

Since Mason began attending CSSD, I’ve seen a major difference in his confidence, focus, and overall happiness with school. The flexible schedule, one-on-one support, and caring teachers—especially Mrs. Ramirez—have helped him find a learning environment that really works for him. Traditional school wasn’t the best fit, but CSSD has truly brought out the best in him.

This school gives students like my son a real chance to succeed, and I believe it’s incredibly important that it continues. It’s a program that makes a big impact for so many families in our community.
Thank you for taking the time to read this, and please support the renewal of the Charter School of San Diego.

Sincerely,
Kalina O’Connor
Parent of Mason O’Connor
Thank you,

Khloe Velasco
9th Grade
Altus Schools Charter School of San Diego – Northgate
April 21, 2025

To Whom It May Concern,

My name is Khloe Velasco, and I am a proud student at Altus Schools Charter School of San Diego. I chose Altus because it was closer to my home, and I didn't feel comfortable at other high schools.

Since joining Altus, I've really appreciated being able to work on a schedule that fits my needs. One of my favorite memories here was going on the SDSU field trip, spending time with my friends, and even getting early access to scholarships.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a real chance to succeed when other options don't work.

I respectfully ask that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Khloe Celeste Velasco

Steven Knepper
Teacher
Altus Schools Charter School of San Diego – Lake Murray Resource Center
May 28, 2025

To Whom It May Concern,

My name is Steven Knepper, and I am a proud teacher of Altus Schools Charter School of San Diego. I have worked for Altus Schools for three years, and I have seen a major transformation in my teaching practices and personal life as well.

Since joining the Altus Schools Charter School of San Diego staff, I've been able to transform the lives of many students who needed a different school structure and access to one individual teacher and mentor to guide them in their personal educational journey. One of my favorite memories here has been helping countless students graduate after enduring negative school experiences at previous schools. I have been able to work individually with my students to help them reach their full potential and achieve their goals. My teaching practices have been enhanced through access to innovative technology, safe and secure environments, and an organizational approach to individually grow each staff member through professional development sessions.

Altus has helped me grow personally as well. I have become much more aware of issues surrounding my community and how to communicate with a wide variety of student and parent populations.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Steven Knepper

Christa Gorham
Parent
Ella Gorham, 7th Grade
May 20, 2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current student, I have seen firsthand the positive impact this school has had on my child's education and perception of school.

We initially chose Altus because my daughter has school anxiety and was struggling with going to school. After being at Altus for a few months I started to hear her say that she likes school – which is a statement she's never made before. What makes Altus so special is the way it values each student as an individual. The staff goes above and beyond to make students feel supported and capable.

Some of the most impactful experiences for our family is the interest Mr. Armstrong, her teacher, shows in her work, their daily contact, and the extra support he recognized she needed in Math. I know my daughter appreciates his support.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn, it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Christa Gorham

Christa Gorham

Ke'mariauna Dana Dunn Williams
9th
Altus Schools Charter School of San Diego – College Avenue
4-21-25

To Whom It May Concern,

My name is Ke'mariauna, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because traditional was too much for me and way too much drama. Since joining the Altus Schools Charter School of San Diego I've experienced a lot of help and caring teacher. One of my favorite memories here has been getting my grades up. Last semester I didn't do my best and Ms. Frank has encouraged me to do better. I personally like when my teacher encourages me do my work. I struggle with depression and it was really hard to force myself to do work I didn't even feel like doing. I'm very proud of myself on doing better in my work, and grateful for my teacher.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Ke'mariauna Dana Dunn Williams

Kyle MacNeal
2026
Altus Schools Charter School of San Diego – College Avenue
05/27/25

To Whom It May Concern,

My name is Kyle MacNeal , and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a flexible program that supported my learning style.

Since joining the Altus Schools Charter School of San Diego I've experienced a supportive environment. One of my favorite memories here has been taking the class heath science. I have liked this class because it was fun to learn.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Kyle MacNeal

Lori Anderson
Learning Lead
Altus Schools Charter School of San Diego

May 27, 2025

To Whom It May Concern,

My name is Lori Anderson, and I am a proud employee of Altus Schools Charter School of San Diego. I am writing to express my strong support for the renewal of our charter. Working at Altus Schools has been an incredibly rewarding experience, and I am honored to be part of such a dedicated and passionate team.

Since joining Altus Schools in 2010, I have had the pleasure of working with a diverse group of students who inspire me every day with their enthusiasm and determination. Our students come from various backgrounds and have unique learning needs, and it is truly fulfilling to see them thrive in an environment that values and supports their individual growth.

One of the most remarkable aspects of Altus Schools is the highly qualified staff with whom I have the privilege of collaborating. Our team is composed of talented educators and support staff who are committed to providing the best possible education for our students. The collaborative spirit and shared dedication to student success make it a joy to come to work each day.

At Altus Schools, we believe in the potential of every student, and we work tirelessly to create an inclusive and supportive learning environment. Our innovative programs and personalized approach to education ensure that each student receives the attention and resources they need to succeed. It is incredibly gratifying to know that our efforts are making a positive impact on the lives of our students and their families.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego. Our school provides a much-needed alternative for students who may not thrive in traditional settings, and it is essential that we continue to offer this valuable option to our community.

Thank you for your consideration.

Sincerely,

Lori Anderson

Learning Lead
Altus Schools Charter School of San Diego

Linda Sánchez

Class of 2025

Altus Schools Charter School of San Diego – Northgate

May 20, 2025

To Whom It May Concern,

My name is Linda Sánchez, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I wanted the opportunity to advance and complete my education at my own pace.

Since joining Altus, I've enjoyed the ability to work from wherever and the flexibility to fit school into my schedule. It's been a great experience so far, and I appreciate the freedom this school provides.

Altus is important to me because it offers the opportunity to learn in a way that fits my lifestyle. I recommend that Altus stays open because it provides an environment where students can succeed.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Linda Sánchez

Logahn Smith
10th Grade Student
Woodman Resource Center
May 28, 2025

To Whom It May Concern,

I am a 10th-grade student at Altus Schools Charter School of San Diego. I used to attend Morse High School, but I developed a bad habit of ditching school. Because of that, I lost about a year's worth of credits, so my mom moved me here to this school.

This school is important to me because it's given me a second chance to catch up and graduate with my class. My favorite experience here has been Cadet Corps. We had some really good times, went on field trips, and I learned a lot about self-discipline. It also gave me the chance to connect with my peers.

I strongly recommend that this school stays open so that other kids can also have a second chance at pursuing a high school education. This school has helped many students better themselves, and it's become a great part of who we are.

Sincerely,

Logahn Smith

Lorena Aragon Marquez
Mother
Aridahi Aragon, 2019 and Sergio Aragon, 10th Grade- North Park
24 April 2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current and Alumni student, I have seen firsthand the positive impact this school has had on my children's education and confidence.

We initially chose Altus because we needed a school that offered flexibility for my children's development. I had a daughter who was feeling held back in a more traditional school and a son who I wanted to have more one-on-one support. What makes Altus so special is the way it values each student as an individual, something we had not seen provided at previous schools. The staff goes above and beyond to make students feel supported and capable. It provides a sense of community and belonging which allows students to become more connected to learning. As a parent I know the importance of having a safe environment to learn in, the Altus school has always gone above and beyond to ensure students' comfortability.

One of the most impactful experiences for our family was seeing my daughter be supported when wanting to shape her learning path and seeing my son who used to dread doing schoolwork now feel empowered by the knowledge he is gaining. My children had completely different learning paths. The Altus school format allows them both to succeed.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Lorena Aragon Marquez

Lorena Aragon Marquez

Laila Alhussni
10th Grade
Altus Schools Charter School of San Diego – Euclid Resource Center
5/21/2025

To Whom It May Concern:

My name is Laila Alhussni, and I am a student at Altus Schools Charter School of San Diego. I came to this school because I wanted a fresh start and heard it was a place where people actually care. And honestly, that turned out to be true. This school means a lot to me because it's one of the first places where I felt seen and supported and not just another name on a roster. It felt good to be part of something where everyone was working together, learning, and even having fun. I think this school should stay open because it gives people like me a chance to grow in a way that's real. It's not just about grades, it's about learning how to be a better person. The teachers actually care and push us without making us feel dumb or alone. This place has made a big difference in my life, and I know it's doing the same for others too.

I respectfully ask you, the Members of the Board, to please approve the renewal of Altus Schools Charter School of San Diego so that the school can continue to have a positive impact on students, the way it has for me.

Thank you,

Laila Alhussni

Laila Corbera
9th grade, 2027
Altus Schools Charter School of San Diego – College Avenue
5/27/25

To Whom It May Concern,

My name is Laila and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for flexible and manageable program where I can handle my own personal things with my school work without feeling a burden. Since joining the Altus Schools Charter School of San Diego I've experienced a more focused connection with my teacher where I feel heard and where I'm seen as successful and greater than what I am. One of my favorite memories here has where I can turn an essay project to an own liking of my own.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Laila Corbera

Leah Lawson
Teacher
Altus Schools Charter School of San Diego
May 29th, 2025

Dear Members of the Board,

I am writing to express my strong support for the charter petition for Altus Schools Charter School of San Diego. I have had the privilege of working at this school for a little over a year, and in that time, I have witnessed firsthand the profound impact our independent study model has on students' lives.

Altus is deeply committed to meeting students where they are—academically, emotionally, and personally. Our program provides the flexibility and support that many students need in order to succeed, particularly those who may not thrive in a traditional school setting. Whether a student is catching up on credits, working toward early graduation, balancing family responsibilities, or pursuing personal passions, we offer a path that honors their individuality while maintaining high academic standards.

The school fosters a culture of respect, perseverance, and personalized support. Every day, I see students gaining confidence, reaching milestones, and making plans for their futures—whether that means earning a high school diploma, enrolling in college, entering the workforce, or pursuing other goals.

I wholeheartedly believe in the mission and effectiveness of Altus Schools Charter School of San Diego, and I urge you to support the charter petition so we can continue to serve our students and community with integrity and care.

Sincerely,
Leah Lawson

Teacher
Altus Schools Charter School of San Diego

Kristine LeBlanc
Temecula, CA 92592
May 28, 2025

Dear Board Members,

I am writing to you today as a former teacher at the Tierrasanta Resource Center to express my strong support for the approval of the petition for Altus Schools Charter School of San Diego.

My time at the Tierrasanta Resource Center showed me firsthand how important it is to provide diverse educational options for students, especially those from military families who often face unique challenges. Many of these students are credit deficient due to frequent moves, and the Tierrasanta Resource Center was crucial in providing the support they needed to graduate. It also offered a vital alternative for students who didn't thrive in a traditional school system. I truly loved working with a team that collaborated seamlessly, always supporting our students, their families, and each other to the best of our abilities.

I deeply value Altus Schools because it offers another excellent option, particularly with its small student-to-teacher ratio. This allows for more individualized time with teachers and fosters stronger personal connections, which is incredibly beneficial for military families who often lack continuity in their educational relationships. As a military child myself, I understand how crucial it is to have the space to build meaningful relationships with your teachers, and I know Altus Schools will continue to provide this essential environment, ultimately benefiting students and the broader community.

I urge you, Members of the Board, to approve this petition for Altus Schools Charter School of San Diego.

Sincerely,

Kristine LeBlanc

Leonardo Alvarado
10th Grade
Altus Schools Charter School of San Diego – Euclid RC
5/21/2025

To Whom It May Concern:

My name is Leonardo Alvarado, and I am an 10th grade student at Altus Schools Charter School of San Diego. Since I can remember, I have dealt with anxiety and depression. That always made it very hard for me to go to school. I started missing school because my anxiety was too bad. That made me fall behind. That's why I enrolled at Altus. This school is much better for me. It is a lot more private because it is independent study. My teacher knows I have anxiety, so he works with me to make sure I am comfortable in the resource center. I am very glad we found this school. There are a lot of students who need this type of school because they are also dealing with anxiety or depression. For that reason, I ask you, the Members of the Board, to please approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Leo Alvarado

Leonardo Alvarado

Laisha Guzman
9th Grade
Altus Schools Charter School of San Diego – North Park
May 29th, 2025

To Whom It May Concern,

My name is Laisha, and I am a responsible student of Altus Schools Charter School of San Diego. I first came to Altus because in my other school there was drama. There were a lot of fights, and I got bad grades in English.

Since joining the Altus Schools Charter School of San Diego I've gotten good grades in all of my classes. There were a lot of students, because when I was in my other school, there were a lot of students, and I couldn't focus. Here, I can focus more because there are not a lot of students. I get one-on-one help and customized lessons. My favorite thin gis my bond with my teacher, Mrs. Opitz. We talk every time I come in and she tells a lot of stories.

I would tell a student to go to Altus schools because you could graduate early, you can get one-on-one with your work and choose your schedule to come in later. You can even sleep more!

Sincerely,
Laisha Guzman

Laisha Guzman

Lorenzo Velazquez
8th grade
Altus Schools Charter School of San Diego – North Park
5/29/2025

To Whom It May Concern,

My name is Lorenzo, and I am a student of Altus Schools Charter School of San Diego. I first came to Altus because to needed to stay out of trouble. I used to get into fights and argue with people. I used to get in trouble with school police.

Since joining the Altus Schools Charter School of San Diego I've learned more than going to regular school because I actually pay attention. I like the online option better. I like it because it's not far from home. I can walk there every day. One of my favorite things about this school is that people don't bother me. I am able to do my work.

My advice to others who are interested in the school is just to try it because it can help you get out the bad stuff, you're in to and stay out of the streets.

Sincerely,

Lorezno Velazquez

Maya Cueva-Barranco

Class of 2026

Altus Schools Charter School of San Diego - Clairemont

April 30, 2025

To Whom it May Concern:

My name is Maya Cueva and I came to Charter School of San Diego because I felt passionate about being able to stay on track and complete schoolwork as well as being able to graduate early. I needed a school with flexibility to be able to do work from home while still being able to go places for my family. Working from home is very flexible for us. Here, I've been able to get ahead in my classes since everything is online. It is easier and less stressful, and even if I have somewhere to go I can take my iPad or my computer and continue my assignments.

One thing I've learned is how to stay motivated to still do my work and not get behind even though being in independent study. One of my goals is that I want to graduate, both for my mom, but also for myself and my career later on. I enjoy coming to Charter School of San Diego and I encourage the members of the board to renew the approval because this school is very peaceful to come to, knowing it is quiet, calming, relaxing and I am able to stay on task the whole time and not get distracted.

Sincerely,

Maya Cueva-Barranco

Malia Martinez
Graduating Class of 2026
Altus Schools Charter School of San Diego
April 20, 2025

To Whom It May Concern,

My name is Malia Martinez and I am a Junior in high school at Altus Schools Charter School of San Diego. This is around my 4th year in this program and it has been the best change in my life. I came to this program to be able to be more flexible with my time and studies. When I first came to Altus School Charter School of San Diego I was delighted by all the teachers who welcome you wholeheartedly. The teachers always make me feel comfortable and treat me kindly. You can truly tell that the teachers care about your education, and not only that, but your overall well-being too. Out of the many pleasing experiences and memories I have made here at Altus Schools Charter School of San Diego, one of my favorites has definitely been the support I have gotten from my teachers to be able to graduate from highschool early. My teachers have set me up for success, helped me whenever necessary, and pushed me to reach my full potential.

Altus has helped me to grow in my academics, more than I could have ever expected. Not only academics but my personal growth too. I feel that this program should continue on because it is a great program for those like me who desperately need a different way of learning and a different routine.

I desire that the Members of the Board truly consider the renewal of the Altus Schools Charter School of San Diego.

Sincerely,

Malia Martinez

Malia Martinez

To Whom it May Concern:

My name is Amaya Johnson, and I am a student at Altus Schools. I came to The Charter School of San Diego with bad grades, but they have really helped me turn things around.

The school is important to me because it brings me peace and helps me understand the journey through high school without being overly stressed.

My favorite experience about Altus Schools is having Mr. Lyon ,aka the most chillest and understanding teacher, while still pushing me to my limits.

Altus should stay open because it is a special place and has fun teachers.

Sincerely,

Amaya Inez Queen Johnson (May 28, 2025 09:14 PDT)

Amaya Johnson

To Whom it May Concern:

My name is Brenda S Roberts, and my grandson attends Altus Schools.

What brought us to the Charter School of San Diego is better education for my grandson. He has improved so much, and we want him to continue to improve, so the Charter School of San Diego is very important to us.

Our favorite experience about the school is the way Altus Schools teach each individual student.

I recommend that the school stays open because without Altus Schools we would be very unhappy with the education that is left. Altus schools are a remarkable example of how education is and should be taught.

Sincerely,

Brenda S. Roberts (Nov 28, 2025 11:59 PDT)

Brenda S Roberts

Caidan McGuire
2025
Altus Schools Charter School of San Diego – Lake Murray
05/27/2025

To Whom It May Concern,

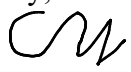
My name is Caidan, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a flexible program that supported my learning style during my senior year after moving back to California.

Since joining the Altus Schools Charter School of San Diego I've experienced getting the personalized learning I need, and teachers who truly care about my success. One of my favorite memories here has been learning one on one with my teacher.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,



Caidan McGurie (May 27, 2025 09:40 PDT)

Caidan McGuire

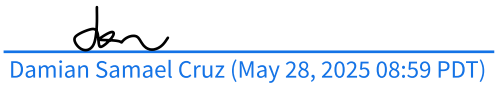
To Whom it May Concern:

My name is Damian Cruz, and I attend Altus Schools. What brought me to the Charter School of San Diego is because it seemed like it was a nice place to be taught.

The school is important to me because the teachers are nice, and homework is easy to understand. It is hard to pick a favorite experience about Altus Schools CSSD. I recommend that the school stays open because it is nice to be taught here unlike in other places.

Please do not change the current teachers. They are brilliant and help me learn, they also help with extra stuff like if I'm confused on a topic such as a quiz or part of my homework they help and make it seem easier.

Sincerely,



Damian Samael Cruz (May 28, 2025 08:59 PDT)

Damian Cruz

Kaden Elson
Graduate - 2025
Altus Schools Charter School of San Diego-RC Name
5/21/25

To Whom It May Concern,

My name is Kaden Elsen and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I had a good amount of work to catch up on because of health problems in public school, Altus gave me the chance to catch up and still finish where I need to be.

Since joining the Altus Schools Charter School of San Diego I've experienced a much better work community and support from teachers more than I felt public school offers. One of my favorite memories here has been meeting old friends and being able to connect with my teacher 1 on 1 to get better support for me.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Kaden Elsen

To Whom it May Concern:

My name is Ilsun Kang, and my son attends Altus Schools with Mr. Lyon and Ms. Lucas.

What brought us to the Charter School of San Diego is the flexibility of my son's education. The school tailors curriculum and appropriate environment for my son's education.

My favorite experiences about the school are great teachers, good curriculum, and nice environment of the school. As well as flexibility of the schedule and extra-curricular activities.

I recommend that the school stays open because it has saved many students from possibly falling behind. I have had a great experience with the school. Thanks!

Sincerely,

Ilsun Kang (May 28, 2025 12:06 PDT)

Ilsun Kang

Altus SCHOOLS
CHARTER SCHOOL OF SAN DIEGO

Joseph Lyon
Teacher

28th of May, 2025

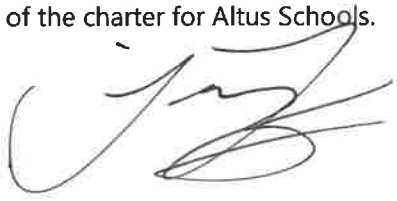
Esteemed members of the board:

I have had the privilege of working for Altus Schools at a handful of their vibrant resource centers. As a certificated teacher resource at their North Park RC, I saw devoted teachers and Ed. Specialists supporting an especially diverse student body in a bustling neighborhood. As a long-term substitute in Scripps Ranch and Tierrasanta, I witnessed hard-working educators do incredible work with students who felt misunderstood and unsupported at traditional schools. And as a teacher in Mira Mesa, I have joined a faculty of innovative professionals who are daily transforming lives in this beautiful neighborhood.

Altus Schools are unique by design. This is because students are unique, and they have one of a kind stories that we get to participate in. At a traditional school with large class sizes, there is only so much differentiation and accommodation possible. At our modern, independent study schools, we personalize every pathway and every class for each student. Families are consistently amazed at the way we get to know their children and create personalized learning plans aligned with their assets and goals.

One of my students tragically lost a parent during her 9th grade year at a local traditional high school. This bright and gifted student began having understandable difficulties with motivation and attendance, so she started to fall behind, and her grades slipped significantly. Since arriving at Altus CSSD, she has elevated her GPA from less than 1.0 to nearly 4.0. She is even in position to graduate early if she chooses. This is just one of countless examples of students who, no fault of their own or of their previous schools, are struggling deeply. And when they arrive at our program, they find a revolutionary opportunity.

Please heed the many letters you are certainly receiving and add your voice of support to the long-term renewal of the charter for Altus Schools.



Joseph Lyon
Teacher
(619) 393 2167
jlyon@altusschools.net

To Whom it May Concern:

My name is Michael Clark, and my child is a 2025 graduate of Altus Schools with Mr. Lyon. What brought us to the Charter School of San Diego was my child needed to have a learning environment away from the pervasive bullying of peers. The Charter School of San Diego is important to us because the educational journey for my child's needs was very personal for their needs and gently pushed them to pursue more. I'm grateful to have watched my child's confidence grow as they showed themselves they were more capable than they thought.

I recommend that the school stays open because not everyone learns best in the traditional educational model. Removing it as an option would be leaving more than a few students out of reaching their full potential. I am grateful for having this option in our community.

Sincerely,

Michael Clark (May 28, 2025 11:30 PDT)

Michael Clark

To Whom it May Concern:

My name is Michelle Garcia, and my child is a student at Altus Schools with Mr. Lyon. I came to The Charter School of San Diego because of its independent learning structure. At Altus, Teachers care about the students and will work one on one if a student needs help.

I love how attentive the teachers are and how well the communication is with parents and students.

I recommend the school stays open because some kids thrive better in an independent learning type of atmosphere. There are no distractions like there are in public schools.

I am very happy with the communication to parents from the school. I would highly recommend Altus charter schools.

Sincerely,

Michelle Garcia (May 28, 2025 11:29 PDT)

Michelle Garcia

To Whom it May Concern:

My name is Niloofar Noori, and my son attends Altus Schools with Mr. Lyon. What brought us to the Charter School of San Diego was a bad environment of regular public schools.

The Charter School of San Diego is very important to us because of its one-on-one help and flexible schedules and safe environment.

Our favorite experience about the school is the calm, clean environment with helpful teachers, and it's the best option for kids on spectrum.

I would 100% recommend that the school stays open!

Sincerely,

Niloofar (May 28, 2025 13:16 PDT)

Niloofar Noori

To Whom it May Concern:

My name is Rubi Marquez, and I am a brand-new addition to the alumni of Altus Schools with Mr. Lyon.

I came to The Charter School of San Diego because of personal issues. The school is important to me because without Altus I wouldn't have graduated. My favorite experience about Altus Schools Charter School of San Diego is the Birch Aquarium field trip.

Altus should stay open because it helps kids who have difficulties in life whether it be school related or personal matters exceed and manage to complete school in a alternative form that works with them. Life can get crazy sometimes and not all kids and parents have a support team, Altus schools and my teacher stepped in and give that support, and I am very thankful for this school and my teacher Mr. Lyon.

Sincerely,

Rubi Marquez

To Whom it May Concern:

My name is Sofia Anne Lagrosa, and I'm a student at Altus Schools with Mr. Lyon. I came to The Charter School of San Diego because I needed a school with an adjustable schedule and something to help with my own personal problems. The school is important to me because it has helped me grow a lot and my teacher and the people around me have shown me so much kindness and patience which makes me feel comfortable and safe in this school.

The field trips were enjoyable, getting to see new students from other districts, and having the privilege to go on a field trip was very exciting.

I recommend it stays open for students and parents out there that need a school that they can adjust with their teacher and child. As well as a safe and different environment compared to other schools. It's very secure. I feel like it's a good option for kids who really can't handle the typical private or public school.

Sincerely,

Sofia anne Lagrosa

Sofia Anne Lagrosa

Vera Stodolnik

Mother of Roman Stodolnik, Grade 8

05/20/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As the mother of a current student, I have personally witnessed the transformative impact this school has had on my son, Roman.

Roman transferred to Altus in November 2023 after experiencing bullying in his previous public school. We were searching for a safer, more supportive educational environment - and Altus has been exactly that. From the very beginning, the staff welcomed him with compassion and understanding, creating a space where he could feel safe and respected.

What makes Altus truly special is its individualized approach. Roman has received consistent one-on-one attention, and the flexibility of the program has helped him regain his confidence and motivation to learn. For the first time in a long while, he looks forward to school and feels proud of his progress.

I am especially grateful that school is no longer a source of stress, anxiety, or fear - for Roman or for us as parents. He has stopped crying and feeling nervous in the evenings and mornings, and as a result, we as a family are much calmer and more at peace. The difference has been truly life-changing.

Altus provides an essential alternative for students like Roman who need more than what traditional schools can offer. It is not just a place for academics - it is a place where students are seen, heard, and empowered to succeed.

I respectfully urge you, the Members of the Board, to approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Vera Stodolnik

Tanner Zavoral
7th Grade
Altus Schools Charter School of San Diego – North Park
5/29/2025

To Whom It May Concern,

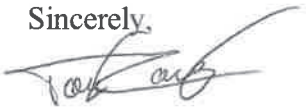
My name is Tanner Zavoral, and I am a proud student at Altus Schools Charter School of San Diego. I first came to Altus because I was extremely bored at traditional middle school. I wasn't learning much and felt like I was wasting my time.

Since joining the Altus Schools Charter School of San Diego I've been able to be more focused on my own learning. I have been able to pursue more hobbies and interests. I've been able to take breaks when I need one. One of my favorite memories here was the hiking field trip.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work. The programs are focused on me and not 500 other students.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,



Tanner Zavoral

Vivian Ramos
class of 2025
Altus Schools Charter School of San Diego north park
5/29/2025

To Whom It May Concern,

My name is Vivian Ramos, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because i wanted to get a job and do school on my own time I was looking for a flexible program that supported my learning style.

Since joining the Altus Schools Charter School of San Diego I've experienced teachers who have supported me and helped me worked with me closely, a supportive environment, personalized learning, and teachers who truly care about my success. One of my favorite memories here has been feeling successful and proud of my grades.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Vivian Ramos

Giovanni Harvey

Grade 6

Altus Schools Charter School of San Diego – Clairemont

4/30/2025

To Whom It May Concern,

My name is Giovanni Harvey, and before coming to the Charter School of San Diego, I struggled in a traditional school because I found it distracting. I needed a different environment where I could focus and learn.

At the Charter School of San Diego, I've found that having a flexible schedule has made a big difference. One of the biggest differences I've noticed is how I prefer working in silence and that I now feel more calm.

I'm grateful for the chance to learn, and I want others to know that finding the right environment matters.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Giovanni Harvey

Giovanni Harvey

Ahmed Abdulmawla
Graduating Class of 2025
Altus Schools Charter School of San Diego - Clairemont RC
May 1, 2025

To Whom it May Concern,

My name is Ahmed Abdulmawla, I've attended the Charter School of San Diego for around two years now. Before I moved to this school I was in a traditional school. The issues I faced varied, such as having an overwhelming workload, not having proper support groups, facing peer pressure, and being in an overall bad environment at times. Having a different environment like here helped me, because I could go at my own pace and get my classes done without struggling. During my time at this school I've learned how much of a difference having a flexible schedule and a teacher who can give you more attention can affect your academic learning environment. At the same time, I've made a lot of memories here that I can enjoy (like that one time Mrs. Tyson wore a huge panda costume for Halloween that was three times the size of her head). It makes me grateful for having this kind of environment to have fun in, and at the same time accomplish the things I need to get done.

For the best interest of future generations who need academic support like me, and for the best interest of the teachers and the community here, I request that you, Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Regards,

Ahmed Abdulmawla

Angela Ingram
Grade: 11
Altus Schools Charter School Of San Diego - Clairemont RC
April 30, 2025

To whom it may concern,

My name is Angela and I have been a student at Altus Schools Charter School of San Diego on and off since January of 2024. I joined this school because it allows me to work at my own pace which is more comfortable and allows me to really understand the subject I am learning. This school also has a more flexible schedule and allows me to get good grades while having more free time to do other important things. When I joined this school I quickly realised that my teachers give me more attention in subjects that are harder for me. They always make sure I understand the work given to me and achieve the grade I want. I am grateful for my teacher Ms. Popko for being so patient with me and taking her time to help me with my coursework. My future plans include going to college and finding a career that I love.

I am very confident that I will be successful due to taking my first online college course at this school and how quickly I can finish my classes here. I respectfully request that you, the Members of the Board, approve the renewal of Altus School Charter School Of San Diego.

Sincerely,

Angela Ingram

Yaqub Qalib
Graduating Class of 2026
Altus Schools Charter School of San Diego-Clairemont
April 30, 2025

Hello,

My name is Yaqub Qalib, I joined Charter School of San Diego because I had issues in an in person school. I couldn't understand what the teachers would say to me and I wanted to move ahead of the class which sometimes was not beneficial towards me. Once I joined Altus schools, I was able to understand the course material and move ahead whenever I wanted and this time it was beneficial. My goal is to graduate early, which I would not be able to do if I stayed in a traditional school. Thanks to this school and the system they use for students I will be able to finish all of my high school classes early.

One of the things I enjoy the most in this school is the environment. Whenever you come into class you will feel such an amazing and cool vibe throughout the time you are here. Nobody judges you here and if you need help with an assignment teachers focus on you instantly whereas in a traditional school they would have to be focused on the whole class.

I now feel confident in my ability to do work on my own. I cannot wait to continue my journey with this school. I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San diego.

Sincerely,

Yaqub Qalib

Yaqub Qalib

Lila Sanchez
Graduation year: 2026
Altus Schools Charter School of San Diego – College Ave

5/21/2026

To Whom It May Concern,

My name is Lila Sanchez, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I needed a more flexible schedule and more one-on-one with a teacher. I like my teacher, Mr. Schulz. He is patient and takes the time to explain things to me.

Since joining the Altus Schools Charter School of San Diego I've experienced a very supportive environment. One of my favorite memories here has been the open house at College Ave and a biology project of dissecting an owl pellet.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Lila

Lila Sanchez

Lizbeth Resendiz

Class of 2028

Altus Schools Charter School of San Diego – Northgate

May 20, 2025

To Whom It May Concern,

My name is Lizbeth Resendiz, and I am a proud student of Altus Schools Charter School of San Diego. I came to Altus after struggling in a traditional public school. I needed a change—something that could help me get back on track.

What I found here was more than just a new way of learning. I found a place that feels safe, where the teachers and staff care about me as a whole person. I've been able to focus better, ask for help when I need it, and feel proud of what I accomplish. The atmosphere here is calm, welcoming, and supportive—things that I didn't always find before.

Altus has made a big difference in my life, and I believe it can do the same for many other students. It's not just a school—it's a place that helps people grow and rebuild confidence in themselves.

I respectfully ask you, the Members of the Board, to approve the renewal of Altus Schools Charter School of San Diego. We need schools like this.

Sincerely,
Lizbeth Resendiz

Lizbeth
Resendiz

Lizette Loaiza

Class of 2027

Altus Schools Charter School of San Diego – Northgate

May 20, 2025

To Whom It May Concern,

My name is Lizette Loaiza, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a school that was a better fit for me, and I found that here at Altus.

Since joining Altus, I've been able to recover credits and work at my own pace, which has been incredibly helpful. My favorite experience here was the zoo field trip, which allowed me to have fun while learning outside of the classroom.

Altus is important to me because it provides opportunities for students who need extra support or want to get ahead. I recommend that Altus stays open because it's a great school for anyone who needs flexible learning options or wants to catch up on missed work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Lizette L.

Sincerely,
Lizette Loaiza

Lovelee Johnston
ASCSSD Parent
Woodman Resource Center
May 28, 2025

To Whom It May Concern,

My name is Lovelee Johnston, and I am a parent of two Altus Schools Charter School of San Diego students—one is a 7th grade student, and the other is about to walk at the graduation ceremony as a high school completer this June. What brought my girls to this school was both suffer from different medical issues that started to affect their attendance and grades because of days missed for either being sick or appointments.

This school is important to because it allows my babygirl that's in 7th grade to manage her pain and medical issues at home while also obtaining her credits for school. My favorite experience is yet to happen, but it will be watching my oldest daughter walk across the stage thanks to the options provided by Altus schools.

I recommend that Altus Schools Charter School of San Diego stays open because this school helps children and parents from different backgrounds, different life stories and different circumstances. It sets them up for success where traditional school could unfortunately be the reason for failure depending on what they have going on.

Funding for this school is not only beneficial but I believe it's necessary, traditional school does not work for everyone, is not a good fit for everyone. The method of teaching is too uniform and robotic with the expectation that all children will learn the same, however that doesn't work. Altus Schools allows our children to learn at their pace and the way they grasp the information best. I'm thankful for this school.

Sincerely,

Lovelee Johnston

Lucciano Lowry
12th grade
Altus Schools Charter School of San Diego – Woodman Resource Center
May 28th, 2025

To Whom It May Concern,

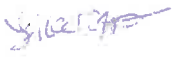
My name is Lucciano Lowry, and I'm proud to be a student at Altus Schools Charter School of San Diego. I transferred here because I needed more flexibility in my education. While online school helped me to some extent, it didn't fully meet my needs or give me the kind of support that would help me truly succeed. Altus Schools Charter School of San Diego was different—it offered a flexible model, but with the structure, guidance, and human connection that made all the difference.

From the beginning, this school understood what I needed not just as a student, but as a person. The teachers here have played a huge role in my success. They've been supportive, patient, and genuinely invested in helping me grow. It's because of them—and this program's unique approach—that I've been able to stay on track and accomplish things I'm truly proud of.

There have been a lot of memories along the way, but the one that stands out most was when I got to present something I had accomplished. That moment was more than just a project or a grade—it was a benchmark in my journey. It showed me how far I've come, and it's something I'll always look back on with pride, thanks to this school.

I'm incredibly grateful for everything Altus Schools Charter School of San Diego has done for me. This program gives students like me the opportunity to succeed in a way that fits our lives and learning styles. I believe it should absolutely continue—because it works.

Sincerely,



Lucciano Lowry

Luis Espinoza Hidalgo
10th grade
Altus Schools Charter School of San Diego – Woodman Resource Center
May 28, 2025

To Whom It May Concern,

My name is Luis Espinoza Hidalgo, and I transferred to Altus Schools Charter School of San Diego to catch up on my credits and get back on track with my education. I needed a place where I could have a fresh start, and this school gave me that chance.

Since coming to Altus Schools Charter School of San Diego, I've had a lot of support. The teachers here are kind and helpful, and they really care about how we're doing. The best part is that I've been able to work at my own pace. That has helped me focus and understand my classes better without feeling rushed or stressed.

One of my favorite memories so far has been completing my first credit. It felt like a big accomplishment and showed me that I can do this. It gave me the motivation to keep going.

This school has helped me believe in myself again. I've made progress and feel proud of what I've done here. I know I'm in a better place now because of the support I've gotten.

I'm thankful for everything Altus Schools Charter School of San Diego has done for me. I really believe this program should keep going because it helps students like me succeed.

Sincerely,

Luis E.

Luis Espinoza Hidalgo

Melanie Barron
10th Grade
Altus Schools Charter School of San Diego – Euclid RC
5/20/2025

To Whom It May Concern:

My name is Melanie Barron and I am a student at Altus Schools Charter School of San Diego. I first enrolled at this school because there was a lot of drama at my previous school, and I was getting bullied. My mom wanted to find a school that would be safer for me.

This school is important for me because I feel a lot safer. I don't have to worry about that anymore. It lets me focus on my schoolwork and I can work at my own pace. My goal is to graduate early.

I recommend that our school stays open because it can change the lives of a lot of students. Maybe their story is like mine, or maybe it's different, but they can come to a school where they are safe, they can work at their own pace, and they can get a lot of help from teachers.

Sincerely,

Melanie Barron

Student Letter of Support

Morgan Ferguson
Grade 10
Altus Schools Charter School of San Diego –Woodman
5/14/2025

To Whom It May Concern,

I am Morgan Ferguson, a proud Altus Schools Charter School of San Diego student. I first came to Altus because of the flexible schedule and the class work.

Since joining the Altus Schools Charter School of San Diego, I've experienced a great school environment and great teachers. One of my favorite memories here is working in some of the science labs with my teacher.

Altus has helped me grow academically and personally. This program should continue because it gives students like me a chance to succeed when other options don't work.

I'd like to request that you, the board members, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Morgan Reilly Ferguson

Mubarak Mallin
2028
Altus Schools Charter School of San Diego – College Avenue
May 28th, 2025

To Whom It May Concern,

My name is Mubarak and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because wanted a good education and being in this school helps me focus more. Since joining the Altus Schools Charter School of San Diego I've experienced the teachers being very nice to me. I received a lot of support in this school and I have improved a lot since I came here. Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Mubarak Mallin

Mason O'Connor
10th grade
Altus Schools Charter School of San Diego – Woodman Resource Center
May 21, 2025

To Whom It May Concern,

My name is Mason, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was falling behind in the traditional school and no longer felt like I had a chance to succeed. My family and I were looking for a flexible program that provided more one-on-one support from a teacher and offered a smaller class size.

Since joining the Altus Schools Charter School of San Diego, I've experienced a connection with my favorite teacher, Mrs. Ramirez, and feel supported each day. I completed my middle school credits, progressed through 9th grade without any issues, and have been working hard in my 10th-grade courses this school year. I appreciate that my teacher knows my strengths and pushes me to succeed. She also knows when I am falling behind, communicates with my mom, and encourages me to get back on track. One of my favorite memories here has been being a part of the Cadet Corps group at the Woodman Resource Center.

Altus has helped me grow both academically and personally. I believe this program should continue because it provides students like me with an opportunity to succeed when other options are not effective.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Mason O'Connor

Mason O'Connor

Madeline Tyson
10127 Orleck Street
San Diego, CA 92124

May 30th, 2025

Dear Members of the Board,

I am writing this letter in support of the charter petition for Altus Schools Charter School of San Diego. As an educator who has had the privilege of serving this community in multiple roles first as a certificated teacher resource, then as a substitute teacher, and now as a full-time teacher I have witnessed firsthand the powerful and transformative impact our school has on students and families.

Our school provides a non-traditional setting that allows for a flexible, supportive, and student-centered learning environment. We prioritize personalized learning, social-emotional development, and academic growth. At Altus School Charter School of San Diego, students are not expected to conform to a one size fits all model; instead, they are encouraged to thrive in ways that reflect their strengths, interests, and unique learning styles.

I have seen students such as Bellagio, Gwen, and Stellan who previously struggled in traditional settings rediscover their confidence and motivation through the opportunities we provide. Our dedicated staff, innovative programs, and commitment to individualized support make a measurable difference in students' lives. Families regularly express gratitude for the level of care, communication, and collaboration they experience with us.

Our school is more than just a place of learning, it is a vibrant, inclusive community that meets students where they are and helps them grow into confident, capable, and compassionate individuals. I respectfully urge you to approve the charter petition for Altus Schools Charter School of San Diego so we can continue to provide the support needed for these students.

Sincerely,

Madeline Tyson
Teacher, Altus Schools Charter School of San Diego

Manina Phan-Vicente
Mother
Mason Vicente, Class of 2024
May 12, 2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current/Alumni student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

We initially chose Altus because I noticed my son was having a hard time returning to traditional school after Covid, Altus school helped guide him back on track and were able to graduate early. What makes Altus so special is the way it values each student as an individual. The staff goes above and beyond to make students feel supported and capable.

One of the most impactful experiences for our family was the relationship that our family was able to make with his teacher, Mrs. Ciel Major has been very helpful and understood Mason's needs and helped him with his goals of finishing school early and beginning college. She has also made me feel confident as a parent to allow Mason to make his own educational journey. I am super proud to be part of the Altus/Charter School of San Diego Family!

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Manina Phan-Vicente

Student Letter of Support

Mason Vicente
2024
Altus Schools Charter School of San Diego – College Avenue
5/12/2025

To Whom It May Concern,

My name is Mason Vicente, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was struggling a bit in public school, and I needed a flexible schedule to fit my learning style.

Since joining the Altus Schools Charter School of San Diego I've experienced very great flexibility in my school life, and amazing support from my teacher Mrs.Major who has helped me improve throughout my time here. One of my favorite memories here has been experiencing how nice and helpful the teachers were for the first time.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Mason Vicente

Michel Pantoja
Graduation Year: 2020
Altus Schools Charter School of San Diego – RC North Park
April 24, 2025

To Whom It May Concern,

My name is Michel Pantoja, and I am a proud alumni of Altus Schools Charter School of San Diego. I first started at Altus School because I did not feel academically challenged at my former school. I wanted a change of pace and to advance in my studies at my own pace while having more time to spend with family .

Since joining the Altus Schools Charter School of San Diego I've experienced a supportive environment with Ms.Brown and peers while also personalized my learning experience to graduate 1-2 years early. I got to be part of an art partnership where I got to explore my creative boundaries and express myself in ways I never thought possible. Not only was Ms.Brown a great teacher but she became a great mentor as she guided me through my senior exhibition and career choices. One of my favorite memories here has been being part of the collaboration with the Museum of Contemporary Art where I was able to take pictures and showcase my experience during the pandemic. Another one of my favorite memories while being a student at the Charter School is being given the opportunity to film my graduation speech while also meeting the schools founder, Mary Bixby.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work. Thanks to this program, I now go to California State University San Marcos pursuing a double major in Business Administration-Entrepreneurship and Computer Science.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Michel Pantoja

Kioura “Magdalena” Garcia
Grade 11
Altus Schools Charter School of San Diego – Tierrasanta
May 28, 2025

To Whom It May Concern,

My name is Magdalena Garcia, and I am a proud student of Altus Schools Charter School of San Diego. I first enrolled here as a hopes to salvage my grades and get back on track after failing in normal public school.

Since joining the Altus Schools Charter School of San Diego I’ve gained confidence in learning and completing courses, I grew to understand subjects I used to struggle with for years, I got through courses with far better grades than I did in my past school years, and I regained hope that I would be able to graduate on time and have a successful future. The staff has been incredibly supportive and accommodating, and the lesson plans they provided me with have been a blessing.

My favorite moments at Altus are ones where the staff would be kind to me, help me balance the challenges in my personal life with my academic life, and make me feel welcomed and supported throughout my time enrolled.

Altus has helped me grow exponentially, both academically and personally, since I first enrolled. It was a turning point for my school experience, and I believe the program should continue so that other kids can have a welcoming and accommodating environment option outside of typical public schools.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Kioura “Magdalena” Garcia

Makani Pham
10th Grade/Class of 2027
Altus Schools Charter School of San Diego – College Avenue
4/24/2025

To Whom It May Concern,

My name is Makani Pham, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus I was looking for a program that supported my learning style, gave me flexibility, and wasn't at an overwhelming pace.

Since joining the Altus Schools Charter School of San Diego I've experienced nothing but satisfaction and gratitude with how I have been treated and helped here, by Ms. Perez, Ms. Gina, and the rest of the teachers here. One of my favorite memories here has been simply getting through classes.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Makani Pham

Makani Pham

Mother
Jennifer Jimenez, Grade 9
5/20/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current student, I know that school choice is needed and that this school offers it well. It has helped Jennifer learn at her own pace.

At the Northgate Resource Center, Jennifer can work in a quiet and safe educational environment. She does not have to worry about too many distractions. Instead, she receives much needed support and one-on-one tutoring. She is very shy and is slowly improving her academic skills. I appreciate that she is valued. Her teacher, Mr. Agnas, is always caring and patient. He updates us constantly and reminds us about progress.

I am sure Jennifer is gaining a positive school experience. I am happy to see her grow and improve. She continues to earn credits and keeps on track.

Being able to see her thrive in this alternative setting is good. Altus provides a much-needed alternative for students who don't thrive in traditional settings. I am looking forward to continued improvement from Jennifer and for her to break away from her shyness.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Maria del Rosario Jimenez

María Del Rosario Jimenez (May 20, 2025 16:56 PDT)

Maria Ramos
Class of 2028
Altus Schools Charter School of San Diego
5/20/25

To Whom It May Concern,

My name is Maria, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I needed a quiet environment and a place to focus.

Since joining Altus Schools Charter School of San Diego, I've experienced a cozy and comfortable school that is definitely quiet. One of my favorite things about the school is the science classes here.

Altus has helped me grow both academically and personally. It is important because I am learning, and it helps me. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Maria Ramos

Maria Ramos

Maritza Fernandez Hernandez
11th grade

Altus Schools Charter School of San Diego – College Avenue
5/14/2025

To Whom It May Concern,

My name is Maritza, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a type of school that would both support me and my learning style.

Since joining the Altus Schools Charter School of San Diego I've experienced having both a supportive environment and teacher. One of my favorite memories here has been doing labs, for the science type of classes I've took.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Maritza Fernandez Hernandez

Maritza Hernandez
Mom
Maritza Fernandez Hernandez, 11th grade
5/14/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current Alumni student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

We initially chose Altus because, we needed a school that offered flexibility and support. What makes Altus so special is the way it values each student as an individual. The staff goes above and beyond to make students feel supported and capable.

One of the most impactful experiences for our family was how Ms. Perez pushed our student to stay on track. She does the same for every student in her class.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Maritza Hernandez 05/14/25

Maritza Hernandez

1260 Morena Blvd., Suite 200
San Diego, CA 92110
(619) 398-3261
crfbehavioralhealthcare.org

5/21/2025

To Whom it May Concern,

I am writing to express my strong support for the renewal of Altus Schools Charter School of San Diego. As a dedicated Community Partner, we have witnessed firsthand the profound and positive impact this institution has had on the lives of its students.

The Mobile Adolescent Services Team is a program under Community Research Foundation (CRF), a behavioral health organization serving San Diego County for over 45 years. Through our partnership with Altus Schools, we have collaborated to support the mental health and overall well-being of their students and their families in need of mental health services at a convenient and accessible locations.

We chose to partner with Altus Schools because of their unwavering commitment to creating a nurturing and inclusive educational environment. What sets this Local Educational Agency (LEA) apart is their approach to student development—prioritizing emotional support alongside academic achievement. We have witnessed the staff consistently going above and beyond to ensure that every student feels valued, supported, and empowered to succeed.

Altus Schools Charter School of San Diego provides a vital alternative for students who may not thrive in traditional educational settings. It is more than just a place of learning, it is a community where students are truly seen, heard, and encouraged to reach their full potential.

I respectfully urge the Members of the Board to approve the renewal of Altus Schools - Charter School of San Diego to ensure this essential institution can carry on its mission of transforming lives through education and compassion.

Sincerely,

Christine Phelps (she/her), LCSW # 100235
Program Director
crfbehavioralhealthcare.org

Max Anthony Mapilisan
9th grade
Altus Schools Charter School of San Diego – Woodman Resource Center
May 28th, 2025

To Whom It May Concern,

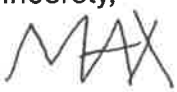
My name is Max Anthony Mapilisan and I'm currently a student at Altus Schools Charter School of San Diego. I transferred here because I was going through a difficult time—my eczema had gotten so bad that it affected my confidence, my focus, and my ability to learn in a traditional school setting. I needed a quieter, more supportive environment where I could feel comfortable and concentrate on my education.

Altus Schools Charter School of San Diego turned out to be exactly what I needed. The smaller class sizes, calmer atmosphere, and understanding staff helped me settle in and focus on learning without added stress. For the first time in a long time, I felt like I had the space and support to succeed.

Being in this environment has helped me not only improve academically but also grow as a person. The teachers here are patient and genuinely care about helping students reach their full potential. I've learned how I work best, and that's something I'll carry with me far beyond the classroom.

Altus Schools Charter School of San Diego has made a real difference in my life. I believe programs like this are important because not every student thrives in the same setting. This school gives students like me a chance to succeed in a way that works for us, and that's something worth continuing.

Sincerely,



Max Anthony Mapilisan

Melanie Antunez
12th Grade
Altus Schools Charter School of San Diego – Petco Park RC
May 27, 2025

To Whom It May Concern,

My name is Melanie Antunez, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I wanted a one-on-one learning experience, as I found it to be a more effective way for me to learn.

Since joining Altus Schools Charter School of San Diego, I've experienced a learning environment that allowed me to take on responsibilities through independent learning, which has been important for my personal growth and will help me in my future. One of my favorite things about this school is that it welcomes students from different backgrounds and offers the opportunity to learn either remotely or at the center.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Melanie Antunez

Melissa Alvarez
11th 2026
Altus Schools Charter School of San Diego – College Ave

5/27/25

To Whom It May Concern,

My name is Melissa Alvarez and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I heard good things about this school and I came here because I needed a change of environment for my mental health.

Since joining the Altus Schools Charter School of San Diego I've experienced improvement on my mental health, which has increased significantly. I am much happier here in this new learning environment. One of my favorite memories here has been when I thought I would have to communicate with other kids but I can just be in my own bubble, even though I made a new friend here.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to improve mentally and academically when options are low and you need a change of environment.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Melissa Alvarez

Melissa Ruiz
8th Grade
Altus Schools Charter School of San Diego – Northgate

To Whom It May Concern,

My name is Melissa Ruiz, and I am a proud student at Altus Schools Charter School of San Diego. I first came to Altus because I was being bullied at my previous school and the teachers didn't do anything about it. It also helped that this school was closer to home and my uncle had attended it too.

Since joining Altus, my grades have improved a lot, especially in English and math. I've made many new friends, and I feel more confident when I speak. One of my favorite memories here was our winter celebration where we did art activities or went on a field trip—it was so much fun!

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other schools don't work out.

I respectfully ask that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Melissa Anna Ruiz

Mia Garza
Class of 2025
Altus Schools Charter School of San Diego –Northgate
04/25/25

To Whom It May Concern,

My name is Mia Garza , and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I needed to get my credits up. I was looking for a flexible program that supported my learning style.

Since joining the Altus Schools Charter School of San Diego I've experienced good positive interactions with my teacher. He has helped me a lot with my work and pushes me forward to get it done. The Northgate resource center is also a supportive, safe, quiet environment. I enjoy personalized learning, and having other teachers who truly care about my success. One of my favorite memories here has been the college and career week.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Mia Angelina Garza
Mia Garza

Michelle Cerhan
Parent/Guardian of Melissa Ruiz
5/21/25

To Whom It May Concern,

My name is Michelle Cerhan, and I am the proud parent of Melissa, a student at Altus Schools Charter School of San Diego. I'm writing to express my full support for the renewal of this amazing school.

I chose Altus Schools Charter School of San Diego because I liked its location, and I was impressed by everything I read about it online. When I spoke to one of the staff members on the phone, she was warm, helpful, and answered all my questions. That phone call really helped me feel confident that this was the right place for my daughter.

One of the things I appreciate most about Altus is the extra support they offer the students. It's clear that the teachers and staff are truly invested in helping each student do well and feel supported every step of the way.

I also really enjoy the small open house-style events they host. These gatherings bring families, students, and staff together and help create a strong sense of community. It's nice to be part of a school that encourages those connections.

Altus Schools Charter School of San Diego has been a wonderful fit for Melissa, and I'm so happy to see her doing well. I hope the school continues to serve students and families with the same level of care and dedication.

Sincerely,

Michelle Cerhan
Michelle Cerhan (May 21, 2025 09:46 PDT)
Michelle Cerhan

Altus SCHOOLS
CHARTER SCHOOL OF SAN DIEGO

Michelle Ramirez
Teacher

May 28, 2025

To Whom It May Concern,

I am expressing my support for the renewal of the charter for Altus Schools Charter School of San Diego. Having dedicated 22 years to this organization, I have had the privilege of witnessing firsthand the transformative impact our school has on students' lives. Through one-on-one and small group instruction, I have seen students flourish academically and personally, which has been incredibly rewarding. Our school's mission to provide personalized and rigorous education aligns perfectly with my educational philosophy, and I am proud to be part of such a dedicated team.

One of the aspects I most appreciate about working at Altus Schools is the autonomy I am granted in my day-to-day practices. This freedom enables me to tailor my teaching methods to best meet the needs of my students, fostering a more engaging and effective learning environment. Additionally, our rigorous curriculum ensures that our students are challenged and well-prepared for their future endeavors. The strong support from my colleagues and the leadership team has been instrumental in creating a collaborative and positive work atmosphere.

Furthermore, Altus Schools has provided me with numerous opportunities for professional growth. The continuous support and encouragement from the staff and leadership team have enabled me to expand my skills and stay current with the best educational practices. This commitment to professional development not only benefits me as an educator but also enhances the quality of education we provide to our students. The renewal of our charter will enable us to continue making a meaningful impact in the lives of our students and the community.

Sincerely,

Michelle Ramirez
Teacher, Altus Schools Charter School of San Diego

Address: 10170 Huennekens Street, San Diego, CA 92121
Website: www.AltusCSSD.com
Phone: (858) 678-2020 Fax: (858) 552-6660

Malia Nichols
Class of 2026
Altus Schools Charter School of San Diego – Point Loma
May 12th, 2025

To Whom It May Concern,

My name is Malia Nichols, and I am a proud student of Altus Schools Charter School of San Diego. My older sister graduated from here so my family knew about it. I started this school in 8th grade during Covid while everything was online. I liked it so much I decided to stay throughout high school!

The school is important to me because I feel like I have a connection with my teachers and overall, I feel more independent. Since I have Muscular Dystrophy doing schoolwork on my own has been historically difficult. At Altus I am able to do the online courses on my own and on a schedule that works for me. There are a lot of great experiences about this school, but my favorite is being able to connect with my teachers one on one. They are good about personalizing my learning by adjusting my classes so I can access everything I need and giving me ways to show my understanding that work for my needs. At CSSD I have more opportunities to do things on my own. I feel proud about my increased independence and feel more ready for college.

I recommend this school stays open because I feel it gives the students more independence, and it definitely feels like there is a stronger learning system with being able to talk to your teachers one on one. Independent study removes problems like having anxiety about other students so you can ask for help and work more with your teachers.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego. It has been a great experience going to the school and I would recommend it to anyone!

Sincerely,
Malia Nichols
Malia Nichols

Moises Galvan
11th Grade
Altus Schools Charter School of San Diego – Clairemont
April 30, 2025

To Whom It May Concern,

My name is Moises Galvan, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus earlier in the school year because I was unable to focus and complete coursework in a traditional setting.

Since joining the Altus Schools Charter School of San Diego I've experienced a supportive environment where I can receive one on one support from my teacher. I enjoy having the flexibility of completing coursework both at home and in the resource center. I also appreciate being able to work at my own pace throughout the day.

My goals for the future are to be happy and live a quality life, and I feel ready for them because of everything I have learned here.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Moises Galvan

Moises Galvan

Sam Munoz
Class of 2025
Altus Schools Charter School of San Diego – Lake Murray
5/16/2025

To Whom It May Concern,

My name is Sam Munoz, and I am a proud graduate of Altus Schools Charter School of San Diego. I first came to Altus because of the anxiety of school and because Altus offers a quieter environment where I could concentrate on my school work.

Since joining the Altus Schools Charter School of San Diego I've experienced a supportive environment to earn my diploma. One of my favorite memories here has been working individually with my teacher who was very understanding and considerate and always accessible when I needed help.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Sam Munoz

Norma Hauschild
2025 Graduate
Altus Schools Charter School of San Diego – North Park

May 28, 2025

To Whom It May Concern,

My name is Norma Hauschild, and I am writing to express my strong support for Altus Schools Charter School of San Diego. I chose to attend Altus because I wanted to continue my education in a place that values personalized learning and student success.

Altus has been incredibly important to me because it provided the opportunity to further my education in a supportive and flexible environment. One of my favorite experiences at Altus was working one-on-one with Ms. Brown, a dedicated and caring teacher who truly made a positive difference in my life and education.

I believe Altus should remain open because it gives students like me and future students a real chance to succeed. It's a school where education is personalized, the teachers are amazing, and the learning environment is both comfortable and supportive.

I am grateful for the opportunities Altus provided me, and I sincerely hope others will have the same chance to grow, learn, and reach their goals.

Sincerely,
Norma Hauschild

Naomi Pineda

Altus Schools Charter School of San Diego

May 28, 2025

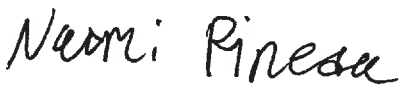
To Whom It May Concern,

My name is Naomi Pineda, and I currently attend Altus Schools Charter School of San Diego. I have been a student here for two years, and I am grateful for the unique environment this school provides. I chose to attend Altus because my previous school was large and often stressful, and I was seeking a smaller, more supportive educational setting.

What I truly appreciate about Altus is the small school environment, which has made a significant difference in my learning experience. The dedicated teacher support I receive from my instructors has been invaluable. Additionally, the flexible schedule offered by the school has been incredibly helpful, allowing me to manage my studies while also fulfilling my responsibilities of babysitting my younger siblings.

Altus has provided me with a supportive space where I feel understood and empowered to succeed. I am truly thankful for this program and all the support I have received during my time here.

Sincerely,



Naomi Pineda

Natalie Beltran

Class of 2026

Altus Schools Charter School of San Diego – Northgate

May 20, 2025

To Whom It May Concern,

My name is Natalie Beltran, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was struggling with severe anxiety, which affected my ability to attend school regularly. This anxiety often made me physically ill, and I had trouble keeping up with my studies.

Since joining Altus, I've found a supportive and flexible environment that allows me to continue my education without my anxiety getting in the way. My favorite part about Altus is that the school provides a quiet, relaxed setting where I can focus on my work, especially on the days I attend.

Altus is important to me because it gives students like me, who face challenges like anxiety, a chance to succeed in a safe and understanding environment. I believe this school should stay open because there are many students out there who need this type of support to continue learning.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Natalie Beltran

Nathalie Diaz

Class of 2028

Altus Schools Charter School of San Diego – Northgate

May 20, 2025

To Whom It May Concern,

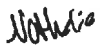
My name is Nathalie Diaz, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I heard that this type of school offers great opportunities for students, and since joining, I've learned so much.

Altus is important to me because it provides a rich learning environment where I can thrive. One of my favorite experiences was when I first joined the school, as I knew it was the best fit for me.

I recommend that Altus stays open because it's a school that offers valuable learning opportunities for students who want to succeed.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Nathalie Diaz



Nevaeh Pacheco
11th Grade
Altus Schools Charter School of San Diego – Northgate
April 25, 2025

To Whom It May Concern,

My name is Nevaeh Pacheco, and I am a proud student at Altus Schools Charter School of San Diego. I first came to Altus because I was behind on credits and needed a school where I could really focus on my work and get back on track.

Since joining Altus, I've experienced so much growth. My teacher, Mrs. Snyder, has been an incredible support. With her guidance, I'm not only back on track—I'm ahead, and I now have the opportunity to graduate early. One of my favorite memories here has been the field trips. I'm usually pretty quiet and like to focus on my work while at the resource center, but the field trips gave me a chance to open up, connect with others, and make a few friends.

Altus has helped me grow both academically and personally. I truly believe this program should continue, as it gives students like me a real chance to succeed when other options haven't worked.

I respectfully ask that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Nevaeh Pacheco
Nevaeh Pacheco

Jocelyn Corrales
7th Grade
Altus Schools Charter School of San Diego – North Park
05/28/2025

To Whom It May Concern,

My name is Jocelyn Corrales, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because my brother recommended this school. Once I began school here I realized this style of school made way more sense for my life.

Since joining the Altus Schools Charter School of San Diego I've experienced a very healthy environment, both physically and mentally. They make sure students are safe and happy, and if anyone is having trouble, teachers make it their priority to solve it. One of my favorite memories here was when I was having some problems at home, I was struggling to keep up with my homework, instead of immediately telling my parents or getting angry, she made a chart for me. She started helping me with my homework and giving me alternatives. This is my favorite experience because it's the first-time people actually understood me instead of just calling me lazy.

I recommend this school to others because the staff at this school care for people's overall wellbeing and they always make an effort to create a healthy environment. Due to the population and these types of schools, charters, being open, there is less bullying, satisfied students and a safe space for all. In conclusion, the reason this school should stay open is because, students and parents are free of the stress and worry that regular, non-charter schools can bring.

I want to say a huge thank you to Altus Schools Charter School of San Diego for providing the necessity's for students, we deeply appreciate you.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Jocelyn Corrales

Jovanny Irra
Graduate Cohort 2025
Altus Schools Charter School of San Diego – North Park
05/28/25

To Whom It May Concern,

My name is Jovanny Irra, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because of the independent learning environment, and I heard the teachers are very helpful.

Joining the Altus Schools Charter School of San Diego has been an important turning point for me because they have helped me improve my skills and to get my work done on time. This has been a big help because other schools were overwhelming with the number of classes I had to do at one time, here I can complete one class at a time. This has really helped with my academic success. One of my favorite memories here has been interacting with classmates during break time. I am also very grateful for this school because it has a very welcoming environment, since my first day at this school I haven't felt as nervous as I've felt at other schools.

Altus has helped me grow both academically and personally. I believe this program should continue because it is the only school I've been able to complete my work and turn assignments in on time because of my teachers help.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Jovanny Irra

Laura Meraz Pineda
Grad Cohort 2026
Altus Schools Charter School of San Diego – North Park
05/28/25

To Whom It May Concern,

My name is Laura Meraz Pineda, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a flexible school schedule it is close to my house.

Since joining the Altus Schools Charter School of San Diego I've experienced a caring and supportive environment, the teachers care about their students and they make sure they are on track to graduate. One of my favorite memories here has been how my teacher makes my homework assignments in a way that works with my learning style so I can better understand them. I appreciate that the teachers are kind and know how to talk to their students in a way that encourages them to continue trying.

Altus has helped me grow both academically and personally. I believe this program should continue because they help students whenever they can, in any way they can.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Laura Meraz Pineda

Omar Brodbeck
Altus Schools Charter School of San Diego – Northgate
April 24, 2025

To Whom It May Concern,

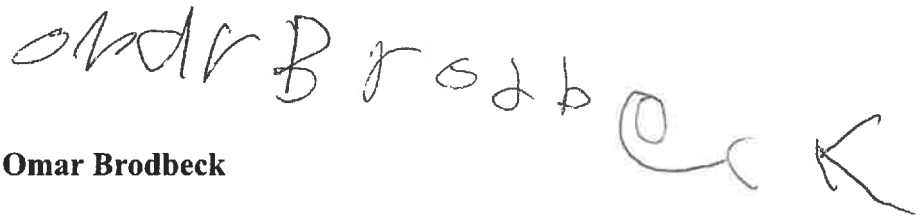
My name is Omar Brodbeck, and I am a proud student of Altus Schools Charter School of San Diego. I originally enrolled at Altus because it was close to my home, and I could walk to the Resource Center. I chose to stay because I've made great friends, I enjoy the environment, and I appreciate the flexible schedule.

Since joining Altus, I've experienced a truly supportive environment, personalized learning opportunities, and teachers who genuinely care about my success. My favorite memory is meeting all the amazing friends I've made. I also really enjoyed the field trip to SDSU—it was a great experience.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a real chance to succeed—especially when traditional options don't work.

I respectfully ask that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,



Omar Brodbeck

Oscar Mercado
10th Grade
Altus Schools Charter School of San Diego – Euclid
5/21/2025

To Whom It May Concern:

My name is Oscar Mercado, and I am a 10th grade student at Altus Schools Charter School of San Diego. I am writing this letter to kindly ask you, the Members of the Board, to please approve the renewal of Altus Schools Charter School of San Diego. This school has meant a lot to me and to my family. I was never comfortable at my old school. To be honest, I had issues with everything from the teachers to the uniforms. I was ready to give up on school. As a last option, my mom enrolled my brother and me at Altus. That changed everything. My teacher, Mr. Beltran, has been a big help to me. I also really like the flexible schedule options. Overall, I feel a lot more comfortable and motivated here. I've had many memorable moments at this school, but a big one has been seeing my brother get comfortable here. He was also struggling at our old school. Thank you for reading a little bit about my story. I hope Altus Schools Charter School of San Diego can continue helping students like my brother and me.

Sincerely,

Oscar Mercado

Catherine Bendixen
Mother
John Bendixen, Grade 9
28 May 2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

We initially chose Altus because we were seeking an alternative school option for my son. What makes Altus so special is that it provides a focused learning environment that guides students on a personal pathway; for my son it is geared toward college. The Altus staff goes above and beyond to make students feel supported and capable while completing one course at a time. Mrs. Cruz is exactly the teacher my son needed providing guidance and support without pressure.

One of the most impactful experiences for our family has been watching my son find his confidence in learning and gaining executive functioning skills. This school has provided a child centered path of learning.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Catherine Bendixen

Karen Brown
Mother
Maya Brown, Grade 11
27 May 2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current/Alumni student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

We initially chose Altus because my daughter needed an alternative and independent learning option. What makes Altus so special is the way it values each student as an individual. The professional and caring staff goes above and beyond to make students feel supported and capable while completing one course at a time.

One of the most impactful experiences for our family has been watching my kids, one of which is alumni, engage in writing essays for English and history, as well as seeing them participate in the hands-on tutoring available for math. This school has provided a positive personalized learning option for my kids.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered. I am grateful for the caring staff and convenient location.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Karen Brown
Karen Brown

Karen Santee
Mother
Lauren Santee, Grade 11
28 May 2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current student and alumni, I have seen firsthand the positive impact this school has had on my child's education.

We initially chose Altus because both of my daughters had a very difficult time transitioning back to traditional school after Covid closures. What makes Altus so special is that it has given my children the opportunity to succeed in their studies without any negative distractions. The Altus staff goes above and beyond to make students feel supported and capable. Mrs. Cruz has been a wonderful guide over the years. I have always liked that my children can reach out to her anytime and get that one-on-one support.

One of the most impactful experiences for our family has been having the choice to send my children to Altus Schools and give them the opportunity to learn in a way that is different.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Karen Santee

Jennifer Ryan
Parent
Colin Ryan (Grade 8) and Riley Ryan (Grade 6)

5/16/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of two current students, I have seen firsthand the positive impact this school has had on my children's education and confidence.

We initially chose Altus because we were looking for a better way of learning for my dyslexic child. This school is important to me because of the one on one or small classroom setting at the resource centers, one class at a time, working at their own rate.

One of the most impactful experiences for our family was going on field trips is really fun. Not many middle schools in our areas offer field trips so its fun to get out and meet other students and do some hands on learning.

I recommend the school continue to stay open because our children are thriving in their own individual ways. They are very opposite kids and they are both excelling and doing amazing for their unique learning styles. One of my kids is high functioning autistic and the other is dyslexic and has dyscalculia and dysgraphia, and they are both doing fantastic, feeling heard, and getting the assistance they need, when they need it. No other school has helped them be the best and really learn the way they each need to learn. The school is creating a future generation of innovative and real-world thinkers to help build a better tomorrow for everyone.

The school has also helped my daughter thrive in the competitive entertainment industry by having an online format that is easy to follow, even when on a set for work. She is working on schoolwork and doing well in the industry at the same time. If she gets stuck on something with the studio teacher, she can text her teacher for help even. The online format and easy access to her teacher via her phone or email is unparalleled and a great match for her in the child acting industry.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Jennifer Ryan
Jennifer Ryan (May 16, 2025 15:13 PDT)
Jennifer Ryan

Katie Jacobsen
Parent
Xavier and Kareem Jacobsen, Graduate and 9th Grade

5/16/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current and alumni student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

We initially chose Altus because I liked the setup of the classes, I knew this school would help my children's success. What makes Altus so special is that without this school both my kids would be failing high school, they both actually were, and now they are both back on track with one graduating on time this month.

I just thank them for being so hands on with the students & giving a different option for learning with kids who just don't fit the mold for a regular public high school! Because of this school they are both succeeding so that's my favorite experience.

I recommend this school continues to stay open because this school helps so many children that would fail in a regular classroom. In my opinion this school helped change my kids future and I am very thankful.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Katie Jacobsen (May 16, 2025 14:53 PDT)

Katie Jacobsen

Mary Ashburn
Parent
Zacheriah Ashburn, Grade 10

5/29/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

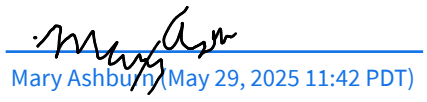
We initially chose Altus because my child was overwhelmed by the size of the high school in our community. The school is important to me because of the smaller setting, and the breakdown of working on 1 or 2 classes at a time.

I recommend that the school continues to stay open because this school is very important part of the community to have an option for children that just need a different style of learning; to be able to graduate high school and it gives kids more independence to better prepare them for college.

The staff are all great about communicating with me and answering any questions about my son. I am very thankful for this school.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,



Mary Ashburn (May 29, 2025 11:42 PDT)
Mary Ashburn

Michael Bever
Parent
Rose Bever, 2025 Graduate

May 29, 2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a 2025 graduate, I have seen firsthand the positive impact this school has had on my child's education and confidence.

We initially chose Altus because of our child's need for a flexible schedule and nonstandard school structure (online options, fewer classes at a time, etc.). What makes Altus so special is the way it values each student as an individual. The school is important to us because it showed how our child could actually attend school, primarily, but also be successful and feel proud of herself.

One of the most impactful experiences for our family was that the IEP team of teacher and head counselor was outstanding. Everyone was so supportive and knowledgeable and understanding.

I recommend the school continue to stay open in order to give kids who struggle in traditional on campus schools a chance to succeed. The course content of school was never a problem for our child, who is autistic. The challenge was the traditional campus structure and schedule.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Michael Bever
Michael Bever (May 29, 2025 15:10 PDT)
Michael Bever

To Whom it May Concern;

I am writing to express my sincere and unwavering support for Altus Schools Charter School of San Diego (CSSD) and their petition to renew their charter. For the past two years my son has attended the Altus-CSSD Learning Center in Scripps Ranch. The school has provided him with high quality academic and personal supports and has engaged him in education in a way that a traditional-style school could not.

From and early age, my son expressed feeling different at school and a lack of trust toward school personnel. Although he has always found joy in learning, he didn't always feel comfortable or safe in his school environment as his needs for autonomy, choice, flexibility and connection were rarely met in his large, typical school. By middle school it was clear that a traditional school format was not working for him. His learning gaps were widening and his behavior was worsening. He was suspended 8 times in one school year and I was scared for his future. When I found CSSD, I felt like we had nothing to lose. Today, as I look back, I can see that the charter school has helped save my son's life. The wonderful, patient teachers balance high academic expectations with his flexibility needs and have restored his trust in educators.

The unique balance of 1 on 1 support, in-person learning and independent study options have given my son a sense of ownership in his education that allows him to identify strengths and needs in a way that is empowering but keeps support readily available when needed. As a result, my son no longer exhibits acting out behaviors or school refusal, he is learning to self-advocate and accept help, and his grades and assessment scores have improved. He's a happier, healthier kid and he's FINALLY learning!

My son's story isn't unique. Many kids have learning needs that are hard-met in typical schools. All students deserve a public education environment that is engaging while meeting their varied educational needs. The flexible and collaborative nature of CSSD exemplifies this philosophy. I'm so grateful and relieved that this charter school exists for my son and other students that need a **high-quality, non-traditional public school option**. CSSD is an integral component to the continuum of education in San Diego County and it is essential that their charter is renewed and the school continues to operate.

Thank you for your time and consideration. If I can be of further assistance, please feel free to reach out to me at noelle.kester@gmail.com.

Sincerely,

Noelle Kester

CSSD Parent

Steven Ryan
Father
Colin Ryan (Grade 8) and Riley Ryan (Grade 6)

5/14/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of two current students, I have seen firsthand the positive impact this school has had on my children's education and confidence.

We initially chose Altus because of the one-on-one with students, flexible schedule, and the opportunity to work ahead. What makes Altus so special is the way it values each student as an individual. The staff goes above and beyond to make students feel supported and capable.

One of the most impactful experiences for our family was that my daughter has really been able to concentrate on work with one class at a time and son working ahead to possibly graduate ahead of schedule.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego because it provides an excellent alternative to regular school. We are excited for son to start dual-enrollment college courses in a couple of years and they provide great, one-on-one instruction for students with learning disabilities. I wish I had a school like this when I was a kid!

Sincerely,
Stephen C Ryan
Stephen C Ryan (May 16, 2025 16:41 PDT)
Steven Ryan

Pedro Guzman
Class of 2026
Altus Schools Charter School of San Diego – Northgate
5/20/25

To Whom It May Concern,

My name is Pedro, and I'm a student at Altus Schools Charter School of San Diego. I came here because I wanted a better education and a school that would help me succeed.

One of the things I like most about Altus is that I can focus on one class at a time. The schedule is flexible, which helps me stay on track, and the learning environment is peaceful and a great place to study.

The teachers are one of the best parts of this school. They are nice, very helpful, and always willing to support me when I need it.

Altus has made a big difference in my education. I believe this school should continue so that more students like me can have the chance to do well.

Please approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Guzman

Pedro Guzman

Ryan Reyes

Class of 2028

Altus Schools Charter School of San Diego – Northgate

May 20, 2025

To Whom It May Concern,

My name is Ryan Reyes, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was struggling with bad grades and wasn't sure where to turn for help.

Since joining Altus, I've experienced a supportive environment with teachers who genuinely care about my success. One of my favorite memories has been the zoo field trip, which was a unique and enjoyable experience. The teachers here really help me stay on track, unlike my previous school.

Altus has helped me grow academically, and I believe this program should continue because it gives students like me the chance to improve when other options may not provide the same support.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Ryan Reyes

Ryan Reyes :)

Michelle Rivera

9th Grade
Altus Schools Charter School of San Diego-Petco Park

5/20/2025

To Whom It May Concern,

My name is Michelle Rivera, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I wanted to accelerate my high school education so that I can jump start my career as a Lawyer.

Since joining the Altus Schools Charter School of San Diego I've experienced a supportive environment, personalized learning, and teachers who truly care about my success. One of my favorite memories here was attending the Safari Park field trip with Miss Summer. I enjoyed the trolley ride around the park to see all the different animals.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

M:R

Michelle Rivera

Ramiro Moreno

Class of 2028

Altus Schools Charter School of San Diego – Northgate

May 20, 2025

To Whom It May Concern,

My name is Ramiro Moreno, and I am a student at Altus Schools Charter School of San Diego. I came to Altus because waking up early for traditional school didn't work for me, and I wanted a school where I could meet new people and have a flexible schedule.

Since joining Altus, I've experienced a supportive and flexible environment that works well for my schedule and personal needs. I appreciate the opportunity to work at my own pace and meet new people in a more comfortable setting.

Altus has been a great fit for me, and I believe this program should continue because it provides a unique and supportive environment that helps students thrive.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Ramiro Moreno

Richard Lozano
10 grader
Altus Schools Charter School of San Diego – College Avenue
5/20/2025

To Whom It May Concern,

My name is Richard Lozano, and I am a proud student at Altus Schools Charter School of San Diego. I first came to Altus because my siblings were already attending and achieved success here.

Since joining the Altus Schools Charter School of San Diego I've experienced a school setting that adapts to my needs and makes me feel safe. I have teachers who support and encourage me to do my best. Although I have an IEP, I feel no different than other students at my resource center. I have the best of both worlds as I get individualized support and can also participate in group tutoring sessions to improve my learning. One of my favorite memories here has been completing the Physical Fitness test. I also enjoy the one to one tutoring my teacher provides.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Richard Lozano

Michelle Rodriguez
Parent
Eric Rodriguez, Class of 2027
May 15, 2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

We initially chose Altus because of the need for an alternative learning environment and customizable schedules. What makes Altus so special is the way it values each student as an individual. The staff goes above and beyond to make students feel supported and capable.

One of the most impactful experiences for our family was allowing my student to learn one subject at a time.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Michelle Rodriguez

Raunel (Miguel) Porcallo Torres
Graduating year: 2026
Altus Schools Charter School of San Diego – College Ave
5/20/2025

To Whom It May Concern,

My name is Miguel Porcallo Torres, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because of the positive learning environment. I had a very bad experience at my previous public school.

Since joining the Altus Schools Charter School of San Diego I've experienced personal connection and an amazing teacher. One of my favorite memories here has been experiencing the Open House at College Ave. There was a lot of stations that were fun and insightful.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Raunel (Miguel) Porcallo Torres

Ryan Woolsey
11th Grade
Altus Schools Charter School of San Diego – Clairemont
April 30, 2025

To Whom It May Concern,

My name is Ryan Woolsey, and I have been a proud student of Altus Schools Charter School of San Diego since February of this year. I first came to Altus because I was looking for a safe quiet environment where I could learn.

Since joining the Altus Schools Charter School of San Diego I've experienced personalized learning and support from my teacher and case manager. One of my favorite memories here has been practicing and learning how to self-advocate for myself and to make choices on my own.

Altus has helped me grow both academically and personally. I appreciate Altus Schools Charter school of San Diego because it has helped change me in a good way.

I plan to graduate early this fall and I am very excited for the next chapter because of everything I have learned from here.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Ryan Woolsey

Ryan Woolsey

Sonny Garcia
Graduation Year: 2017
Altus Schools Charter School of San Diego – North Park
April 25th, 2025

To Whom It May Concern,

My name is Sonny Garcia, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I'm a person who needs a one-on-one with a teacher. I have an IEP and it's hard for me to get help at a regular school. I found out a charter school does one-on-one with students so I applied and it helped me learn at my own pace and allowed me not to worry about falling behind. I was able to get all my credit completed and graduate thanks to my teacher, Miss Brown, and my IEP teachers, Mr. Hudson and Miss Edwards, for helping me.

Since joining the Altus Schools Charter School of San Diego, I've experienced one of the best teachers I have ever had. She always pushed me to reach my goals. She was the only teacher in my whole life not to give up on me. She helped me graduate on time and always made going to school so fun every time I went.

One of my favorite memories at Altus was going on an Old Town field trip where I learned about San Diego history and was able to hang out with my friends on that trip. I also enjoyed how we always went to the MCASD art museum for art classes. Additionally, I enjoyed just staying in contact with my former teachers and helping out after work for events like Open House and the MCASD art showcase.

Overall, Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work. I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Sonny Garcia
Sonny Garica

Sydney Sanchez
2024
Altus Schools Charter School of San Diego – North Park
4/25/25

To Whom It May Concern,

My name is Sydney and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was struggling with getting up early to attend school where I would sit in a classroom for 8 hours and I struggled paying attention to what I was being taught.

Since joining Altus, I gained confidence, I'm able to communicate better, had support at all times, and had my work personalized to my learning style.I also had teachers who genuinely wanted me to succeed. One of my favorite memories here has been joining the art partnership which gave me freedom to express myself in art. It was a special experience being able to see my artwork in a museum for other people to see! Most importantly, this school allowed me the chance to graduate two years early and even allowed me to speak on my experience at Altus during the 2024 graduation ceremony.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Sydney Sanchez

Sydney Sanchez

Template 2: Parent Letter of Support

[Parent Name(s)]
[Relationship to Student]
[Student's Name], [Grade or Graduation Year]
[Date]

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current/Alumni student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

We initially chose Altus because [reason – e.g., we needed a school that offered flexibility and one-on-one support]. What makes Altus so special is the way it values each student as an individual. The staff goes above and beyond to make students feel supported and capable.

One of the most impactful experiences for our family was [share something memorable – e.g., how a teacher helped your student stay on track, a special event, or your child's renewed excitement for learning].

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
[Signature if printed]
[Parent Name(s)]

Samantha Zamora

12th grade, 2025
Altus Schools Charter School of San Diego – North Park

April 30th, 2025

To Whom It May Concern,

My name is Samantha Zamora, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I struggled in public school with anxiety because the environment was very stressful. I was looking for a flexible program that supported my learning style and that's what brought me to Altus.

Since joining the Altus Schools Charter School of San Diego I've experienced growth in my personal life but also in my education. I felt more confident in learning and had much more help from my teachers than I received anywhere else. One of my favorite memories here has been being able to join an art program at the MCASD where I had my artwork on display, making me feel proud of myself for accomplishing something that many artists would strive for in their lifetime.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Samantha Zamora

Samantha Zamora

Sal N. Sousa [Janessa N. Sousa]

2025 graduate

Altus Schools Charter School of San Diego - Point Loma

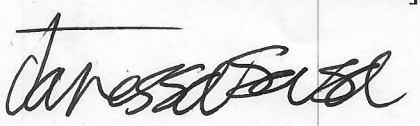
4/29/25

To whom it may concern,

My name is Sal and I am a proud graduate from Altus Schools Charter School of San Diego. When I first came to this school I direly needed extra support from teachers, people who understood students with learning disabilities, and teachers who wanted me to succeed. I got all that and more, and graduated before the rest of my peers from my past school where I had been failing. My favorite thing that I was given access to was the CTE courses I was able to do; Veterinary Science 1 & 2. Not only did these courses help jumpstart my path into becoming a veterinary technician, but it helped me understand myself and what I was capable of. Altus has helped me grow mentally and academically, having questions answered quickly, help and support on standby if I felt overwhelmed, and giving me what I needed to thrive in a school setting. It is with all this that I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Sal N. Sousa [Janessa N. Sousa]



Samantha Sandoval
Grade 10
Altus Schools Charter School of San Diego –Northgate
4/25/2025

To Whom It May Concern,

My name is Samantha Sandoval, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was behind on credits and I did not fit well at my previous school. I was looking for a safer and quieter setting where I can have a more accommodating schedule.

Since joining the Altus Schools Charter School of San Diego I've experienced a less crowded school environment. I like the quiet and safe resource center atmosphere where teachers are very helpful. One of my favorite memories here has been the help of my teacher. He has been very supportive and patient.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Samantha Sandoval

Sandoval

Angel Santos Vida
11th Grade
Altus Schools Charter School of San Diego-- Petco Park
May 20, 2025

To Whom It May Concern,

My name is Angel Santos Vida, and I am a proud student at Altus Schools Charter School of San Diego. I first came to Altus because it gave me a great opportunity to catch up on classes I had missed. It also provided a flexible schedule that helped me stay focused and motivated in my studies. Since enrolling, I've made real progress, my grades have improved, and I've been able to finish classes faster. I've also been introduced to valuable resources like math tutoring and guidance for community college.

Before Altus, I did not have the best experiences with school. I must say, this has been the best school I've attended. As a Mexican-American student who moved here from Mexico not long ago, education is extremely important to me. The support I've received here has truly made a difference. Altus has not only helped me succeed but it has helped many others in different situations as well.

One of the things I appreciate most is the personal connection I've built with my teachers and classmates. The environment is welcoming and supportive, and the personalized learning approach makes it easier to stay engaged. The teachers here genuinely care about my success, and that means everything.

Some of my favorite memories are the educational field trips that opened my eyes to new interests and opportunities. Visiting a justice courtroom and the contemporary art museum helped me better understand who I want to become. Trips to colleges, the zoo, and other places have also been fun and inspiring, giving me a broader view of what's possible in my future.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me the opportunity to succeed, especially when traditional schools aren't the right fit.

I respectfully ask that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Angel Santos Vida

Michael Savvas

Altus Schools: Charter School of San Diego

5/28/25

To Whom It May Concern,

My name is Michael Savvas, and I am a proud educator at Altus Schools Charter School of San Diego. I am writing in support for the ongoing success and renewal of the Altus Schools Charter School of San Diego.

Altus Schools offers a distinctive and profoundly valuable learning environment designed to address the diverse needs of its student population. I value my work here because I am empowered to provide highly individualized assistance to each student and meet students where they are.

It is a privilege to work with inspiring families who work hard to overcome challenges. Collaboration among the school, its students, and their families cultivates an atmosphere that is both deeply nurturing and remarkably empowering.

Furthermore, I have had the privilege of witnessing how our school's innovative approach helps students succeed. Observing students cultivate a belief in their own capabilities and future potential is extraordinarily fulfilling.

For these compelling reasons, I wholeheartedly endorse the renewal of the Charter School of San Diego. It represents a critical program that genuinely makes a profound and positive difference in the lives of countless young individuals.

Thank you for your careful consideration.

Sincerely,

Michael Savvas

Student Letter of Support

Serena Cabezuela
Grade 8
Altus Schools Charter School of San Diego – College Avenue
5/28/25

To Whom It May Concern,

My name is Serena Cabezuela, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I wasn't doing good at all at my old school, and wasn't getting the help from teachers that I needed.

Since joining the Altus Schools Charter School of San Diego, I've experienced more help and better learning experiences by having one teacher that always helps me with my work. Quiet and peaceful working space, more accessible schoolwork and classes. One of my favorite memories here has been how during some of the projects we are given choices on ways to present our learning. I got to go through different topics that I understood and thought were meaningful. Another favorite memory was seeing myself fail on quizzes and having a teacher that would help and lead me so I can finish the review with a good score.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Serena Cabezuela

Serena Cabezuela

Sergio Contreras

Altus Schools Charter School of San Diego – Northgate

5/28/25

To Whom It May Concern,

My name is Sergio, and I am a proud student of Altus Schools Charter School of San Diego. I chose to attend this school because I had fallen behind at my old school and was embarrassed that I couldn't keep up with the work. I needed something different that could support my well-being and learning style.

What I really liked about Altus was that it goes at my pace, and I can receive individualized support. It made a big difference not feeling rushed or overwhelmed. I also appreciate having one teacher and one case manager who truly care about me and understand my individual needs. I also feel there are fewer distractions at Altus Schools, which helps me focus.

Altus helped me grow and feel confident. I'm truly thankful for this school and all the support I received.

Sincerely,

Sergio Lomeli Contreras

Sergio Lomeli Contreras

Alonso Chavez Ortiz
8th
Altus Schools Charter School of San Diego – College Avenue Resource Center
April 21, 2025

To Whom It May Concern,

My name is Alonso Chavez Ortiz, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I needed a place to learn and study without the extra noise and unneeded drama and chaos from the public schools I was attending, I also really needed to have a flexible schedule, where I could also do work at my own time and pace.

Since joining the Altus Schools Charter School of San Diego, I've received a ton of support. I have experienced a great school year and a highlight was learning math on the VR(virtual reality). I also have an amazing teacher who always motivates me and supports me even when I am falling behind or slacking off. She checks up when I don't show up or I achieve no progress. One of my favorite memories here has been having this amazing support and being surrounded by a lot of friends and people I know.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Alonso Chavez

Alonso Chavez Ortiz

Armando Morales
10th
Altus Schools Charter School of San Diego – College Avenue Resource Center
April 21, 2025

To Whom It May Concern,

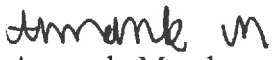
My name is Armando, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I needed a place to learn and study without the extra noise and unneeded drama and chaos from the public schools I was attending, I also really needed to have a flexible schedule, where I could also do work at my own time and pace.

Since joining the Altus Schools Charter School of San Diego I've experienced a ton of support, ever since joining I have experienced some of the best years here. I also have an amazing teacher who always motivates me and supports me even when I am falling behind or slacking off. She checks up when I don't show up or I achieve no progress. One of my favorite memories here has been having this amazing support and being surrounded by a lot of friends and people I know.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,



Armando Morales

Apolonia Alvarado
Guardian
Ana Torres, Angel Torres, 10th and 8th
April 21, 2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current/Alumni student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

We initially chose Altus because our other children attended this resource center. We wanted a safe environment, where Ana and Angel could get the individual attention needed to help them succeed academically. What makes Altus so special is the way it values each student as an individual. The staff goes above and beyond to make students feel supported and capable.

One of the most impactful experiences for our family was seeing the improvements both academically and socially in both Ana and Angel. Attending the College Avenue Resource Center's open house every fall gives us great pride and a feeling of family.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Apolonia Alvarado

Apolonia Alvarado

Angel Torres
8th grader
Altus Schools Charter School of San Diego – College Avenue Resource Center
April 21, 2025

To Whom It May Concern,

My name is Angel Torres, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a flexible program that supported my learning style. I needed more individualized tutoring, which I receive at my school. I also wanted a safe learning environment.

Since joining the Altus Schools Charter School of San Diego I've experienced a supportive environment, personalized learning, and teachers who truly care about my success. One of my favorite memories is when I attended our resource center open house with my family.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Angel Torres

Angel Torres

Ana Torres
10th grader
Altus Schools Charter School of San Diego – College Avenue Resource Center
April 21, 2025

To Whom It May Concern,

My name is Ana Torres, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a flexible program that supported my learning style. I needed more individualized tutoring, which I receive at my school.

Since joining the Altus Schools Charter School of San Diego I've experienced a supportive environment, personalized learning, and teachers who truly care about my success. One of my favorite memories here has been participating in the math tutoring sessions provided by my teacher.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Ana Torres

Isabela Beauchamp
Class of 2025

Altus Schools Charter School of San Diego – Point Loma
May 20th 2025

To Whom It May Concern,

My name is Isabela Beauchamp, and I am a proud student at Altus Schools Charter School of San Diego. I first came to Altus because traditional public high school was not for me.

The Charter School of San Diego meant so much to me—it honestly changed my life. It gave me a fresh start when I really needed one, and it felt like the first place where people believed in me. The teachers and staff made it feel like more than just a school; it was a community where I felt safe, supported, and understood. I was able to grow not just academically, but as a person. Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I'm the fifth sibling in my family to be Ms. P's student at Charter. Whenever I walked in, she'd be there with a smile, ready to check in and the day better. The Charter School of San Diego should stay open because it gives students like me a real chance—sometimes the only chance—to succeed. Not everyone fits into the traditional school system, and this school understands that. It offers a more personal, supportive environment where students are seen as who they are, not just as test scores. Teachers care, and they go above and beyond to help us grow, not just in academics but in life. For a lot of us, this school isn't just a place to learn, it's a second home, a fresh start, and a support system we never had before.

Mrs. Piatchuk has seriously been the best teacher I've ever had. She gave me a real chance when no one else did, and honestly, I don't think I would've graduated without her. She made school feel fun and not like some boring chore I had to suffer through. She cares about us a lot, not just as students, but as people. She always checked in on my mental health and what was going on in my life, and it meant so much. She just made everything feel a little easier, and I'll always be thankful for that!

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Isabela Beauchamp

Micah Glass
11th Grade
Altus Schools Charter School of San Diego – North Park

2025-5-27

To Whom It May Concern,

My name is Micah Glass, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I felt that public schooling was not challenging or engaging enough for me.

Since joining the Altus Schools Charter School of San Diego I've been able to do more challenging work and get work done quickly, while still having time to enjoy life, family, and friends. One of my favourite things about Altus Schools Charter School of San Diego is my teacher, whenever I need help or have a question I always receive a quick and helpful response.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Micah Glass

Micah Frederick Glass

Kamila
11 grade, 2026
Altus Schools Charter School of San Diego – North Park
5-27-2025

To Whom It May Concern,

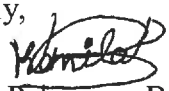
My name is Kamila, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because of my friends, and in view of the fact that I needed improve my grades.

Since joining the Altus Schools Charter School of San Diego I've experienced a fun/supportive encounter with the teachers throughout the years, a much easier way to catch up with my school work, and teachers who truly care about my success and me. One of my favorite memories here has been hearing the teacher's stories.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work. I love these teachers they're the best.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,



Kamila Palomino, Bravo

Alina Avila
8th Grade
Altus Schools Charter School of San Diego – North Park
5/27/25

To Whom It May Concern,

My name is Alina Avila, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because they are wanting me to become something in life and they help and pressure me to do my classes for my education. I was looking for a flexible program that supported my learning style.

The Altus Schools Charter School of San Diego, it is a very calm school. Everyone is nice and stays to themselves. It has been nice and fun. I made a lot of friends and we have fun art projects and the teachers here are so funny, loving and caring.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

A. A

Alina Avila

Jacob Romero
11th grade
Altus Schools Charter School of San Diego – North Park

5/27/2025

To Whom It May Concern,

My name is Jacob Romero, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a flexible program, that supported my learning style and find a calmer environment. I really like how I can study in a peaceful environment where there's not too much noise and I still get to socialize with other students which is also a good thing. I really like this school for everything it is just a very good school for anyone looking for a safe environment that is healthy and calm. You can really finish all your classes and courses on time and at a good pace.

Since joining the Altus Schools Charter School of San Diego I've experienced a healthy environment. I just really like that the environment isn't like others schools where you have a lot of peer pressure. In this school you half a calmer environment where you can finish all your core classes and assignments you need and the teachers here do care about our success which I really like. My teacher is very optimistic and helpful towards when I need help and get stuck on assignment. I have the opportunity to get help and learn more from the way my teacher is able to help me on my work and this, personally, means a lot to me. One of my favorite memories here has been the art partnership we get to do every year and get to show our art skills, this is one way that I get to show how creative I am and I get to see other peoples creativity and skills they have towards doing a art project. For example, I created a photography piece, painting, screen painting, graphic design and many other types of arts; it's just one way to show different perspectives that we have towards the world or cultures.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Jacob Romero

Joana Kuway

11th grade, 2026

Altus Schools Charter School of San Diego – Lake Murray Resource Center

4/15/25

To Whom It May Concern,

My name is Joana Kuway, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I wanted to finish school quicker and go straight to college.

Since joining the Altus Schools Charter School of San Diego I've experienced fun while still doing work. One of my favorite memories here has been when I finished my art class, so it was a bittersweet moment. Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Joana Kuway

Joana Kuway

D'Angelo Labastida

8th Grade

Altus Schools Charter School of San Diego – Lake Murray Resource Center

5/15/2025

To Whom It May Concern,

My name is D'Angelo Labastida, and I am a Cadet Corps student of Altus Schools Charter School of San Diego. I first came to Altus because traditional school wasn't meeting my needs. It was not a welcoming or engaging environment so I would try to be the "class clown." Altus gave me more freedom. The teachers encourage autonomy and trust us to do our work. I feel respected and supported.

Since joining the Altus Schools Charter School of San Diego I've experienced a positive and supportive environment. One of my favorite memories has been participating in color guard and other activities. My previous school didn't have as many opportunities for me like that.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

D'Angelo Labastia

Elijah Tate
8th Grade

Altus Schools Charter School of San Diego – Lake Murray Resource Center

5/15/25

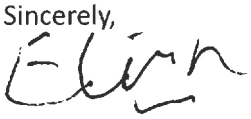
To Whom It May Concern,

My name is Elijah Tate, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I wanted to get more help with school. I was looking for a flexible program that supported my learning style.

Since joining the Altus Schools Charter School of San Diego I've experienced many things from this school – e.g., a supportive environment, personalized learning, and teachers who truly care about my success. One of my favorite memories here has been attending the AVID WICOR sessions and attending the Desmos Math sessions.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,



Elijah Tate

Samuel Garcia

11th Grade, Graduate 2026

Altus Schools Charter School of San Diego – Lake Murray Resource Center

5/15/25

To Whom It May Concern,

My name is Samuel, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a flexible program that supported my learning needs.

Since joining the Altus Schools Charter School of San Diego I've experienced a supportive environment, personalized education, a supportive environment, and teachers who truly care about my success. One of my favorite memories here has been the way the school and teachers run things. Atlus schools create a welcoming stress free environment than from other regular public schools. If you work hard and do more, you can graduate earlier. I like that I can work at my own pace.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Samuel Garcia

Liam Rager

12th grade

Altus Schools Charter School of San Diego – Lake Murray Resource Center

5/15/25

To Whom It May Concern,

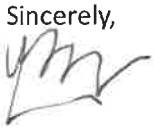
My name is Liam Rager, and I am an accomplished student of Altus Schools Charter School of San Diego. I first came to Altus because I needed to transfer from my last school to be able to finish past credits in a flexible time frame that could help me graduate on time and at my own pace.

Since joining the Altus Schools Charter School of San Diego I've experienced an environment that is comfortable to learn in. I enjoy working at the Lake Murray Resource Center. The environment there makes it enjoyable to be part of. It's like a library with no distractions. I just plug away at my work while I am there. Also the AVID sessions have been a fun and enjoyable experience allowing me to read stories that are interesting and cool while in an academic environment. One of my favorite memories here has been when I had to take my state fitness test. After I finished, I got to play some ultimate frisbee with Cadet Corps and it was a pretty fun and enjoyable experience.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,



Liam Rager

Ramla Sayid

Class Grade 11th / Graduation Year 2027

Altus Schools Charter School of San Diego – Lake Murray Resource Center

5/15/25

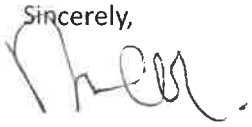
To Whom It May Concern,

My name is Ramla Sayid. I'm a successful student at Altus, The Charter School of San Diego. I joined this school because I needed a flexible program that fit my learning style. Since I started I've felt supported by my teachers. One thing that is different here than other schools is that my teacher really listens to me. One of my favorite moments was finishing a big project in AVID. I honestly didn't think I could finish, but then after persistence, I did. With the support of my teacher and the encouragement I received along the way I was able to stay focused. That moment showed what I'm really capable of when I have the right guidance and support.

Altus has helped me grow not just academically, but also as a person. I feel more confident, motivated and proud of what I've achieved. I'm truly thankful to be part of a school that believes in its students and helps us reach our goals.

Since joining the Altus Schools Charter School of San Diego I've experienced personal connections, a supportive environment, personalized learning, and teachers who truly care about my success. One of my favorite memories here has been all of the positive interactions with my teachers and classmates. I think I am on track to graduate early. I truly learned a lot from attending Altus Schools and will recommend this school to others.

Sincerely,



Ramla Sayid

Estefano Lorenzana

9 Grade Graduation Year 2028

Altus Schools Charter School of San Diego – Lake Murray Resource Center

5/15/25

To Whom It May Concern,

My name is Estefano Lorenzana. I am an accomplished student of Altus Schools Charter School of San Diego. I first came to Altus because I was struggling with school before and I was having a hard time with it, so I was looking for a flexible program that supported my learning style and that would help me with getting better with school work.

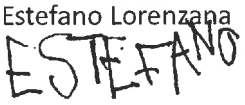
Since joining the Altus, The Charter School of San Diego I've experienced the best help from the teachers and the best support I ever received from any school. The teachers and staff really helped and listened to me when I needed a supportive environment, personalized learning, and teachers who truly care about my success.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Estefano Lorenzana



Ella Gorham

7th grade - class of 2030

Altus Schools Charter School of San Diego – Lake Murray Resource Center

5/15/25

To Whom It May Concern,

My name is Ella Gorham, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was having a hard time in normal school due to not being able to focus and I had anxiety.

Since joining the Altus Schools Charter School of San Diego I've experienced being able to do activities outside of school while still getting my work done, having nice teachers and going on field trips has been really good for my mental health. One of my favorite memories here has been going on a field trip to the zoo.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Ella Gorham

Gabriela Arcos Cazares

12th grade

Altus Schools Charter School of San Diego – Lake Murray Resource Center

05 / 15 / 25

To Whom It May Concern,

My name is Gabriela Arcos Cazares, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was having a hard time in a regular school, so I needed a more flexible and supportive place to help me stay focused and finish my studies.

Since joining the Altus Schools Charter School of San Diego I've experienced teachers who really care, a quiet place to learn and the chance to work at my own speed, this made me feel more confident and motivated.

One of my favorite memories here has been the day I passed a class that I had a hard time with for a long time. I couldn't have done it without my teacher's support and encouragement.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Gabriela Arcos Cazares

Ibtisam Ali

11th Grade

Altus Schools Charter School of San Diego – Sorrento Mesa Resource Center

May 15th 2025

To Whom It May Concern,

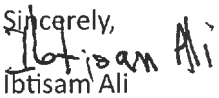
My name is Ibtisam Ali, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I needed a school where I could study at my own pace while also doing extra curricular activities and taking care of my health. Altus Schools Charter School of San Diego has greatly helped me look forward to school everyday and helped me to establish meaningful relationships with my teachers.

Since joining the Altus Schools Charter School of San Diego I've experienced wonderful staff whom I've learned from, a warm welcome in every AVID session I have attended and a great and positive environment. One of my favorite memories here has been the support I have gotten from my teacher Mrs. Leidblad and all the fun virtual field trips and seminars I have attended.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,



Ibtisam Ali

Joel Torres
Class of 2026
Altus Schools Charter School of San Diego – Lake Murray
5/21/25

To Whom It May Concern,

My name is Joel Torres, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I needed to catch up on credits so I can graduate high school on time.

Since joining the Altus Schools Charter School of San Diego, I've received a lot of support from my teacher. She's always available to help when I need it, and she's been great at guiding me through my assignments and helping me understand the material. One of my favorite memories here has been getting the support I need to make up my classes so I can graduate on time with my classmates.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Joel Torres

Joel Torres

Joel Torres
Class of 2026
Altus Schools Charter School of San Diego – Lake Murray
5/21/25

To Whom It May Concern,

My name is Joel Torres, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I needed to catch up on credits so I can graduate high school on time.

Since joining the Altus Schools Charter School of San Diego, I've received a lot of support from my teacher. She's always available to help when I need it, and she's been great at guiding me through my assignments and helping me understand the material. One of my favorite memories here has been getting the support I need to make up my classes so I can graduate on time with my classmates.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Joel Torres

Joel Torres

Sofia Corona-Bennett
9th grade
Altus Schools Charter School of San Diego – Lake Murray

5/16/25

To Whom It May Concern,

My name is Sofia, and I am a hard-working student at Altus Schools Charter School of San Diego. I first came to Altus because I wasn't comfortable with a large in-person high school. I needed one on one instructions and in a quite setting. This is what Altus Schools gave me.

Since joining the Altus Schools Charter School of San Diego I've experienced a lot of support and help from staff. One of my favorite memories here has been being motivated to do schoolwork.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Sofia Corona-Bennett

Sofia Corona-Bennett

To Whom It May Concern,

I am writing as a parent of a student currently enrolled at Altus Charter School to express how important it is to me and my family that the school's charter is renewed.

Altus has been a lifeline for my child. The school's flexible structure and personalized approach have helped my child grow academically and emotionally in ways I didn't think were possible. The teachers truly care, the staff are supportive, and the overall environment encourages learning and self-confidence.

For students like mine who need a different kind of learning experience—one that's more individualized, compassionate, and responsive—Altus provides the perfect fit. It's not just a school to us; it's a community that understands and uplifts students who might otherwise fall through the cracks.

Please continue to support this incredible school by moving forward with its renewal. My child, and many others like them, depend on it.

Thank you for your attention to this matter and for supporting educational options that truly make a difference.

Warm regards,

Sophea Chan

Sophea Chan

Stella Witte
Class of 2026
Altus Schools Charter School of San Diego – North Park Resource Center
05/27/25

To Whom It May Concern,

My name is Stella Witte, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a school where I could work on my own schedule and be able to spend more time working towards my goals and on other things I enjoy.

Since joining the Altus Schools Charter School of San Diego, I've experienced a much more personal curriculum and a schedule that really suits my needs. One of my favorite memories here has been of how much effort teachers are willing to put into helping you better understand and progress quickly through classes.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Stella Witte

Stella Witte

Stephany Coronado
Class of 2025
Altus Schools Charter School of San Diego – Northgate

5/27/25

To Whom It May Concern,

My name is Stephany, and I am proud to be graduating in the Class of 2025 from Altus Schools Charter School of San Diego. I chose this school because of the flexible schedule, which allowed me to manage my time and work at a pace that suited me.

I really appreciate the positive environment here. The resource center teachers are always welcoming and supportive, which made it easier for me to stay motivated and focused on my goals.

One of my favorite memories was the field trip to the San Diego Zoo. It was a fun experience that brought the class together and gave us a chance to learn outside the classroom.

Altus has been a great place for me to grow and prepare for my future. I'm grateful for the support and opportunities I've had here.

Sincerely,

S.C

Stephany Coronado

Lisa Stone
Parent
Nicolas Lab, Class of 2026
May 27, 2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

We initially chose Altus because my son is a very active young man and has many interests. Sitting in a classroom all day in a traditional high school did not seem the best fit for my son. He had a few friends that attended the Charter School of San Diego so we knew it could work for him.

What makes Altus so special is the way it values each student as an individual. The staff goes above and beyond to make students feel supported and capable. The flexibility of this school gives my son the opportunity to have a job, to explore other activities and to do his learning when it suits him.

One of the most impactful experiences for our family was that Altus Schools Charter School of San Diego offers programs that work for many students and especially for those who may be a bit different than what is traditionally thought of as a "normal" teenager. If my son had to attend our local public traditional high school, he would probably have been bullied and he definitely would not have the flexibility to pursue his other interests and get a job. I know he would also not have the excellent grades in his classes, nor would he have thought of taking honors courses. The staff has always made me feel valued as a parent.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Lisa Stone

Lisa Stone
Parent
Nicolas Lab, Class of 2026
May 27, 2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

We initially chose Altus because my son is a very active young man and has many interests. Sitting in a classroom all day in a traditional high school did not seem the best fit for my son. He had a few friends that attended the Charter School of San Diego so we knew it could work for him.

What makes Altus so special is the way it values each student as an individual. The staff goes above and beyond to make students feel supported and capable. The flexibility of this school gives my son the opportunity to have a job, to explore other activities and to do his learning when it suits him.

One of the most impactful experiences for our family was that Altus Schools Charter School of San Diego offers programs that work for many students and especially for those who may be a bit different than what is traditionally thought of as a "normal" teenager. If my son had to attend our local public traditional high school, he would probably have been bullied and he definitely would not have the flexibility to pursue his other interests and get a job. I know he would also not have the excellent grades in his classes, nor would he have thought of taking honors courses. The staff has always made me feel valued as a parent.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Lisa Stone

Allison Rangel
Grade 9
Altus Schools Charter School of San Diego – Scripps Ranch
27 May 2025

To Whom It May Concern,

My name is Allison Rangel, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I needed more academic help and teacher support.

Since joining the Altus Schools Charter School of San Diego I've experienced the freedom of taking one class at a time which helps me focus and learn. One of my favorite memories here has been improving my grades and successful class completion.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Allison Rangel

Allison Rangel

Cash Pope
Grade 8
Altus Schools Charter School of San Diego – Scripps Ranch
27 May 2025

To Whom It May Concern,

My name is Cash Pope and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because my eldest sister had a positive experience here and I have so far as well.

Since joining the Altus Schools Charter School of San Diego I've experienced the freedom to learn at my own pace and re-learn concepts that I missed. One of my favorite memories here has been participating in our field trips, specifically to the Safari Park.

Altus has helped me grow both academically and personally. I believe this program should continue because I like to learn slower, but it still gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Cash Pope

Maya Brown
Grade 11
Altus Schools Charter School of San Diego – Scripps Ranch
27 May 2025

To Whom It May Concern,

My name is Maya Brown, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because my brother was successful here and I needed a simplified way to learn.

Since joining the Altus Schools Charter School of San Diego I've experienced improved focus by doing one class at a time. One of my favorite memories here has been completing 11th grade early. Altus helps students understand concepts better and breaks down each topic. This is the most beneficial learning environment for me.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Maya Brown

Noor Alnuaimi
Grade 8
Altus Schools Charter School of San Diego – Scripps Ranch
28 May 2025

To Whom It May Concern,

My name is Noor Alnuaimi and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I wanted a more simplified schedule.

Since joining the Altus Schools Charter School of San Diego I've experienced the freedom of a flexible schedule, and the many opportunities offered to students like me. One of my favorite memories here has been participating in our field trips, specifically to the Safari Park.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me the chance to complete school outside of the traditional schedule and still succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Noor Alnuaimi

Noor Alnuaimi

Valerie Lopez Garcia
Grade 12
Altus Schools Charter School of San Diego – Scripps Ranch
29 May 2025

To Whom It May Concern,

My name is Valerie Lopez Garcia, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I got pregnant in high school and found it hard to manage my time. I wanted to try Altus because two of my siblings attended and were successful.

Since joining the Altus Schools Charter School of San Diego I've experienced the very unmatched patience of my teacher. She presented me with different options to be successful and was quick to pivot if one plan wasn't working for me. This school is important to me because I didn't think I would graduate, but the support that the teachers provide the students with is outstanding.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives hopeless students hope. Honestly, it boosts your confidence when you have such positive and supportive people on your team. Altus makes students want to do schoolwork because students know there's someone rooting for them and checking in on them.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Valerie Lopez Garcia

Colin Ryan
Grade 8
Altus Schools Charter School of San Diego – Scripps Ranch Resource Center

5/16/2025

To Whom It May Concern,

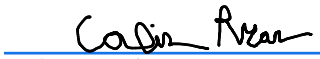
My name is Colin Ryan, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I heard about this school and its many accommodations, flexibility, and much more.

The teachers and students are very nice and the teachers have made my experience a great learning experience. I have many great experiences like field trips, how I have the option to work ahead, the amount of flexibility throughout the learning week, and more.

I recommend that this school stays open because many students would most definitely like the many aspects and benefits of this school. This school has changed my life with all the teachers there to help almost instantly and this school creates a stress-free environment for me and for lots of other students. Many students who attend this school will have their life changed and will get into some great colleges. Thank you for all the teachers here at school and this school system in general. I hope this place can be a learning experience for many other students.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,


Colin Ryan (May 16, 2025 15:14 PDT)

Colin Ryan

Sabri Jones
Grade 10
Altus Schools Charter School of San Diego – Tierrasanta Resource Center

5/16/2025

To Whom It May Concern,

My name is Sabri Jones and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because of the individual study, quiet/minimal sound work environment, and more assistance.

This school is important to me because of the space it has given me, it lets me breathe and operate calmly, knowing that I have assistance which is a safety net makes me feel motivated and has racked up my responsibility where I can make my own times and days where I want to focus better and push myself more and more every single month. I have seen growth, change, and it has led me on a positive mental path for life.

One of my favorite memories here has been that I enjoyed being able to be artistic and during my biology courses my physical projects were put into the project wall. I call it the 'students of fame' where students from the past have their work displayed for years even after graduating, and I found that rewarding so I purposely made as many projects as possible and they're still up there today!

I recommend the school stays open because of the experiences, the teachers, the communication, and professionalism, really has stuck to me over the semesters I've been there. I find it so refreshing, fun, and brings color to your life because no one is stuck to one schedule or trying to keep tabs with every little thing that stresses students out occasionally, it cuts off all the lectures, noise, and confusion that can come from other schools. I love the humble little community we have made for ourselves and my experience will stay with me forever!

I would love to thank the teachers who have supported me and other students, as well as working so hard to keep us working hard. My heart goes out to all the students who are here for different but profound reasons in their lives, and I am personally very glad to be part of this community I never thought I'd thrive in or even be a part of. A massive thank you is genuinely all I have to say. ♡

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely, Sabri Jones

Sabri Jones

Ta'Jenais Banks
9th Grade
Altus Schools Charter School of San Diego – College Avenue
May 27th, 2025

To Whom It May Concern,

My name is Ta'Jenais Banks, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was having a hard time in traditional school with grades and my mindset about leaning. I was looking for a flexible program that supported my learning style, and a support system that would help me when I needed it.

Since joining the Altus Schools Charter School of San Diego I've experienced a healthier mind about education, a supportive environment, personalized learning, and teachers who truly care about my success. One of my favorite memories here has been working with Ms.Ghina, completing my work, and getting my credits.

Altus, and all the teachers and staff here has helped me grow both academically and personally. I believe this program should continue because, I felt like I wasn't going to pass 9th grade and a lot students feel like that so to any students that feel like that it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Ta'Jenais Banks

Ta'Jenais banks

Peter Taitano
Class of 2025
Altus Schools Charter School of San Diego – Lake Murray
5/15/2025

To Whom It May Concern,

My name is Peter Taitano, and I am a proud graduate of Altus Schools Charter School of San Diego. I first came to Altus because I was struggling with my work and anxiety.

Since joining the Altus Schools Charter School of San Diego I've been able to better understand life better as a whole. One of my favorite memories here has been having the guidance and support to work on my personal book project with my teachers.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work. Altus has allowed me to learn more effectively and make learning more fun.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Peter Taitano

Shayan Cruz
Teacher
Altus Schools Charter School of San Diego – Scripps Ranch
28 May 2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a teacher of eight years, and four years with Altus Schools, I have contributed to the positive impact this school has had on families in our community.

At Altus, we are a family and as such we transform lives. Not only for our students, but for their families and our staff as well. I initially chose education as my career path because I witnessed how much growth and confidence students achieved here while I was an assistant. Altus is a school that provides a personalized education plan for every student depending on their goals and works with them to make them realize that plan. Students and families are met with flexibility, support, and an overall level of quality care that is incomparable. What makes Altus so special is the way it puts students in the driver's seat of their own education while providing staff with what they need to be successful inside and outside of work. At the helm, our administration goes above and beyond to make everyone in the Altus family feel supported and capable.

One of the most personally impactful experiences as a teacher here has been the peace of mind I had when growing my family. From knowing that the typical financial burden was practically nonexistent due to our unmatched and expansive benefits, to having the work-life balance that my children deserve, and beyond. I will always be thankful to Altus Schools for providing my family with stability. I also feel so fortunate that I can positively shape the expected outcome of the special student populations I work with. These students range from professional athletes and child actors to teen parents, U.S. newcomers, and those struggling with homelessness.

Altus provides teachers with a chance to see the "why" behind their career choice every day. This school is more than just a place to learn or work—it's a place where teachers feel seen, and students feel empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Shayan Cruz

Sarah Contreras
Education Specialist
Altus Schools Charter School of San Diego
scontreras@altusschools.net
858-203-4689

May 28th, 2025

To Whom It May Concern,

I am writing to express my heartfelt support for the renewal of Altus Schools Charter School of San Diego's charter. As a dedicated educator at this school for the past 14 years, I have witnessed firsthand the profound impact our school has had on students and families.

ASCSSD is more than just a school, it is a safe, inclusive learning environment where students are challenged academically, supported emotionally, and encouraged to grow into thoughtful, responsible citizens. Our commitment to individualized education for all students sets us apart and ensures that every child receives a high-quality, personalized education. If it were not for the model and success of this school, I most likely would not be in special education, or education at all.

One of the most compelling aspects of our school is the ability for me as a special educator to build strong, lasting relationships with my students. In my IEP meetings, I consistently hear stories of how the lives of our students and families have been drastically changed because we have been able to provide a safe space for students to learn and thrive. I have seen students who previously struggled in traditional settings achieve so much here by finding their voice, building confidence, and achieving academic success.

Renewing our charter will allow me to continue this important work and build on the progress I've made with my colleagues and the school as a whole. I am proud to be part of a team that is deeply committed to a student-first approach to education, and I urge you to support the renewal of our charter so we can continue to serve our students and community with passion and purpose.

Thank you for your time and consideration.

Sincerely,

Sarah Contreras

Education Specialist, Altus Schools Charter School of San Diego

April 17, 2025

Re: Support for the Charter Renewal of Altus Schools Charter School of San Diego (ASCSSD)

Dear Members of the Board of Directors,

I am writing in support of charter renewal for Altus Schools Charter School of San Diego (ASCSSD). My name is Maite Soleno, and I am the Program Manager at The Ed Ladder, a nonprofit organization that supports at-promise youth. The Ed Ladder has partnered with ASCSSD since 2017.

I have seen first-hand the importance of ASCSSD for the education of students who did not fare well in traditional public schools. The high quality, individualized educational program allows these students to further their education without having to drop out of school. ASCSSD is an important safety net that is vital for students in San Diego County.

The Ed Ladder Academic Coaches have worked closely with students with personal situations that made it difficult to succeed in a traditional school environment. For example, an Academic Coach worked closely with a couple who were expecting a child. Attending ASCSSD allowed them to create an individualized educational path where they both could prepare for being parents while still going to school. The mother gave birth right before her graduation and due to her support at ASCSSD and she was still able to graduate on time with her class.

ASCSSD provides a safe and quiet place for students to study. Our Academic Coaches often note that the Resource Center has a calming atmosphere that supports students who may be easily distracted by noise, are on the autistic spectrum, or have high levels of anxiety. Many students during the pandemic opted to go in-person to school in order to have a calm, quiet location where they could focus outside of their chaotic home environments.

ASCSSD provides an individualized educational plan and calm learning environment which is a vital safety net for some of San Diego County's most vulnerable students.

I ask that you, Members of the Board, approve this petition for charter renewal for Altus Schools Charter School of San Diego.
Sincerely,

Maite Soleno
Program Manager
The Ed Ladder

Vanessa Jina
2025
Altus Schools Charter School of San Diego –Northgate
4/27/2025

To Whom It May Concern,

My name is Vanessa Jina, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a flexible program that supported my learning style. I also wanted to work one on one with my teacher to improve my learning.

Since joining the Altus Schools Charter School of San Diego I've experienced the field trips to Educational Cultural Complex. Going there exposed me to the trade and certificate training available. I especially appreciate the support my teacher gave me through the years. He was always pushing me to finish my classes. My favorite memories have been completing the Pathways class and doing my presentation.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Vanessa

Vanessa Jina

Alexander (Leo) Vaquera

9th grade
Altus Schools Charter School of San Diego – Petco Park
5/20/2025

To Whom It May Concern,

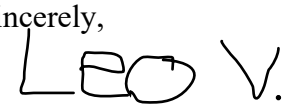
My name is Leo Vaquera, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a flexible program that supported my learning style.

Since joining the Altus Schools Charter School of San Diego I've experienced a supportive environment, personalized learning, and teachers who truly care about my success. One of my favorite memories here has been the library field trip with my teachers and friends. It was really cool to see the different programs and technologies they offer.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,



Alexander (Leo) Vaquera

Angel Vasquez
Graduation Year: 2025
Altus Schools Charter School of San Diego – Petco Park
4/28/25

To Whom It May Concern,

My name is Angel Vasquez, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I heard it was a good school to go to and I also heard that they can help you get back on track. I also learned that students can have their own schedule to go to school so I felt like that was a perfect school for me.

Since joining the Altus Schools Charter School of San Diego I've experienced good teachers that love to help you and also are always happy when I walk in. I always felt comfortable going to school because the teacher would love to help you out a lot. I also experienced good feedback from the teachers when I did something wrong. They would help me and try to figure it out so next time I can do it better. One of my favorite memories here has probably been when it was a parent teacher conference because both of my parents got to meet my teacher and they were just talking about my grades and how I've been doing in school and I felt like that was a favorite memory because everyone just got along and we were all happy.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Angel Vasquez

Angel Vasquez

Parent Letter of Support

Noemi Curiel
Mother
Valerie Ramirez, 2025 Graduate
5/9/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of an Alumni student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

We initially chose Altus because my daughter was experiencing many social and mental struggles in a traditional school and needed something more tailored to her learning needs. What makes Altus so special is the way it values each student as an individual. The staff goes above and beyond to make students feel supported and capable.

One of the most impactful experiences for our family was having Miss Summer as our daughter's teacher. From the moment they met, Miss Summer saw something special in her and took her under wing. She didn't just teach, she mentored, guided, and supported my daughter every step of the way.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Noemi Curiel

Student Letter of Support

Valerie Ramirez
2025 Graduate
Altus Schools Charter School of San Diego – Downtown
5/9/20205

To Whom It May Concern,

My name is Valerie Ramirez, and I am a proud student at Altus Schools Charter School of San Diego. I first came to Altus because I wanted a program that was flexible so I could keep my part time job to help support my family at the same time as doing schoolwork.

Since joining the Altus Schools Charter School of San Diego I've experienced one on one support from my teachers to help me be successful. One of my favorite memories here has been attending the Zoo field trip last year. I enjoyed getting out of the classroom and doing hands on activities while aligning it with my current course studies.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Valerie Ramirez

Wendy Cruz Aguilar
2019 Graduate
Altus Schools Charter School of San Diego – North Park

May 28, 2025

To Whom It May Concern,

My name is Wendy Cruz Aguilar, and I am writing to share my experiences and support for Altus Schools Charter School of San Diego. I initially chose Altus because I wanted a learning environment where I could work at my own pace. The school provided exactly that and more. It offered me the flexibility I needed to take ownership of my education, while also giving me access to one-on-one support from both my teacher and the teacher assistants whenever I had questions or needed support.

One of my most meaningful experiences at Altus was the time I spent discussing prospective career paths with Ms. Brown. Her insight and encouragement helped me clarify my goals, and I am now in the final stages of earning my bachelor's degree in psychology. This outcome is a direct result of the individualized attention and support I received at Altus.

I strongly believe that Altus Schools should remain open. It offers a unique and necessary alternative to traditional schooling. The staff are deeply committed to their students' success not just academically, but in life. Their dedication goes beyond their job description and they genuinely care and work to prepare students for the real world.

Thank you so much for your time and consideration. I am grateful for everything Altus has done for me and hope many more students will have the same opportunity.

Sincerely,
Wendy Cruz Aguilar

Xavi Lopez
Altus Schools Charter School of San Diego – College Avenue
04/21/2025

To Whom It May Concern,

My name is Xavi and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because my current school was not working out and I needed a change of learning styles. Altus had a much better learning style than the project based learning I was stuck in.

Since joining the Altus Schools Charter School of San Diego I've experienced a lot support by my teachers here and a much easier work flow. One of my favorite memories here has been acing my first exam at Altus.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Xavi A. Lopez

Yaretsi Jimenez

Class of 2028

Altus Schools Charter School of San Diego – Northgate

May 20, 2025

To Whom It May Concern,

My name is Yaresi Jimenez, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I needed support, and this school provided exactly that.

Since joining Altus, I've received the support I needed to get back on track with my education. I appreciate the help and resources available here.

Altus is important to me because it's a school that genuinely cares about its students and offers the support they need. I recommend that Altus stays open because it provides a supportive environment for students who need it.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Yaretsi Jimenez

Yadira Chavez
9th Grade
Altus Schools Charter School of San Diego – Euclid
5/20/2025

To Whom It May Concern,

My name is Yadira Chavez, and I am a student at Altus Schools Charter School of San Diego. I first came to Altus because I felt it offered me a better environment to work independently. I like that I can work at my own pace, which lifts the stress of being rushed. Of course, there are minimum requirements, but it helps that I can focus on one or two classes at a time. That is much less stressful. I also really like that my teacher can personalize my curriculum to fit my learning style and ability. I feel like a learn a lot better that way.

As someone who has suffered from anxiety in the past, this school setting works very well for me. The teachers here really care about all students and do a lot to help us succeed. I have gained confidence since I enrolled here. I kindly ask you, the Members of the Board, to please approve the renewal of Altus Schools Charter School of San Diego so that other students can benefit the way I have. Its dedicated staff provides accessible support and flexible schedules, which greatly benefit students.

Thank you for your time,

Yadira Chavez

Yadira Chavez

Yalilet Guerrero

Class of 2025
Altus Schools Charter School of San Diego – Northgate
5/27/25

To Whom It May Concern,

My name is Yalilet, and I am proud to be graduating in the Class of 2025 from Altus Schools Charter School of San Diego. I chose this school because it gave me opportunities that other schools didn't offer. I wanted a place where I could learn in a way that worked best for me and feel supported in my education.

What I have appreciated most about Altus is how the teachers take the time to really get to know each student. They work to understand our individual learning styles and help us find the best way to succeed. This personalized attention has made a big difference in my learning experience and has helped me stay motivated and confident.

One of my favorite memories has been attending tutoring sessions. These sessions were not only helpful academically, but they also gave me the chance to meet many new people and build friendships. It was fun to connect with others while getting extra help with my classes.

Altus Schools Charter School of San Diego has been a very positive and supportive place for me. I am thankful for the opportunities, encouragement, and understanding I have received throughout my time here. This school has helped me grow both academically and personally, and I am excited for what the future holds.

Thank you for your time and consideration.

Sincerely,

Yalilet Guerrero

Yamel Salas
Parent/Guardian of Janelle Dobkins

5/20/25

To Whom It May Concern,

My name is Yamel, and I am the proud mother of Janelle, a 10th grade student at Altus Schools Charter School of San Diego. I want to share how thankful we are for the positive impact this school has had on Janelle's academic progress and overall well-being.

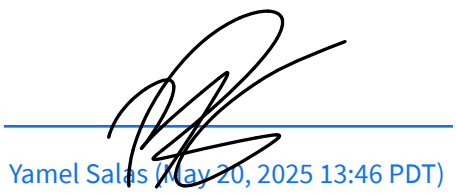
We chose Altus Schools Charter School of San Diego because, in 8th grade, Janelle was the victim of cyberbullying at her previous school. We were concerned about her safety and her ability to focus on learning in that environment. Fortunately, we were already familiar with Altus through family members—my niece, nephew, and oldest son all attend charter schools—and we knew that Altus would provide the supportive and flexible learning environment Janelle needed.

Since enrolling, Janelle has thrived at Altus Schools Charter School of San Diego. She is making great progress academically and shows a strong commitment to her education. She completes her daily assignments consistently and often goes above and beyond what is expected. As her mother, I am proud to see her confidence grow and her dedication to learning flourish.

Altus Schools Charter School of San Diego has been more than just a school for Janelle—it has been a place where she feels safe, supported, and motivated to succeed. I sincerely hope the Board will approve the renewal of this program so that many more students like Janelle can benefit from the excellent education and nurturing environment it offers.

Thank you for your time and consideration.

Sincerely,



Yamel Salas (May 20, 2025 13:46 PDT)

Yamel Salas

Student Letter of Support

Yaqub Bashir
Class of 2027
Altus Schools Charter School of San Diego – College Avenue
5/28/2025

To Whom It May Concern,

My name is Yaqub Bashir, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because one of my family members suggested it to me. I didn't think I was going to like it, but after being it for a while I have changed my mind.

Since joining the Altus Schools Charter School of San Diego I've experienced love and care from the teachers. They are kind and help me if I need help with anything, I have also experienced success by completing one of my classes. One of my favorite memories here has been when I did a activity and learned about my personality and the type of jobs that I would like, another favorite memory was when I completed my Integrated Math 1 course.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options didn't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Yaqub Bashir

Yaqub Bashir

Student Letter of Support

Yaretzi Avina
9th grade
Altus Schools Charter School of San Diego – Tierrasanta

05/28/25

To Whom It May Concern,

My name is Yaretzi Avina, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was dealing with social struggles and found it challenging to focus on academics because of this.

Since joining the Altus Schools Charter School of San Diego I've experienced an incredible amount of support from my teacher, who has helped me through countless difficult assignments and activities. One of my favorite memories here has been feeling accomplished after finishing a course when I was doubtful of my ability to do so.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Yaretzi S. Avina

Template 2: Parent Letter of Support

Andrea Campochiaro
Mother
Yaretzi Avina 9th grade
5/28/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current/Alumni student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

We initially chose Altus because Yaretzi was struggling socially. What makes Altus so special is the way it values each student as an individual. The staff goes above and beyond to make students feel supported and capable.

One of the most impactful experiences for our family was [seeing my daughter flourish academically].

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Andrea Campochiaro

Yhanely Contreras

Class of 2028

Altus Schools Charter School of San Diego – Northgate

May 20, 2025

To Whom It May Concern,

My name is Yhanely Contreras, and I am a proud student of Altus Schools Charter School of San Diego. I came to Altus because I was falling behind at my old school and couldn't keep up. I needed a school that would understand what I was going through and help me move forward.

At Altus, I found exactly that. The school gives me the support I need to catch up, stay motivated, and keep learning at a pace that works for me. It's not about rushing—it's about doing things right and learning in a way that sticks.

Altus has made me believe in myself again. I know I can do well in school because I have people around me who support me and believe I can succeed. Not all students thrive in a traditional setting, and this school gives us the opportunity to succeed in our own way.

I respectfully ask you, the Members of the Board, to approve the renewal of Altus Schools Charter School of San Diego. This school gives students like me hope and a future.

Sincerely,
Yhanely Contreras

Ali Yusupov
Class of 2026
Altus Schools Charter School of San Diego – Lake Murray
May 29, 2025

To Whom It May Concern,

My name is Ali Yusupov, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because it was the best school setting to support my learning style and individual needs.

Since joining the Altus Schools Charter School of San Diego I've experienced amazing teachers who truly care about students.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Ali Yusupov

Aliana Sanchez
Grade 9
Altus Schools Charter School of San Diego – Euclid
5/16/2025

To Whom It May Concern,

My name is Aliana Sanchez and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because my mom found the school on the internet and liked everything she saw.

This school is very important because of the way you guys show your love and kindness. It makes every day I come to school better. My improved grades are my favorite part of school. I find this school to be a lot easier for me than my previous school. My grades went up because it's easier to learn here.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Aliana Sanchez

Student Letter of Support

Ainslee Heidenfelder
2025
Altus Schools Charter School of San Diego –Tierrasanta

May 28, 2025

To Whom It May Concern,

My name is Ainslee Heidenfelder. I grew up loving school and achieved a 4.0 GPA every year until high school. However, I had severe mental health issues that made graduating from an in-person high school unrealistic. I would have a panic attack every day before school started as well as PTSD episodes, then became a truant student as a result. By junior year I had only completed a couple of the credits I actually needed in order to graduate. My guidance counselor at the time was discouraging and told me the only option was to get a GED. I was extremely behind.

After enrolling in this charter school, I was able to make up every single one of my credits and courses that I failed due to absence, and raised my final GPA back to a 3.4!!

I tried two other alternative options to make up my credits before this, including another online school, and had 0 success. This experience with getting my diploma through this school was so much easier for several reasons, one of the main ones being that the curriculum was much more engaging and the structure worked well for me. I had plenty of time to pursue my passions at the same time as being enrolled. I feel that regular brick-and-mortar high schools have harsh hours, and when I was going to Coronado High School I didn't have much time for family, or to get a job, or to enrich my life through hobbies. Attending this online school has been a really special opportunity for me and has luckily given me the space to recover mentally while still actively learning. I think that the staff at this school is very talented at catering to your needs no matter what they are. Mr. Rubio has been the most understanding and accommodating teacher and made me feel very comfortable asking any question that I had, and he made my learning experience specific to my needs. I would recommend this charter school to anyone who has unique circumstances in their life where they can't have a typical in-person learning experience. I request that you approve the renewal of Altus Schools Charter School of San Diego because it gave me the chance to graduate with a diploma and believe in my academic capabilities again during a super hard time in my life. I will always be grateful for deciding to give this school a try because it ended amazingly.

Sincerely,
Ainslee Heidenfelder

Alejandra Ochoa Chavez

Class of 2025

Altus Schools Charter School of San Diego – Euclid

May 20, 2025

To whom it may concern,

My name is Alejandra Ochoa, and I am a senior at Altus Schools Charter School of San Diego. I'm writing this letter because I really hope our school can stay open. This school has made a big difference in my life, and I wanted to share what it means to me.

When I first came here, I was looking for a more independent and one-on-one learning experience. I struggled in traditional school settings because I often felt overlooked or left behind. But at this school, I never felt left out. I felt seen and supported. One of the most memorable parts of being here has been the connection I've built with my teacher. I was able to create a healthy bond with someone who truly listened and cared. That might sound small to some people, but to me, it meant everything. I finally felt like I mattered.

This school is also a place where students like me, who have social anxiety or don't do well in big crowds, can actually learn and feel safe. The environment is really comfortable, and it makes a huge difference when you're trying to focus or just be yourself.

Thank you for reading and for caring about our future.

Sincerely,
Alejandra Ochoa Chavez

Christa Gorham
Parent
Ella Gorham, 7th Grade
May 20, 2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current student, I have seen firsthand the positive impact this school has had on my child's education and perception of school.

We initially chose Altus because my daughter has school anxiety and was struggling with going to school. After being at Altus for a few months I started to hear her say that she likes school – which is a statement she's never made before. What makes Altus so special is the way it values each student as an individual. The staff goes above and beyond to make students feel supported and capable.

Some of the most impactful experiences for our family is the interest Mr. Armstrong, her teacher, shows in her work, their daily contact, and the extra support he recognized she needed in Math. I know my daughter appreciates his support.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn, it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Christa Gorham

Angela Labastida

Mother

D'Angelo Labastida, 8th Grade.
05/14/2025

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

We initially chose Altus because my son was not doing well in a traditional school setting. He had behavioral issues and was failing most of his classes. What makes Altus so special is the way it values each student as an individual. The staff goes above and beyond to make students feel supported and capable.

Some of the most impactful experiences for my son so far has been his opportunity to be a part of the Cadet Academy. This has helped him meet other students and help him stay active. He's always excited for these groups and looks forward to what's ahead.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Angela Labastida

Angela Labastida

Anthony Garza

6th Grade

Altus Schools Charter School of San Diego – Euclid

5/21/2025

To Whom It May Concern,

My name is Anthony Garza and I am in sixth grade at Altus Schools Charter School of San Diego. I came to this school because I was not doing well at my other school and my sisters were already students here.

One of the things I really like about Altus Schools is how nice the teachers are. They ask questions and really get to know you. I also really like the field trips because I get to meet new people and see new places. One of my favorite memories was going hiking and having good conversations with other students.

I believe this school should remain open because the teachers here are really good and they help you a lot. I think many students would really like it here.

Thank you for your time.

Sincerely,

Anthony Garza

Brianna Gallardo
Class of 2027
Altus Schools Charter School of San Diego – Euclid
May 15, 2025

To Whom It May Concern,

My name is Brianna Gallardo, and I am a proud student of Altus Schools Charter School of San Diego. I came to this school because I needed more support in person and wanted a more flexible schedule.

This school is very important to me because I am able to receive as much support as I need. I am able to work at my own pace and choose my schedule. One of the best things at this school is that I am able to complete work in a quiet and supportive environment. I recommend this school stays open because it can help more students who are not able to go to school every day. This school will help them get as much help as they need to do good in their classes.

Altus Schools has helped me be able to not only get work done, but actually understand it. I have felt a lot of support since I started here, and I am working hard to finish my credits and graduate on time.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Brianna Gallardo

Brandon Rivero

10th Grade

Altus Schools Charter School of San Diego – Euclid

5/21/2025

To whom it may concern,

This is my second year at Altus Schools. My sister started here before me and she motivated me to come here because she always talked about how much she liked it. I saw how happy she was here and how well it worked for her, so when it was my turn, I knew I wanted to try it too. It just felt like the right fit from the start.

This school is important to me because it's helped me a lot, especially thanks to how supportive the teachers are. One of my teachers in particular always takes time to help me out when I'm struggling. Knowing someone cares and wants to see you succeed makes a huge difference. Whether I'm having a rough day or just need help with something, my teacher is always there. That's something I'll always appreciate.

I think the school should definitely stay open because it gives students what they really need, which is support, understanding, and a safe place to learn and grow. It's not just about grades here, it's about helping you become your best self. Overall, the people here truly care. The teachers go out of their way to help, and it feels like you belong. I've learned a lot and grown so much since coming here, and I think others deserve the same chance.

Sincerely,

Brandon Rivero

Cash Johnson
Grade 7
Altus Schools Charter School of San Diego – Euclid
5/16/2025

To Whom It May Concern,

My name is Cash Johnson and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I wasn't doing good at my old school and I needed more help.

Since joining the Altus Schools Charter School of San Diego I've experienced a supportive environment, personalized learning, and teachers who truly care about my success. One of the things I like is that I have more time for my muay thai.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Cash Johnson

Daniel Gaitan
11th Grade
Altus Schools Charter School of San Diego – Tierrasanta
May 28, 2025

To Whom It May Concern,

My name is Daniel Gaitan, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was being bullied. I moved schools twice because of the bullying, and after the second school my parents and I decided to try Altus. I was nervous before I went in the first time, but I was met with a peaceful learning environment where I can work at my own pace, and kind, supportive teachers who were devoted to helping me reach my fullest potential.

Since joining the Altus Schools Charter School of San Diego I've experienced many personal problems but through it all I had devoted teachers who would push and motivate me to give it my all. One of my favorite memories here has been all the support I've received from my teachers. Altus Schools has provided me with an amazing learning experience, one that I hope many more students to come may experience!

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Daniel Gaitan.

Diana Guzman Lopez

Class of 2025

Altus Schools Charter School of San Diego – Euclid

May 27, 2025

To whom it may concern,

I'm writing to express my appreciation for Altus Schools and to share why it's been such a positive experience for me. One of the things I value most is how comfortable and supportive the space is. It's a place where I can truly focus and complete my work without distractions. The teachers here have been amazing and they truly care about the students and our families. My teacher always checked on us and made sure we had everything we needed to be successful.

A highlight of my time at Altus has been being able to work alongside my younger sister Kathy every day. Having that kind of support while learning has made a big difference in my motivation and overall experience.

This school has helped me a lot both academically and personally. I know that it can help many other students too, especially those who need a more flexible and encouraging environment to succeed. I truly enjoyed my time at Altus and I'm very grateful for all the help and support I received from the teachers and other staff. Their care and commitment to students make a lasting impact, and I believe this school should continue to be available for others who can benefit from it just like I did.

Sincerely,

Diana Guzman Lopez

Eian Nelson
11th Grade
Altus Schools Charter School of San Diego – Tierrasanta
5/29/2025

To Whom It May Concern,

My name is Eian Nelson, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was looking for a flexible program that supported both my learning style and my personal needs.

Since joining the Altus Schools Charter School of San Diego, I've experienced a supportive environment, personalized learning, and teachers who truly care about my success. One of my favorite memories here has been the amazing support I received from my teacher, who was always there to help and made learning way less stressful.

Altus has helped me grow both academically and personally. My social anxiety has improved, I've been able to catch up on work I was behind in, and the flexibility of the schedule allowed me to work more hours at a job I really enjoy. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Eian Nelson

Emily Garcia

Class of 2025

Altus Schools Charter School of San Diego – Euclid

May 27, 2025

To whom it may concern,

I am writing to share my support and appreciation for Altus Schools Charter School of San Diego. What brought me to this school was the flexibility it offers, which allowed me to balance my responsibilities as a parent while still working towards my education. At Altus, I found a place where I could manage my homework on my own time while also being there for my kids, something that was not possible at other schools. This school has become very important to me. I work very closely with my general teacher as well as my case manager and they have made a big impact on my life. They treat me with kindness and respect, and they genuinely care about my success. Working at my own pace has also helped me become more responsible and focused on my goals.

Since attending Altus, I feel more motivated than ever to finish school. The support and encouragement from the teachers here make a huge difference. They always check in with me, not just about schoolwork, but about how I'm doing overall. That kind of care makes me feel safe and valued as a student and as a person.

I highly recommend that Altus Schools stay open and available, especially for students like me who are teen parents or those who can't attend school in person every day. This school offers a chance to keep learning without having to sacrifice our responsibilities or well-being. It's also a relief to have access to spaces and resources like computers when we don't have them at home.

Sincerely,
Emily Garcia

Gustavo Rodriguez Lopez
Grade 7
Altus Schools Charter School of San Diego – Euclid
5/16/2025

To Whom It May Concern,

My name is Gustavo Rodriguez Lopez, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was getting bullied by students and teachers at my previous school.

Since joining the Altus Schools Charter School of San Diego I've experienced a lot of support and my grades have gone up. I like the flexible schedule and the nice teachers. My teacher supports me with everything. One of my favorite memories here has been giving my teacher a gift for teacher appreciation week.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Gustavo Rodriguez Lopez

Giuliana Ferraro

10th Grade

Altus Schools Charter School of San Diego – Euclid

5/21/2025

My journey with the school began around the time of COVID, a challenging period for so many of us. I was looking for a place that felt safe and supportive, and that's exactly what I found here. This school quickly became a place where I could truly be myself and focus on learning without the overwhelming anxiety I often experienced in traditional public schools.

One of my favorite memories here was working on a science project with my sister, Nicolette. It was such a fun and meaningful experience, and it reminded me how much I enjoy learning when I'm in the right environment.

I strongly believe the school should stay open because there are so many students like me who struggle in public schools due to mental health challenges or anxiety. This school offers a safe alternative where students can thrive academically and emotionally. Lastly, I just want to say how grateful I am for the teachers here. They are incredibly kind and supportive, always willing to help and truly care about our well-being.

Thank you for everything this school has done for me and for so many others.

Sincerely,

Giuliana Ferraro

Student Letter of Support

Hector Cueva
9th Grader
Altus Schools Charter School of San Diego
5/6/25

To Whom It May Concern,

My name is Hector Cueva, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I learned that Altus had more to offer than what other schools offered.

Since joining the Altus Schools Charter School of San Diego I've experienced efficient, flexible learning techniques and teachers that strongly care for well-being and encouraging us to try our best. One of my favorite memories here has been taking a course that will really help in the future and is strongly to help me with my goals, and career presentations given from people who pursued a career.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Hector Cueva

Isabella Rodriguez Lopez
Grade 9
Altus Schools Charter School of San Diego – Euclid
5/16/2025

To Whom It May Concern,

My name is Isabella Rodriguez Lopez, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because of the flexible schedule and school start time.

Since joining the Altus Schools Charter School of San Diego I've experienced a supportive environment, personalized learning, and teachers who truly care about my success. I used to not like school, but now that I'm here, I do. It's the best school. The campus is safe and I get lots of support. I'm able to get a lot of work done at home too.

One of my favorite memories here has been getting to use the 3D printer when I was done with all of my work. I enjoy going to school.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Isabella Rodriguez Lopez

Ja’zion Austin
Grade 10
Altus Schools Charter School of San Diego – Euclid
5/16/2025

To Whom It May Concern,

My name is Ja’zion Austin and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I was getting in trouble and being disrespectful at school.

Since joining the Altus Schools Charter School of San Diego I’ve experienced a supportive environment, personalized learning, and teachers who truly care about my success. One of my favorite memories here has been meeting friends at school.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don’t work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Ja’zion Austin

Jaqueline Trujillo

Class of 2025

Altus Schools Charter School of San Diego – Euclid

5/21/2025

To whom it may concern,

I came to Altus Schools because I was looking for a school that offered a supportive environment and a community that truly cared. I heard great things about the teachers and programs here, which led me to choose this school. Of all the schools I've attended, this one feels like a second home. The school goes above and beyond to help students succeed, which might have been difficult to find elsewhere for me.

One of my favorite experiences at this school was participating in dual enrollment. This helped me experience what life in college will be like and gave me college credits. The entire process helped me build my confidence and grow in unexpected ways.

This school is everything to so many families. It provides an inclusive space for students to learn and grow. Closing it would mean taking away essential opportunities and support.

Thank you for considering my letter.

Sincerely,

Jaqueline Trujillo

Jazlene Paredes

11th Grade

Altus School Charter School of San Diego – Euclid

May 20, 2025

To Whom It May Concern,

My name is Jazlene Paredes and this is my second year at the Altus Schools Charter School of San Diego. I came to this school because I needed a more independent and supportive school setting.

This school provided me with the opportunity to get one on one help from my teacher and the tutors. I have been able to work on my classes whenever I am able to and I am able to move at my own pace. One of the most memorable experiences here has been attending field trips and getting to know other students and teachers. Everyone is very supportive and nice.

I recommend this school stays open because it helps students catch up on credits and gives them the ability to also get ahead. I also think it gives students a more stress free environment to focus on just school. This school is very helpful for students like me who may have struggled in a traditional setting. The teachers are all very helpful and kind.

Thank you for considering my letter.

Sincerely,

Jazlene Paredes

Jocelyn Trujillo

Class of 2025

Altus School Charter School of San Diego – Euclid

May 20, 2025

To Whom It May Concern,

My name is Jocelyn Trujillo and I am a soon to be graduate form the Altus Schools Charter School of San Diego. At first, I wasn't very familiar with this school, that is until my brother attended and graduated from here. I got curious on what I might experience at this school compared to a regular one so I decided to give it a try.

This school is important to me because it offers the support on my new approaches to education. This school often focuses on individual student needs and education plans that meet the needs of each learner. One of the best experiences I had at this school was the hands-on learning opportunities such as projects and field trips. I recommend it to stay open because it offers a unique and valuable educational opportunity that can have a positive impact on students' lives. As well as the personalized learning plans and the schedules to ensure that the students stay open and continue to access the valuable educational resources that the school offers.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Jocelyn Trujillo

Parent Name(s): Josh and Alicia Corona-Bennett
Relationship to Student: Father and Mother
Student's Name: Sofia Corona-Bennett

Grade: 9th
5-16-25

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

We initially chose Altus because we needed a school that offered flexibility and one-on-one support. What makes Altus so special is the way it values each student as an individual. The staff goes above and beyond to make students feel supported and capable.

One of the most impactful experiences for our family was seeing our child's renewed excitement for learning.

Altus provides a much-needed alternative for students who don't thrive in traditional settings. This school is more than just a place to learn—it's a place where students feel seen and empowered.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Josh and Alicia Corona-Bennett

Josh and Alicia Corona-Bennett

Katherine Guzman Lopez

7th grade
Altus Schools Charter School of San Diego – Euclid
May 20, 2025

To Whom It May Concern,

My name is Katherine Guzman Lopez, and I am a seventh-grade student at Altus Schools Charter School of San Diego. I first came to Altus because my mom was looking through Facebook and found the school page. We signed up and met with our teacher and really liked this program.

This school is important to me because the teachers are super nice, understanding and so great that they try their best so we can learn and achieve our goals. I like that my teachers are always there for me when I need them. A memorable experience is that my teacher Mrs. Villarruel was always very nice from the beginning. I also really liked the middle school math lab because I started to understand more about math and actually like it.

I recommend this school because this school is really good, and their teachers are great. They pay attention to their students and help you understand the subjects better. I honestly love this school. I believe anyone who comes to this school will really love it and have a great experience. The teachers really care for their students here.

Thank you for helping us keep our school open.

Sincerely,
Katherine Guzman Lopez

Liliana Murillo
Parent
Fabian Murillo, Class of 2026
5/21/25

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

We were drawn to Altus because of its incredible flexibility, allowing students to attend on the days and times that work best for them. What truly sets Altus apart is its commitment to valuing each student as a unique individual. The staff consistently goes the extra mile to ensure every student feels supported and confident in their abilities.

One of the most meaningful aspects for our family has been the freedom it gives me as a parent; I'm able to maintain my work schedule without the stress of strict pick-up and drop-off times.

Altus offers a vital alternative for students who may not thrive in traditional school environments. It's more than just a school-it is a community where students feel recognized, supported, and empowered to succeed.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Liliana Murillo

Liliana Murillo
Parent
Fabian Murillo, Class of 2026
5/21/25

To Whom It May Concern,

I am writing in strong support of Altus Schools Charter School of San Diego. As a parent of a current student, I have seen firsthand the positive impact this school has had on my child's education and confidence.

We were drawn to Altus because of its incredible flexibility, allowing students to attend on the days and times that work best for them. What truly sets Altus apart is its commitment to valuing each student as a unique individual. The staff consistently goes the extra mile to ensure every student feels supported and confident in their abilities.

One of the most meaningful aspects for our family has been the freedom it gives me as a parent; I'm able to maintain my work schedule without the stress of strict pick-up and drop-off times.

Altus offers a vital alternative for students who may not thrive in traditional school environments. It's more than just a school-it is a community where students feel recognized, supported, and empowered to succeed.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Liliana Murillo

Laura Liedblad
226 Copper Ave.
Vista, CA 92083

May 28, 2025

Dear Board Members,

I am writing to you today as a former teacher at the Petco Park Resource Center and Horton Plaza Resource Center to express my strong support for the approval of the petition for Altus Schools Charter School of San Diego.

I have had the pleasure of serving students and their families in grades 6-12 at the Petco Park Resource Center and Horton Plaza Resource Center for over 20 years. Throughout my time at Altus Schools Charter School of San Diego, I have had the opportunity to help hundreds of students achieve successful outcomes because of the individualized approach to learning that this rigorous, standards-based, independent study program is able to provide to the San Diego community.

I have had the wonderful opportunity to teach students primarily from the Barrio Logan area who had many challenges as the result of being economically, linguistically, and academically disadvantaged. I have personally witnessed the transformative education of this charter school as I have seen firsthand these at-promise students gain self-efficacy while increasing their grade level academics to become lifelong learners. Most of these students were the first in their families to graduate from high school and go to college. These achievements stand as a powerful testament to what can be accomplished when equitable access to personalized education is coupled with high expectations and unwavering support from schools like Altus Schools Charter School of San Diego.

I strongly urge you, Members of the Board, to approve this petition for Altus Schools Charter School of San Diego.

Sincerely,

Laura Liedblad

Laura Liedblad

Monica Bautista
Grade 11- Graduate
Altus Schools Charter School of San Diego – Euclid
5/16/2025

To Whom It May Concern,

My name is Monica Bautista and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because my previous school was not a good environment for me and my sister was in a charter school before.

This school is important to me because I was able to accomplish many things and make great progress over the years. Also, I like how even if it's independent study, teachers are attentive at all times.

A favorite experience would be visiting SDSU and UCSD with my teachers on a field trip. The teachers showed us the schools they went to, and I liked that. My most memorable moment was the first time I met my teacher and the first week at ASCSSD.

I recommend this school stay open because it helps students who struggle with homework or grades, social situations, and school problems. It also has great schedules and teachers.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Monica Bautista

Monica Gallardo

8th grade

Altus Schools Charter School of San Diego – Euclid

May 15, 2025

To Whom It May Concern,

My name is Monica Gallardo and I am a student at the Altus Schools Charter School of San Diego. I first came to Altus because I wanted a school that would let me work independently at my own pace.

This school is very important to me because I feel like it doesn't stress me out compared to when I was at my other school. Some of the most memorable experiences at this school was attending the San Diego Zoo field trip with my sister as well. I believe this school should remain open because it will help many teens and middle school students with school and homework. It will also help students who may be dealing with stress. One of the things I like the most about this schools is the flexible schedule it offers.

Thank you for keeping our school open.

Sincerely,

Monica Gallardo

Marcos Wood

Class of 2025

Altus Schools Charter School of San Diego – Euclid

May 27, 2025

To whom it may concern,

I'm writing this letter to express my strong support for Altus Schools and to share the positive impact it has had on my life. I chose this school because it gave me the opportunity to pursue my athletic career while still staying on track with my education. The ability to work at my own pace has been a game changer for me, allowing me to balance my goals both on and off the field.

One of the things that makes Altus so special is the one-on-one support from teachers. Their personalized approach has kept me motivated and helped me succeed. Learning here doesn't feel rushed or impersonal, it feels like the teachers really care and want to see us thrive. One of my favorite experiences has been the grace and understanding shown by the staff. Even when life got tough, the teachers were there to support and guide us, not just academically, but emotionally as well. I believe this school should remain open because it gives students from all different backgrounds a real chance to chase their dreams and build a better future. It's more than just a school, it's a support system that meets students where they are and helps them grow.

Charter schools like Altus are so important because they offer flexibility without sacrificing the quality of education. We're still receiving a full California public school education, just in a way that works better for our unique lives and goals. I'm grateful for my time at Altus and fully support the continued opportunity for others to benefit from this incredible school.

Sincerely,

Marcos Wood

Mariah Segura

11th grade

Altus Schools Charter School of San Diego – Euclid

May 23, 2025

To whom it may concern,

I'm writing this letter to share how much Altus Schools has helped me. What brought me to this school was the opportunity to focus on my schoolwork and catch up on the credits I needed. I was looking for a place where I could stay on track, and Altus gave me that chance. This school is important to me because the staff truly helped me make progress. I've seen real improvement in my education since enrolling here, and that's something I'm really grateful for. The environment here makes it easier to stay focused and motivated. One of my favorite experiences at Altus was the school supplies giveaways during the summer. It showed that the school cares about students' needs and wants to help us succeed not just in the classroom, but in life.

I strongly recommend that this school stays open because it's a great option for all types of students. Whether someone needs more flexibility, a supportive space, or just a different way of learning , Altus offers many benefits and meets students where they are.

Sincerely,

Mariah Segura

Michael Fagan

Altus Schools Charter School of San Diego

May 20,2025

To Whom It May Concern,

I am writing this letter not just as a supporter, but as someone who has had the privilege of being part of the Altus Schools family for over twenty-six years. I have served fourteen years as a classroom teacher and the last twelve as an academic counselor. As a long-time employee who has witnessed the growth and transformation of this organization up close, I can say with complete sincerity that Altus Schools Charter School of San Diego is a truly remarkable place.

Over the years, I've seen countless students walk through our doors—each with their own story, their own challenges, and their own dreams. What makes Altus so remarkable is how we meet each student exactly where they are. We don't just teach; we listen, we adapt, and we believe in them—sometimes before they believe in themselves.

One moment that will stay with me forever was when a student who had lost both parents came to us, understandably overwhelmed and struggling to find stability. Through the compassion of our teachers, the consistency of our support, and the safe space we provided, that student not only stayed on track academically but began to heal emotionally. She thrived and graduated, confidently, and pursuing a future she once thought was out of reach. That's the kind of impact the Charter School of San Diego has had in thirty plus years. Charter School of San Diego is more than a school—it's a lifeline for students who need a different path. It's a place where they are seen, heard, and empowered to succeed.

I respectfully urge you, the Members of the Board, to approve the renewal of Altus Schools Charter School of San Diego. Our students and our community need this school.

With heartfelt gratitude,

Michael Fagan

Natalee Davidson

Class of 2025

Altus Schools Charter School of San Diego – Euclid

5/21/2025

To whom it may concern,

I came to Altus because I heard it was a calm, supportive place to learn. Altus became super important to me because it helped shape who I am today. I learned how to speak up, communicate better, and make new friends. The teachers were honestly amazing, they gave me advice, supported me even when I wasn't feeling motivated, and always believed in me.

I'm so glad I ended up at Altus. Without the staff and everyone there, I don't think I'd be where I am today. One of the most memorable things for me is just how great the whole experience was, from the teachers to the students. I have had such a good time, and I'll never forget the people who helped me.

I really hope Altus stays open because, from my own experience, traditional schools didn't give me the help or motivation I needed. At Altus, I felt seen, supported, and encouraged to chase my goals. I used to think I wouldn't become anything, but Altus helped me believe in myself, and now I'm on my way to reaching my dreams.

Sincerely,

Natalee Davidson

Rianna Lopez Chavez

11th grade

Altus Schools Charter School of San Diego – Euclid

5/21/2025

To Whom It May Concern,

My name is Rianna Lopez Chaves, and I a student at Altus Schools Charter School of San Diego. I decided to come to this school because it was too hard to keep up with so many classes and people at my previous school.

I like that at Altus Schools I am able to work in a quiet and safe setting, and there are not so many people here at the same time. I also like that I only focus on one class at a time instead of focusing on all of them at once. I feel like my teachers help me a lot more and really care about me. I think this school should remain open so that other students who have a hard time at their current school can have the option to come here and do better.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,

Rianna Lopez Chavez

Since I started here, I have enjoyed the one-on-one support I get from my teachers and tutors. One of my favorite moments here was when I met two of my good friends through our AVID class. I have been able to meet new people and learn in a supportive and personalized environment.

I believe this school should remain open so that other students have a second option for school. At Altus Schools the teachers really care about you and want you to do good.

Thank you for considering my letter.

Sincerely,

Julian Tostado

Sarah Gardea

7th grade

Altus Schools Charter School of San Diego – Euclid

May 20, 2025

To Whom It May Concern,

My name is Sarah Gardea, and I am a seventh grade student at Altus Schools Charter School of San Diego. I first came to Altus because I was struggling with my mental health at my previous school and needed a fresh start.

This school is very important to me because it has helped me grow and make new friends, while learning. I am able to complete my work at home and also come in to get more help in person. One of my most favorite memories at this school is when I met one of my best friends Kathy.

Altus Schools is a great school and it is helping many students complete their work and do better in school. I really enjoy coming here because I get to come in a few times a week and I get to take care of my mental health outside of school.

Thank you for helping us keep our school open.

Sincerely,

Sarah Gardea

Yesenia Lucia Lopez Chavez

Class of 2028

Altus Schools Charter School of San Diego – Euclid

5/20/2025

To Whom It May Concern,

My name is Yesenia Lopez Chavez, and I am a proud student of Altus Schools Charter School of San Diego. I first came to Altus because I got in trouble at my previous school. I needed a change and Altus helped me to do that.

Since joining the Altus Schools Charter School of San Diego I've experienced a supportive environment, personalized learning, and teachers who truly care about my success. I especially enjoy the teachers here at Euclid and my AVID teacher. They push me to try my best! One of my favorite memories here has been going on the San Diego zoo field trip and my promotion to the next grade ceremony.

Altus has helped me grow both academically and personally. I believe this program should continue because it gives students like me a chance to succeed when other options don't work.

I respectfully request that you, the Members of the Board, approve the renewal of Altus Schools Charter School of San Diego.

Sincerely,
Yesenia Lopez Chavez

Appendix AA

ALTUS SCHOOLS AUDEO ACCOMPLISHMENTS AND DASS RENEWAL CRITERIA

Altus Schools Audeo Accomplishments and DASS Renewal Criteria

Altus Schools Audeo ("Audeo") is an independent study, academic intervention program serving grades TK through 12. Every Audeo student enjoys the benefits of a custom-built course plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. Audeo teachers are committed to partnering with parents to provide a personalized and rigorous academic experience for each student.

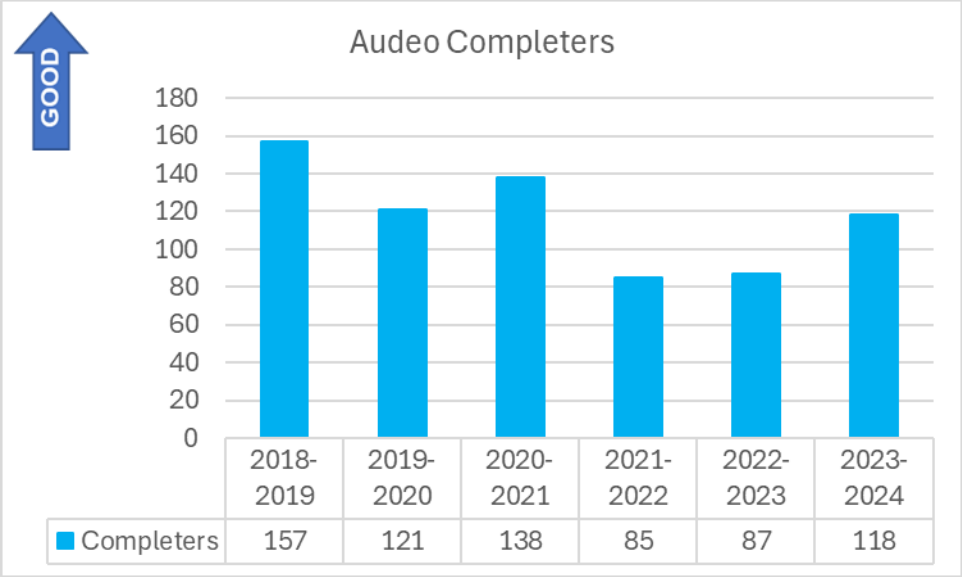
Audeo serves a unique student population. Students choose to enroll at Audeo because they have not been successful in the traditional school system. Approximately 69 percent of Audeo students in grades 6-12 are credit deficient upon enrollment, 64 percent are socio-economically disadvantaged, and 69 percent represent a minority student population. Additionally, approximately 24 percent have been identified as Special Education students.

Altus Schools Audeo has been approved for Dashboard Alternative School Status ("DASS") by the California Department of Education ("CDE"). The DASS program replaces the previously administered Alternative Schools Accountability Model ("ASAM") and holds alternative schools and alternative schools of choice accountable for modified methods of measurement for accountability indicators, when appropriate. Charter schools that serve high-risk students and have an unduplicated count of at least 70 percent of the school's total enrollment comprised of high-risk student groups are qualified for certification as a DASS school. DASS schools need to re-certify every three years. The high-risk groups include the following: Expelled, Suspended, Wards of the Court, Pregnant and/or Parenting, Recovered Dropouts, Habitually Truant, Retained more than once in kindergarten through grade eight, Students who are credit deficient, Students with a gap in enrollment, Students with high level transiency, Foster Youth, and Homeless Youth.

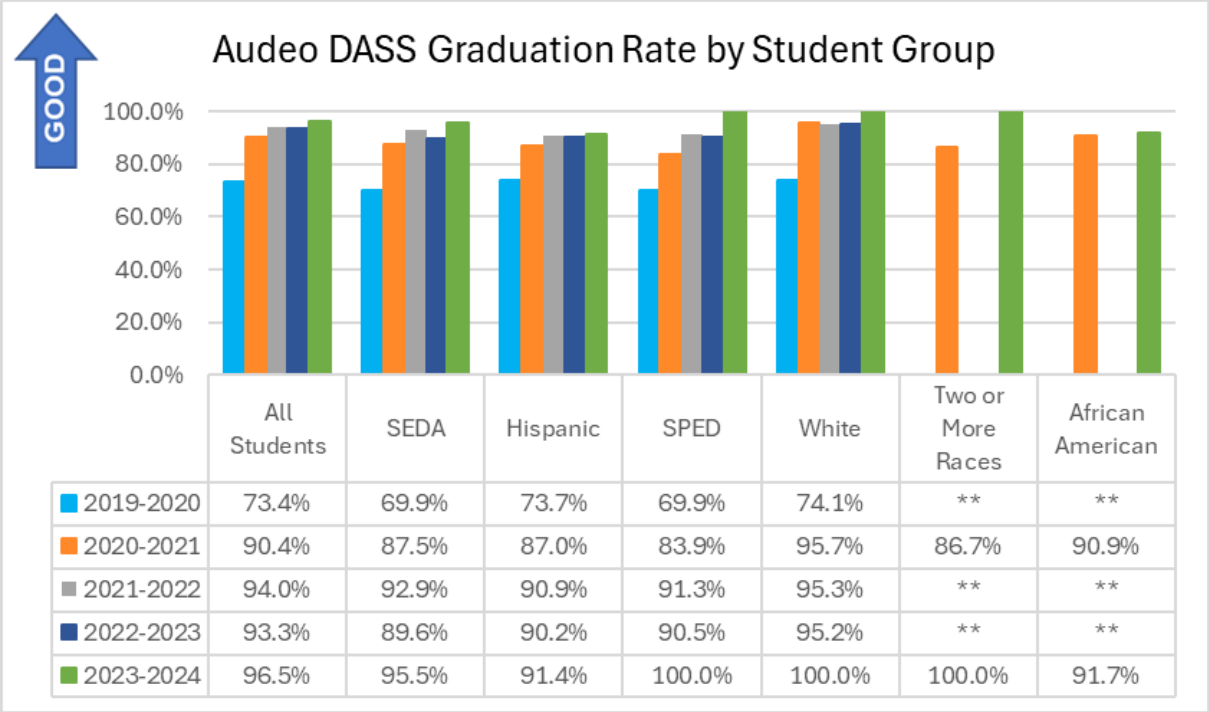
The focus of Audeo is to improve student learning, offer a safe learning environment, and provide well-qualified faculty and staff to a majority high-risk student population. Audeo students are offered access to specially trained teachers who are held directly accountable for their students' progress. This infuses high expectations for each student and helps teachers become partners in the process of transforming the lives of students.

Some of the Audeo's accomplishments over the prior charter term include:

- In the last six years, over 700 Audeo students (the majority not on track to graduate upon enrollment) have completed their high school requirements by receiving a diploma or passing one of the California CDE approved equivalency certificates (General Equivalency Diploma ("GED"), High School Equivalency Test ("HiSET") or California Proficiency Exam ("CPE").

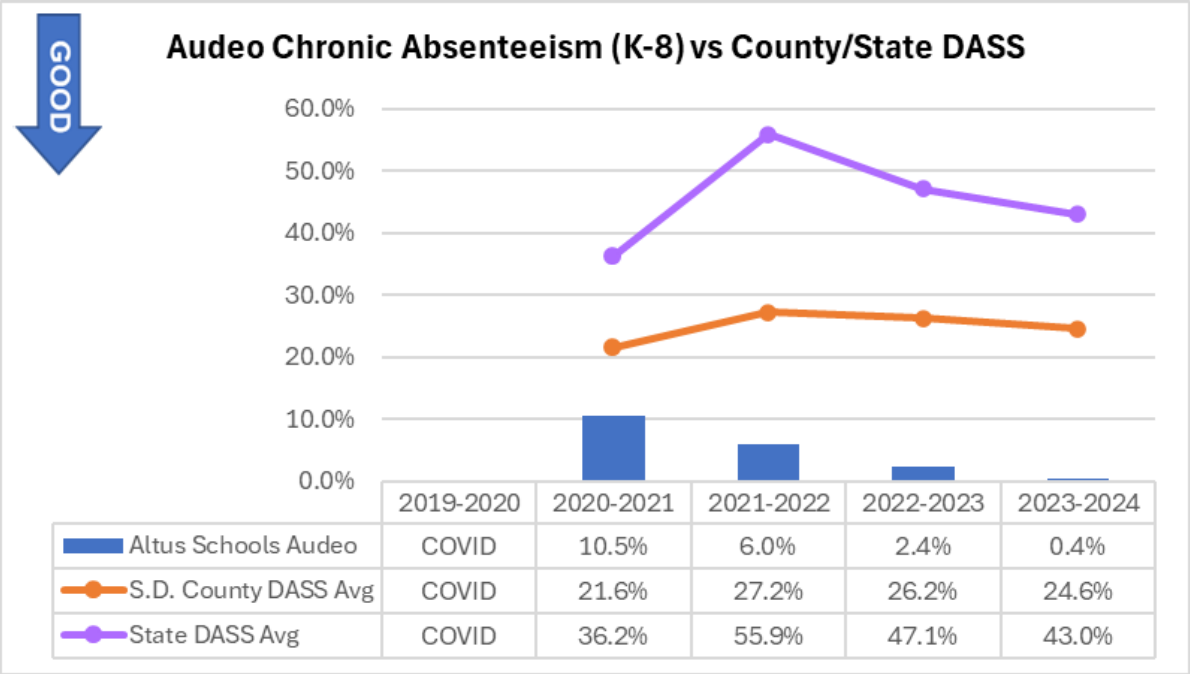


- Audeo has consistently Met all Local Indicators on the Dashboard.
- Audeo outperformed comparable DASS schools (schools students may otherwise attend in the district or communities served) in the CAASPP SBA Assessments in English Language Arts/Literacy and Mathematics in both Distance from Standard and proficiency rates.
- Audeo exceeds the San Diego County DASS schools average and the state DASS schools average for the Academic Indicators in ELA and Math.
- One of the greatest accomplishments for Audeo over the preceding five years has been raising the DASS Graduation Rate for All Students (23.1%), Hispanic students (17.7%), SED students (25.6%), Students with Disabilities (30.1%), White (25.9%).
- In 2024, All students and each significant student group at Audeo achieved DASS Graduation rate over 90%.



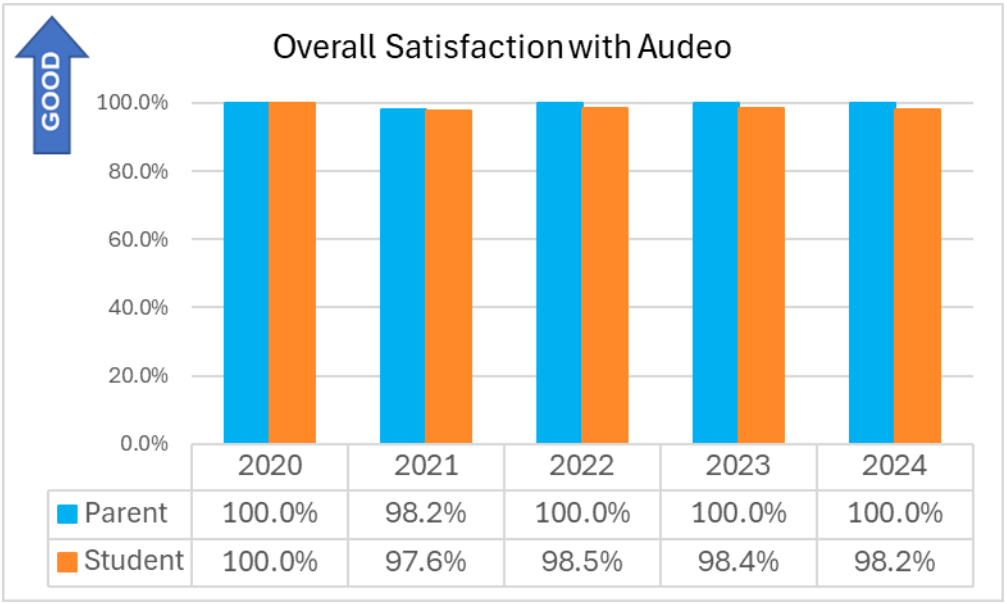
	All Students	SEDA	Hispanic	SPED	White	Two or More Races	African American
2019-2020	73.4%	69.9%	73.7%	69.9%	74.1%	**	**
2020-2021	90.4%	87.5%	87.0%	83.9%	95.7%	86.7%	90.9%
2021-2022	94.0%	92.9%	90.9%	91.3%	95.3%	**	**
2022-2023	93.3%	89.6%	90.2%	90.5%	95.2%	**	**
2023-2024	96.5%	95.5%	91.4%	100.0%	100.0%	100.0%	91.7%

- As a DASS school, Audeo has maintained a low One-Year Dropout Rate below 5.0%. For the past 4 years. This is an outstanding achievement given that the majority of Audeo students who enroll are behind in credits, not on track to graduate within 4 years, 1-2 grade levels behind in English, and 2-3 grade levels behind in math.
- Over the last five years, Audeo has exceeded the 84% participation target rate for All Students every year and for All significant subgroups every year.
- Over the last five years, Audeo significantly reduced the Dashboard Chronic Absenteeism Rate for students in grades k-8, improving each year and overall reduced Chronic absenteeism by over 95% from 19-20 (10.5%) to 23-24 (0.4%).
- In 2024 Audeo achieved a 0.4% Chronic Absenteeism rate. This was 24.2% lower than the San Diego County DASS Schools Average and 42.6% lower than the State DASS average.



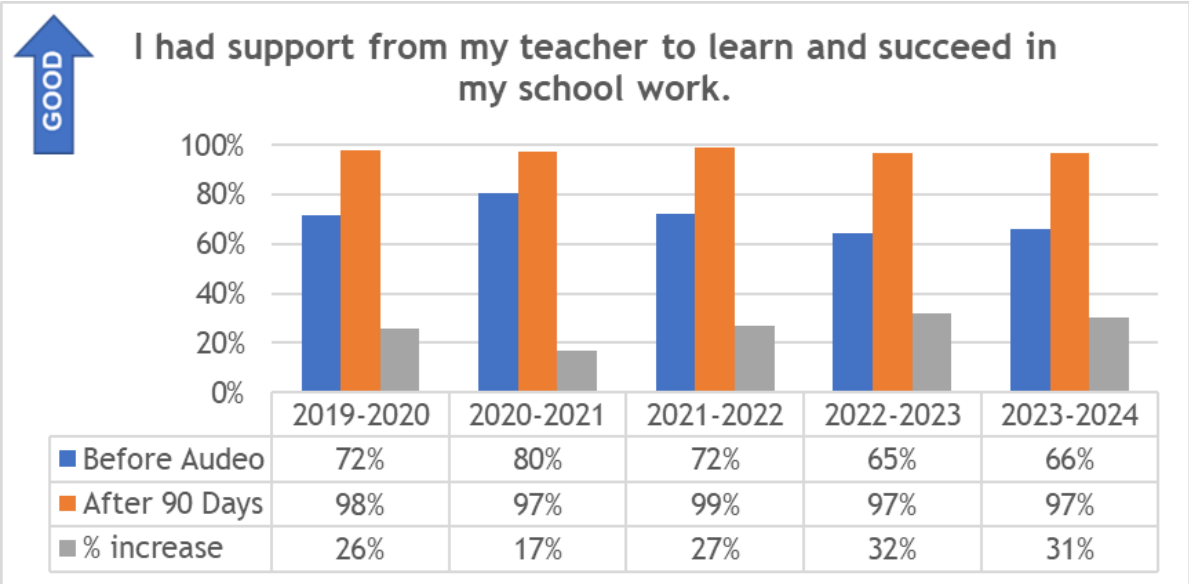
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Altus Schools Audeo	COVID	10.5%	6.0%	2.4%	0.4%
S.D. County DASS Avg	COVID	21.6%	27.2%	26.2%	24.6%
State DASS Avg	COVID	36.2%	55.9%	47.1%	43.0%

- Audeo continues to provide a safe and supportive learning environment for all the students it serves. Audeo's educational setting allows students to focus on academics and learn positive behaviors as reflected by Audeo's nearly 0% suspension and 0.0% expulsion rates over the last five years.
- Over the last five years, Audeo students expressed double digit increases in self-confidence after just 90 days of enrollment versus how they felt prior to enrolling.
- Audeo annually surveys its parents and students as one of many ways to gather feedback on their experience at Audeo. Overwhelmingly, Audeo students and parents continue to indicate their overall satisfaction with Audeo.

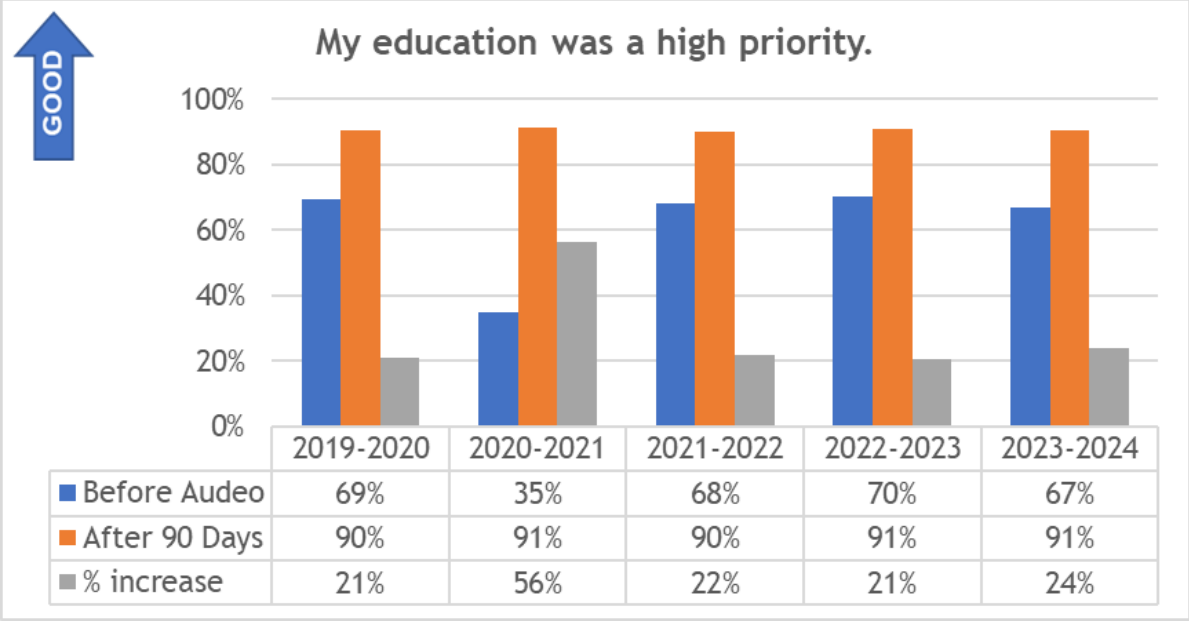


	2020	2021	2022	2023	2024
Parent	100.0%	98.2%	100.0%	100.0%	100.0%
Student	100.0%	97.6%	98.5%	98.4%	98.2%

- Significant increases in student confidence (ay an average of over 25%), as shown in the figures below, apply to their ability and skills to succeed, receiving support from their teacher, prioritizing their education and outlook that their education at Audeo will improve their future.



	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Before Audeo	72%	80%	72%	65%	66%
After 90 Days	98%	97%	99%	97%	97%
% increase	26%	17%	27%	32%	31%



	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Before Audeo	69%	35%	68%	70%	67%
After 90 Days	90%	91%	90%	91%	91%
% increase	21%	56%	22%	21%	24%

- In 2024 Audeo's Dashboard result for the English Learner Progress Indicator was 17.7% higher than the county DASS average and 15.8% higher than the state DASS average.
- Over the past five years Audeo has maintained stellar Safety Satisfaction rates among students who rated their safety satisfaction at or above 93.6%.
- Over the past five years Audeo has maintained stellar Safety Satisfaction rates among parents who rated their safety satisfaction at or above 93.4%.
- In April 2023, Audeo received a 6-year "Clear" Western Association of Schools and Colleges ("WASC") term. This is the highest term granted by WASC.

- Audeo has a fully approved set of University of California ("UC") A-G courses. UC has approved several new and revised Audeo courses during the current charter term.
- Audeo has 11 fully developed CTE Career Pathways which includes the following:
    - Design, Visual and Media Arts
    - Business Management
    - Environmental Resources
    - Hospitality, Tourism and Recreation
    - Software and Systems Development
    - Patient Care
    - Public Safety
    - Child Development
    - Animal Science
    - Teacher Education
    - Retail Sales and Marketing
- Audeo currently has 10 courses articulated for college credit:
    - Entrepreneurship 1, 2
    - Child Development 1, 2
    - Design Careers 1, 2
    - Environmental Sustainability 1, 2
    - Hospitality Management 1, 2
    - Information and Communication Technology 1, 2
    - Health Science Concepts 1, 2
    - Teacher Education 1, 2
    - Retail Sales and Marketing 1, 2
    - Veterinary Science 1, 2
- The National Collegiate Athletic Association ("NCAA") has approved several new and revised courses during the current charter term.
- Audeo has implemented 9 AP Courses. The following AP courses are open to all students:
    - AP World History 1, 2
    - AP US History 1, 2
    - AP Human Geography 1, 2
    - AP Psychology 1, 2
    - AP Environmental Science 1, 2
    - AP Calculus AB 1, 2
    - AP Literature & Composition 1, 2
    - AP Language & Composition 1, 2
    - AP United States Government and Politics 1, 2
- In June 2021, Audeo implemented the AVID program both as an AVID Elective and AVID Schoolwide Program Audeo LCAP was developed and unanimously approved by its Board of Directors. Audeo consistently meets the schools' targets that are aligned to the 8 state LCAP priorities.
- Audeo has achieved student success without sacrificing fiscal responsibility. Resources and processes are utilized in ways that directly support teaching and learning. Audeo was granted 100 percent state funding by the State Board of Education for 4 years for exceeding the criteria

prescribed by the SB 740 Funding Determination. Four years is the greatest number of years granted for DASS schools.

- Audeo was granted 100 percent state funding by the State Board of Education for 4 years for exceeding the criteria prescribed by the SB 740 Funding Determination. Four years is the greatest number of years granted for DASS schools.
- Audeo's LCAP was developed and unanimously approved by its Board of Directors. Audeo consistently meets the schools' targets that are aligned to the 8 state LCAP priorities.

Altus Schools Audeo Dashboard State and Local Indicators (2023 and 2024)

The following charts reflect the Charter School's 2023 and 2024 Dashboard performance indicators.

Altus Schools Audeo's Dashboard State Indicators – 2023

Priority	State Indicator	Status	Dashboard Color
Academic Engagement	Chronic Absenteeism	Very Low	Blue
Academic Engagement	Graduation Rate	Very Low	Red
Academic Performance	English Learner Progress	Medium	No Performance Color
Academic Performance	College/Career	Low	N/A
Academic Performance	English Language Arts	Low	Orange
Academic Performance	Mathematics	Very Low	Red
Conditions & Climate	Suspension Rate	Very Low	Blue

Altus Schools Audeo's Dashboard State Indicators – 2024

Priority	State Indicator	Status	Dashboard Color
Academic Engagement	Chronic Absenteeism	Very Low	Blue
Academic Engagement	Graduation Rate	Low	Yellow
Academic Performance	English Learner Progress	Medium	No Performance Color
Academic Performance	College/Career	Low	Orange
Academic Performance	English Language Arts	Low	Yellow
Academic Performance	Mathematics	Low	Yellow
Conditions & Climate	Suspension Rate	Very Low	Blue

Altus Schools Audeo's Dashboard Local Indicators –2023

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

Altus Schools Audeo's Dashboard Local Indicators –2024

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

Dashboard Alternative Status School Renewal Criteria

Audeo has been approved for the Dashboard Alternative School Status (DASS) program and shall comply with all applicable requirements under the state accountability system, including the California School Dashboard. Audeo has been a DASS Active School for the 2018, 2019, 2020, 2021, 2022, 2023 and 2024 Dashboards. Audeo is currently listed as a DASS Active School by the California Department of Education.

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

DASS Charter School MOU Criteria #1	
State and Local Measure	CAASPP (SBA) ELA Dashboard Distance from Standard
The target has been	**MET**

Academic Indicator ELA (All Students) Distance from Standard

CAASPP Dashboard Academic Indicator ELA DFS--All Students					
School	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
Altus Schools Audeo	**COVID**	**COVID**	**19.8**	**-19.1**	**-12.1**
Garfield High	**COVID**	**COVID**	-276.7	-326.6	-317
Ingenuity	**COVID**	**COVID**	-62.8	-27.4	-99.6
Riley/New Dawn	**COVID**	**COVID**	-148.3	-153	-153.1
Twain High	**COVID**	**COVID**	-139.6	-126.4	-120.6
SD County DASS Avg	**COVID**	**COVID**	**-109.8**	**-135.9**	**-123.4**
State DASS Avg	**COVID**	**COVID**	**-114.7**	**-118.2**	**-112.6**

(Please note that there was no Dashboard and no Dashboard Indicator in 2020 & 2021 due to COVID)
Source: California Dashboard Data Files (2024); https://caaspp-elpac.ets.org/caaspp/

In accordance with the criteria identified in the Audeo's DASS Renewal MOU, addressing results on the CAASPP SBA English Language Arts (ELA) assessments Distance from Standard (DFS) for students enrolled as of CBEDS the schools' target is to either exceed the county DASS schools Average *(excluding Altus Schools)* or exceed the state DASS schools' average. Audeo calculates its results against the San Diego County average for DASS schools as well as the State average for DASS schools utilizing the CDE's Dashboard Data Files on the California School Dashboard and System of Support website. Audeo has exceeded the target set forth in the DASS Renewal MOU for CAASPP DFS in ELA each year of the charter term.

Audeo received a -12.1 DFS for all students on the 2024 Dashboard Academic Indicator in ELA. Audeo's DFS on CAASPP ELA far exceeded the County and State DASS averages each year throughout the Charter term. Audeo's 2024 ELA DFS result on the Dashboard was over 111 pts higher than the San Diego County DASS average and almost 100 pts higher than the DASS state average. **This result significantly outperforms the other comparable DASS schools serving SDUSD students, such as Garfield High, Ingenuity Charter, Twain High, and Riley/New Dawn.**

DASS Charter School MOU Criteria #2	
State and Local Measure	CAASPP (SBA) Mathematics Dashboard Distance from Standard
The target has been	**MET**

Academic Indicator Math (All Students) Distance from Standard

CAASPP Dashboard Academic Indicator Math DFS--All Students					
School	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
Altus Schools Audeo	**COVID**	**COVID**	**-50.2**	**-95.7**	**-75.6**
Garfield High	**COVID**	**COVID**	-245.4	-345.7	-344.3
Ingenuity	**COVID**	**COVID**	-165.4	-157.2	-188.1
Riley/New Dawn	**COVID**	**COVID**	-159.4	-168.2	-181.2
Twain High	**COVID**	**COVID**	-233.1	-246.2	-219.6
SD County DASS Avg	**COVID**	**COVID**	**-172.4**	**-203.3**	**-193.0**
State DASS Avg	**COVID**	**COVID**	**-164.6**	**-192.8**	**-183.1**

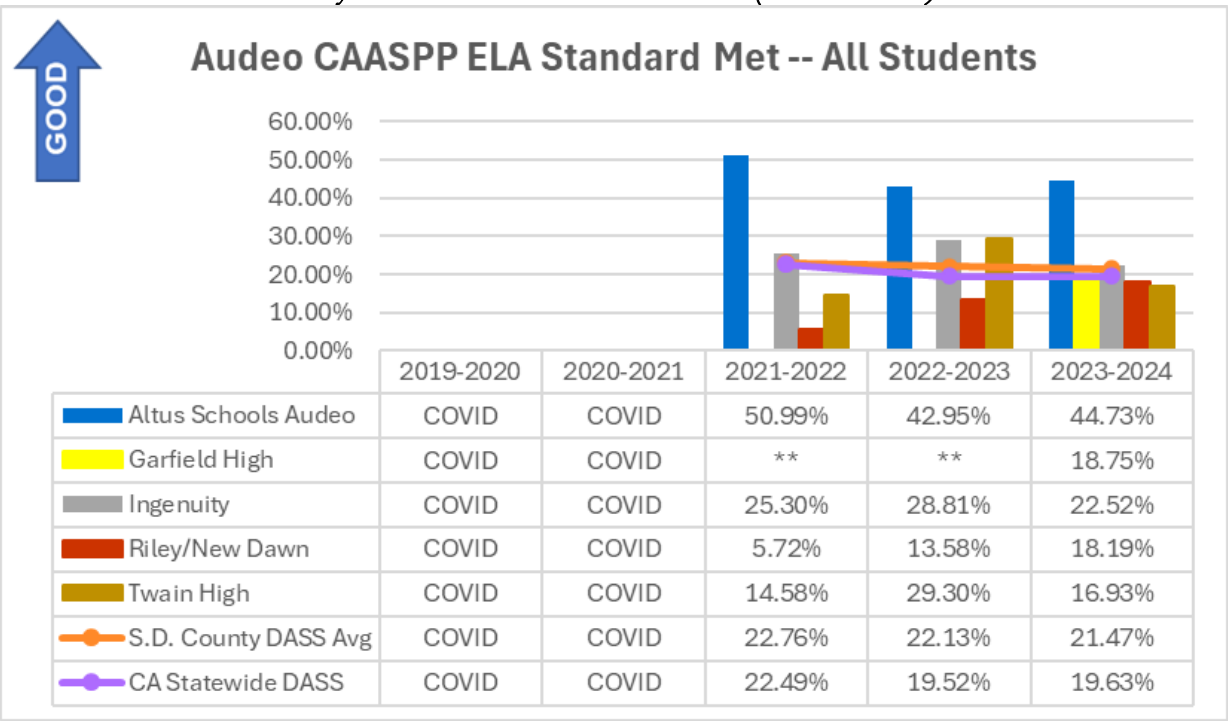
(Please note that there was no Dashboard and no Dashboard Indicator in 2020 & 2021 due to COVID)
Source: California Dashboard Data Files (2024); https://caaspp-elpac.ets.org/caaspp/

In accordance with the criteria identified in the Audeo's DASS Renewal MOU addressing results on the CAASPP SBA Mathematics assessments Distance from Standard (DFS) for students enrolled as of CBEDS the schools' target is to either exceed the county DASS schools Average *(excluding Altus Schools)* or exceed the state DASS schools' average. Audeo calculates its results against the San Diego County average for DASS schools as well as the State average for DASS schools utilizing the CDE's Dashboard Data Files on the California School Dashboard and System of Support website. Audeo has exceeded the target set forth in the DASS Renewal MOU for CAASPP DFS in Mathematics each year of the charter term.

Audeo received a -75.6 DFS for all students on the 2024 Dashboard Academic Indicator in Mathematics. Audeo's DFS on CAASPP Mathematics far exceeded the County and State DASS averages each year throughout the Charter term. Audeo's 2024 Math DFS result on the Dashboard was over 117 pts higher than the San Diego County DASS average and almost 110 pts higher than the DASS state average. **This result significantly outperforms the other comparable DASS schools serving SDUSD students, such as Garfield High, Ingenuity Charter, Twain High, and Riley/New Dawn.**

DASS Charter School MOU Criteria #3	
State and Local Measure	CAASPP SBA Assessments ELA Proficiency Rate
The target has been	**MET**

CAASPP ELA Proficiency – Standard Met or Exceeded (All Students)



	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Altus Schools Audeo	COVID	COVID	50.99%	42.95%	44.73%
Garfield High	COVID	COVID	**	**	18.75%
Ingenuity	COVID	COVID	25.30%	28.81%	22.52%
Riley/New Dawn	COVID	COVID	5.72%	13.58%	18.19%
Twain High	COVID	COVID	14.58%	29.30%	16.93%
S.D. County DASS Avg	COVID	COVID	22.76%	22.13%	21.47%
CA Statewide DASS	COVID	COVID	22.49%	19.52%	19.63%

(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)
Source: CDE CAASPP Results (2023-2024); https://caaspp-elpac.cde.ca.gov/caaspp/
*** = fewer than 11 students*

CAASPP SBA results are published by the CDE on the CAASPP Results website. These results include all students who were enrolled on the first day of testing versus continuously enrolled students accounted for in the Distance from Standard calculations. Students are proficient if they receive a performance level of Standard Met or Standard Exceeded.

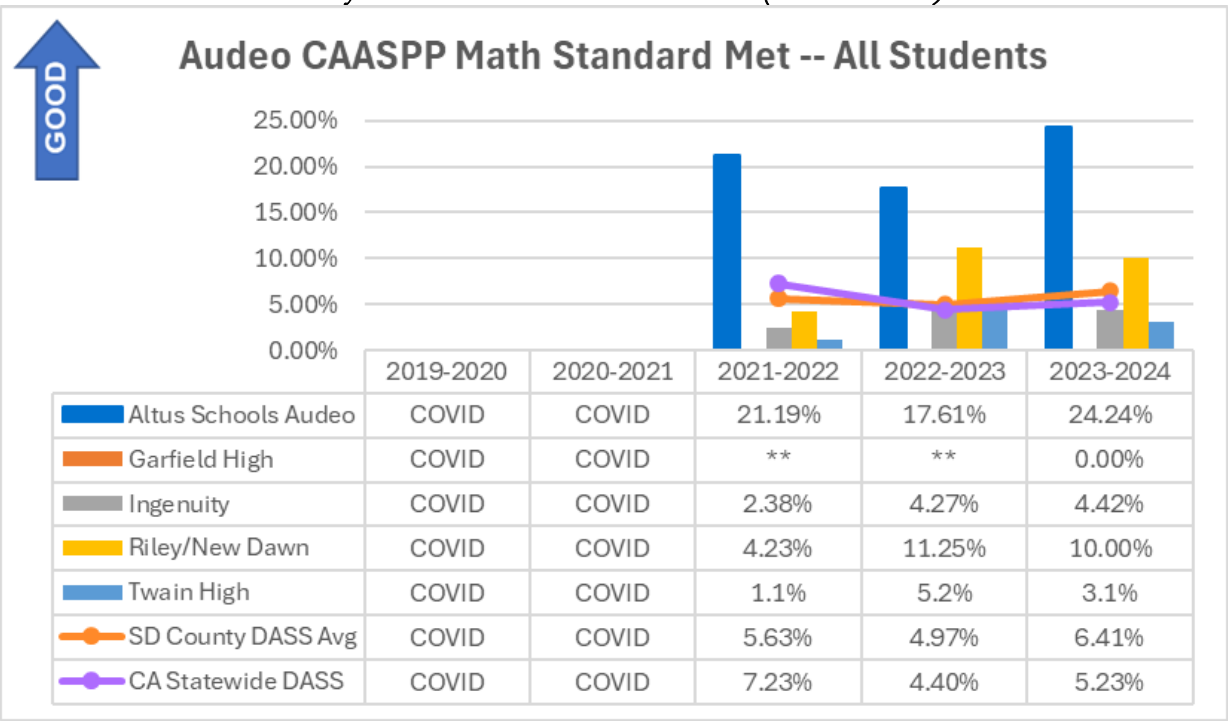
The target identified in the Audeo's DASS Renewal MOU addressing results on the CAASPP SBA ELA assessments proficiency results in English Language Arts (ELA) is for students enrolled as of the first day of the school CAASPP window to either exceed the county DASS schools' Average proficiency in ELA *(excluding Altus Schools)* or exceed the state DASS schools' average proficiency in ELA.

In 2024, San Diego County DASS schools' average proficiency rate for ELA was 21.47% and statewide the rate was 19.63%. Audeo's ELA Proficiency rate in 2024 was 44.73%, significantly outperforming both the County and Statewide DASS results.

For the years with school and county/state data *(unavailable due to COVID for 2019-2020—NO State Testing or 2020-2021 –very limited state testing),* in addition to Audeo outperforming both the San Diego County and statewide DASS averages in ELA proficiency, Audeo also significantly outperformed the other comparable DASS schools serving SDUSD students, such as Garfield High, Ingenuity Charter, Twain High, and Riley/New Dawn High.

DASS Charter School MOU Criteria #4	
State and Local Measure	CAASPP SBA Assessments Math Proficiency Rate
The target has been	**MET**

CAASPP Math Proficiency – Standard Met or Exceeded (All Students)



	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Altus Schools Audeo	COVID	COVID	21.19%	17.61%	24.24%
Garfield High	COVID	COVID	**	**	0.00%
Ingenuity	COVID	COVID	2.38%	4.27%	4.42%
Riley/New Dawn	COVID	COVID	4.23%	11.25%	10.00%
Twain High	COVID	COVID	1.1%	5.2%	3.1%
SD County DASS Avg	COVID	COVID	5.63%	4.97%	6.41%
CA Statewide DASS	COVID	COVID	7.23%	4.40%	5.23%

(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)
Source: CDE CAASPP Results (2023-2024); https://caaspp-elpac.cde.ca.gov/caaspp/
*** = fewer than 11 students*

CAASPP SBA results are published by the CDE on the CAASPP Results website. These results include all students who were enrolled on the first day of testing versus continuously enrolled students accounted for in the Distance from Standard calculations. Students are proficient if they receive a performance level of Standard Met or Standard Exceeded.

The target identified in the Audeo's DASS Renewal MOU addressing results on the CAASPP SBA Math assessments proficiency results in Mathematics is for students enrolled as of the first day of the school CAASPP window to either proficiency in Math.

In 2024, San Diego County DASS schools' average proficiency rate for Mathematics was 6.41% and statewide the rate was 5.23%. Audeo's Math Proficiency rate in 2024 was 24.24%, outperforming both the County and Statewide DASS results.

For the years with school and county/state data *(unavailable due to COVID for 2019-2020—NO State Testing or 2020-2021 –very limited state testing),* in addition to Audeo outperforming both the San Diego County and statewide DASS averages in Math proficiency, Audeo also outperformed the other comparable DASS schools serving SDUSD students, such as Garfield High, Ingenuity Charter, Twain High, and Riley/New Dawn High.

DASS Charter School MOU Criteria #5	
State and Local Measure	Local Indicators
The target has been	**MET**

Dashboard Local Indicators

Local Indicator	2020 Result	2021 Result	2022 Result	2023 Result	2024 Result
Basics: Teachers, Instructional Materials, Facilities	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met	Standard Met
Implementation of Academic Standards	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met	Standard Met
Local Climate Survey	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met	Standard Met

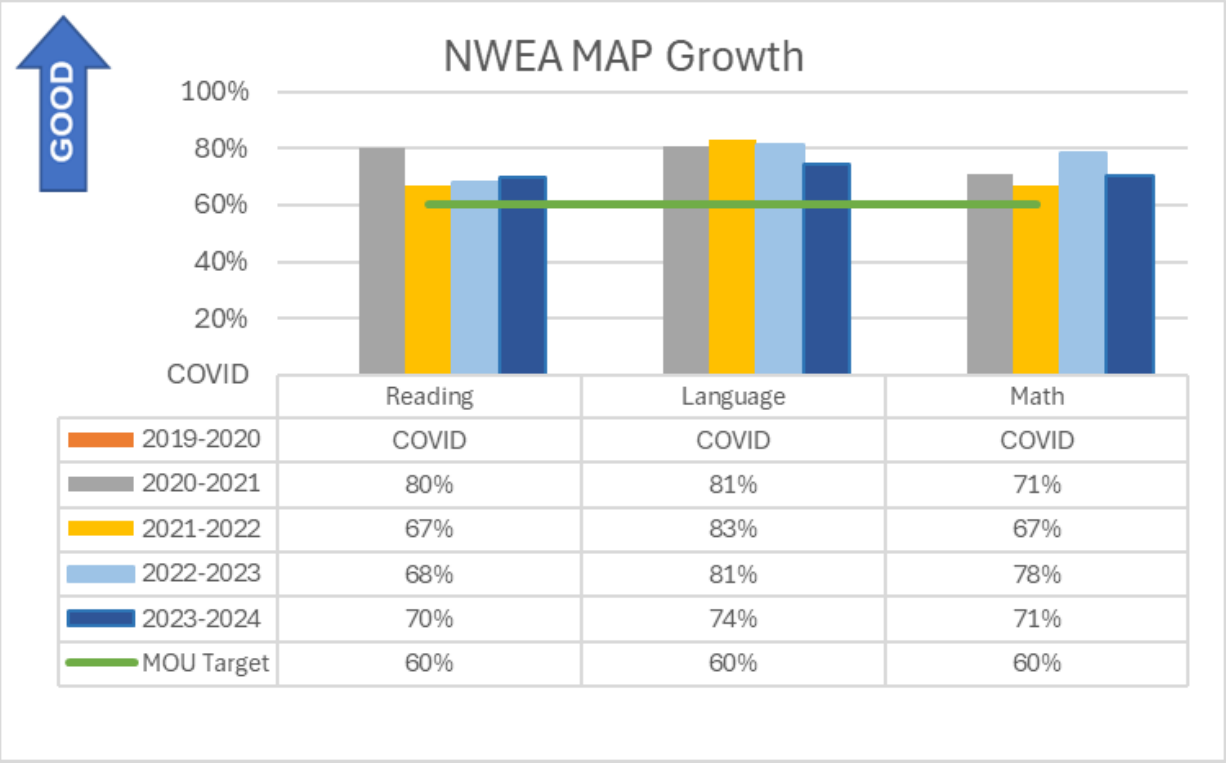
Source: https://www.caschooldashboard.org/

Included in Audeo's DASS Charter School Renewal Criteria is to Meet all Local Indicators on the Dashboard as reflected by receiving Standard Met. *The CDE Suspended Reporting of Local Indicators in 2020 in response to COVID and for 2021, LEAs reported to the CDE but no Standard Met/Not Met were released by the CDE.* As demonstrated above, Audeo met standards for all local indicators in 2022, 2023, and 2024.

DASS Charter School MOU Criteria #6	
State and Local Measure	NWEA MAP Results
The target has been	**SUBSTANTIALLY MET**

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

NWEA MAP Growth (Reading, Language Usage, and Mathematics)

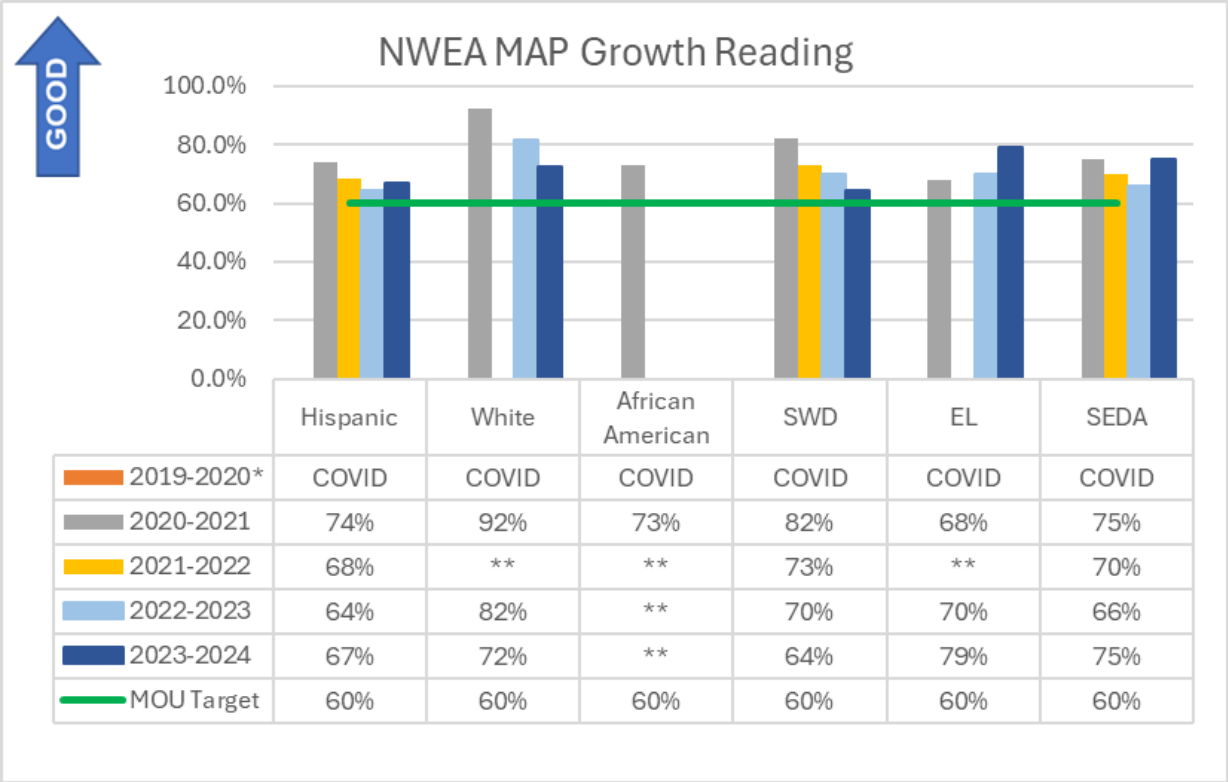


	Reading	Language	Math
2019-2020	COVID	COVID	COVID
2020-2021	80%	81%	71%
2021-2022	67%	83%	67%
2022-2023	68%	81%	78%
2023-2024	70%	74%	71%
MOU Target	60%	60%	60%

Source: NWEA MAP Growth Reports (2019-2024)

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

NWEA MAP Growth (Reading)

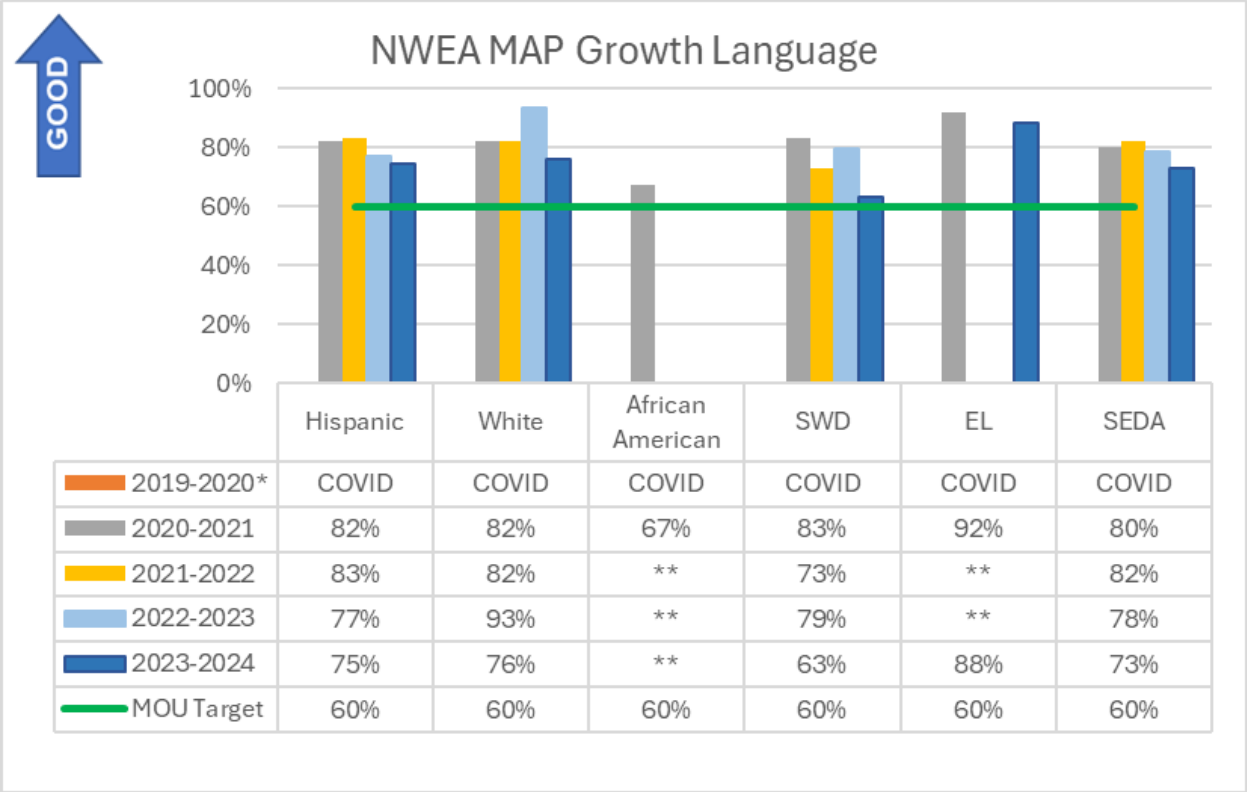


	Hispanic	White	African American	SWD	EL	SEDA
2019-2020*	COVID	COVID	COVID	COVID	COVID	COVID
2020-2021	74%	92%	73%	82%	68%	75%
2021-2022	68%	**	**	73%	**	70%
2022-2023	64%	82%	**	70%	70%	66%
2023-2024	67%	72%	**	64%	79%	75%
MOU Target	60%	60%	60%	60%	60%	60%

Source: NWEA MAP Growth Reports (2019-2024)
**COVID-19*
***Less than 11 students*

MAPs Growth results are also disaggregated by student group and results utilized to apply differentiated strategies for significant student populations at Audeo. Overall, from 2019-2020 through 2023-2024, 19 out of 19 (100%) of significant student groups over the past five years met or exceeded the 60% growth target in Reading annually. This includes Hispanic, White, African American, Students with Disabilities, English Learners and Socioeconomically Disadvantaged student groups in any year with 11 or more testers.

NWEA MAP Growth (Language Usage)

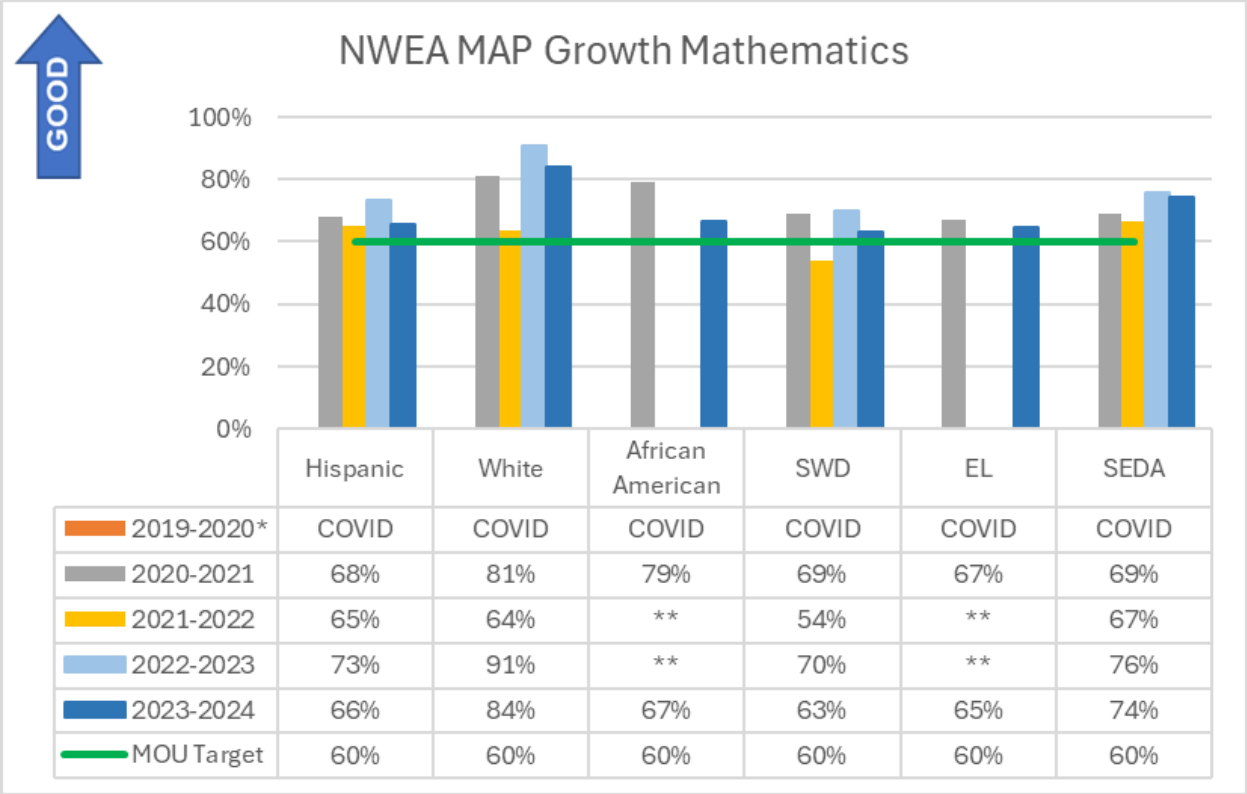


	Hispanic	White	African American	SWD	EL	SEDA
2019-2020*	COVID	COVID	COVID	COVID	COVID	COVID
2020-2021	82%	82%	67%	83%	92%	80%
2021-2022	83%	82%	**	73%	**	82%
2022-2023	77%	93%	**	79%	**	78%
2023-2024	75%	76%	**	63%	88%	73%
MOU Target	60%	60%	60%	60%	60%	60%

Source: NWEA MAP Growth Reports (2019-2024)
**COVID-19*
***Less than 11 students*

Over the past five years, 19 of 19 (100%) of all significant student groups at Audeo met or exceeded the 60% DASS Renewal MOU growth target in Language. This includes Hispanic, White, African American, Students with Disabilities, English Learners and Socioeconomically Disadvantaged student groups in any year with 11 or more testers.

NWEA MAP Growth (Mathematics)



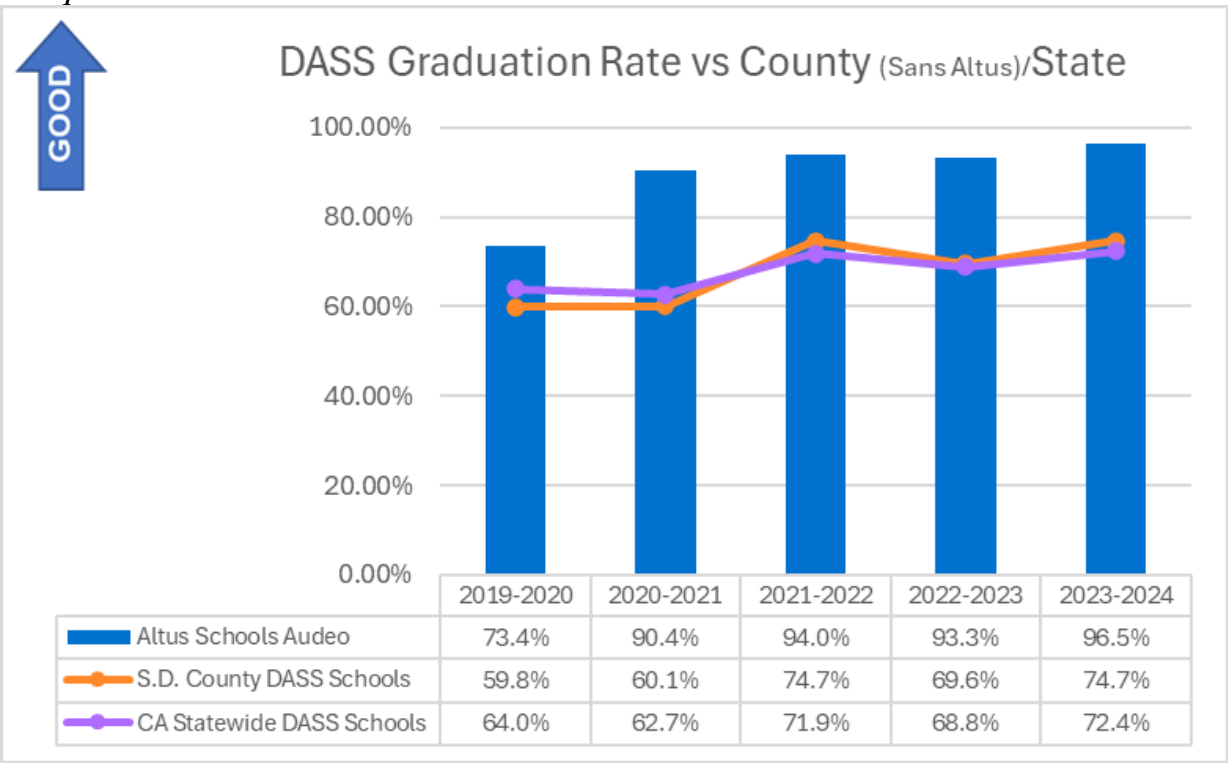
	Hispanic	White	African American	SWD	EL	SEDA
2019-2020*	COVID	COVID	COVID	COVID	COVID	COVID
2020-2021	68%	81%	79%	69%	67%	69%
2021-2022	65%	64%	**	54%	**	67%
2022-2023	73%	91%	**	70%	**	76%
2023-2024	66%	84%	67%	63%	65%	74%
MOU Target	60%	60%	60%	60%	60%	60%

Source: NWEA MAP Growth Reports (2019-2024)
**COVID-19*
***Less than 11 students*

Over the past five years, 19 of 20 (95%) of all significant student groups at Audeo met or exceeded the 60% DASS Renewal MOU growth target in Language. From 2020-2021 through 2023-2024 the significant student groups Hispanic, White, African American, and Socioeconomically Disadvantaged and English Learner student groups all Met or Exceeded the 60% DASS Renewal MOU growth target in Mathematics each year. Students with Disabilities and met the growth target in 3 of 4 years. In the two most recent years, ALL significant student groups at the Charter School met the Mathematics NWEA growth target.

DASS Charter School MOU Criteria #7	
State and Local Measure	DASS Graduation Rate
The target has been	**MET**

Multi-Year DASS Graduation Rate –County/State DASS Schools Averages Comparison



	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Altus Schools Audeo	73.4%	90.4%	94.0%	93.3%	96.5%
S.D. County DASS Schools	59.8%	60.1%	74.7%	69.6%	74.7%
CA Statewide DASS Schools	64.0%	62.7%	71.9%	68.8%	72.4%

Source: California Dashboard Data Files (2020-2024); https://www.cde.ca.gov/ta/ac/cm/graddatafiles.asp

The DASS Graduation Rate is one of the DASS Schools Renewal MOU Criteria for Audeo. The Charter school may meet this in one of two ways: Exceed the county DASS schools' Average *(excluding Altus Schools)* or exceed the state DASS schools' average. For the past five consecutive years the state has released the DASS 1-Year Graduation rate, 2019-20 through 2023-24, Audeo has significantly exceeded both the county and state DASS averages every year. **In 2024, the most recent year available, based on the CDE DASS 1-Year Grad Rate Data file, Audeo exceeded the County DASS average by over 21%, and the 2024 state DASS average by 24%.**

DASS Charter School MOU Criteria #8	
State and Local Measure	One-Year Dropout Rate
The target has been	**SUBSTANTIALLY MET**

One-Year Dropout Rate

Audeo One-Year Dropout Rate					
	2019-2020	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
All Students	5.6%	4.7%	3.8%	1.9%	4.3%
Target	**5.0%**	**5.0%**	**5.0%**	**5.0%**	**5.0%**

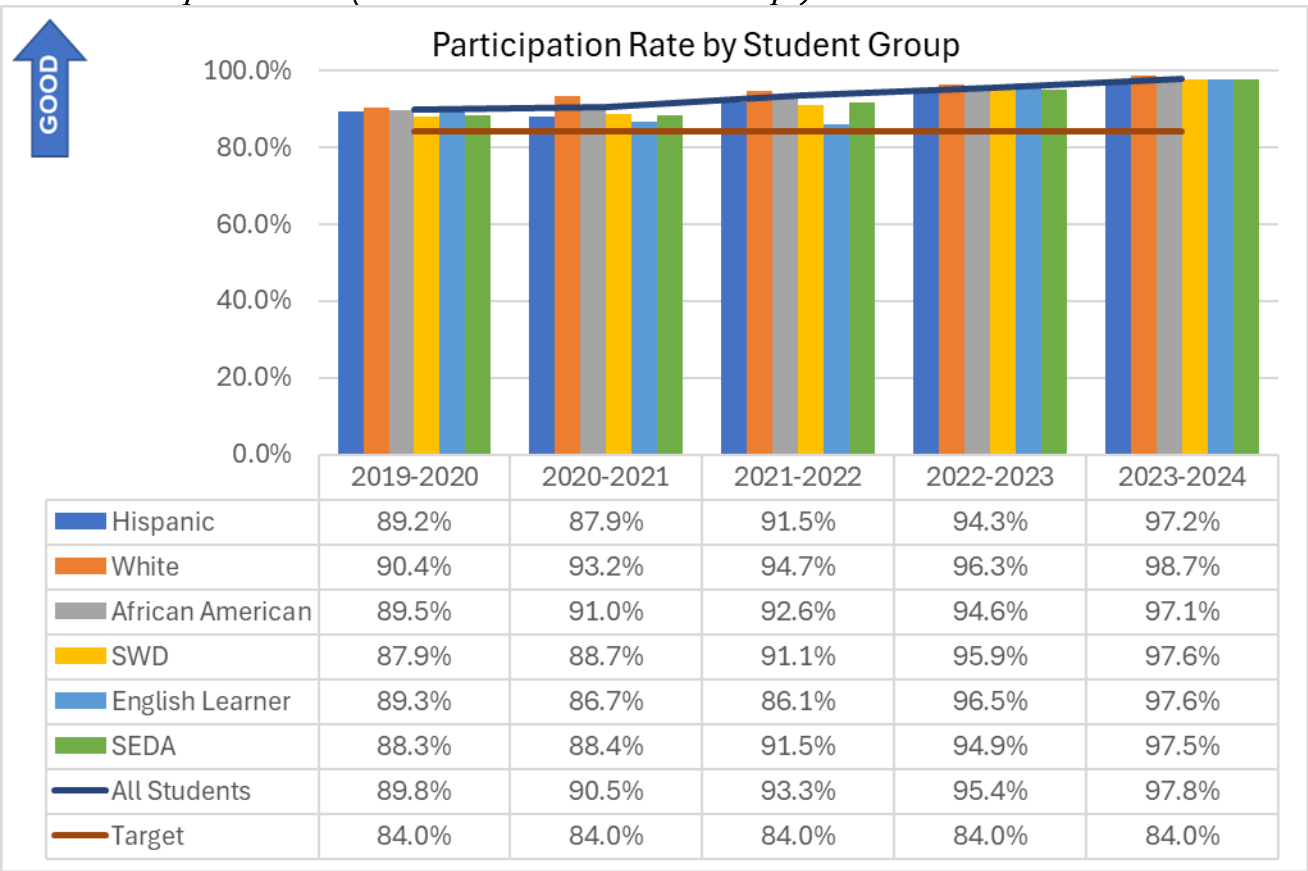
Source: CDE DataQuest and CALPADS Fall 1 Data – Dropouts (2024)

The Annual Adjusted Grade 9-12 Dropout Rate (One-Year Dropout Rate) is a key measure in demonstrating positive student outcomes. Formerly the One-year Dropout Rate was reported by the CDE annually. The last CDE release of the Annual Adjusted Grade 9-12 Dropout rate was for 2016-2017. Audeo has continued to internally monitor the annual adjusted dropout rates using the same methodology and Data from CALPADS Fall 1 Submission data.

Audeo enrolls a significant number of students who are not on track to complete graduation requirements within the confines of four-years of High School. Despite 69% of Audeo's middle and high school students enrolling credit deficient *(one or more semesters behind)* and an average of one-to-three grade levels behind in reading and math, the Charter School has maintained a One-Year Dropout Rate below 5% each of the last four years.

DASS Charter School MOU Criteria #9	
State and Local Measure	Participation Rate
The target has been	**MET**

Audeo Participation Rate (All Students and Student Groups)



	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Hispanic	89.2%	87.9%	91.5%	94.3%	97.2%
White	90.4%	93.2%	94.7%	96.3%	98.7%
African American	89.5%	91.0%	92.6%	94.6%	97.1%
SWD	87.9%	88.7%	91.1%	95.9%	97.6%
English Learner	89.3%	86.7%	86.1%	96.5%	97.6%
SEDA	88.3%	88.4%	91.5%	94.9%	97.5%
All Students	89.8%	90.5%	93.3%	95.4%	97.8%
Target	84.0%	84.0%	84.0%	84.0%	84.0%

Source: School Pathways Student Information System (2019-2024)

Audeo measures Participation Rates for students as an evaluation of student engagement and progress. Audeo's target for participation as part of its DASS Renewal MOU Criteria is 84% schoolwide and for significant student groups. Over the last five years, Audeo has exceeded the 84% participation target rate for All Students every year and for every significant student group every year.

DASS Charter School MOU Criteria #10	
State and Local Measure	Suspension Rate
The target has been	**MET**

Audeo Suspension Rates

Audeo Suspension Data					
Year	**Suspension Rate**	**San Diego County DASS Rate**	**State DASS Rate**	**MOU Target**	**Target Met**
2019-2020	0.2%	COVID	COVID	< 1.5%	**Yes**
2020-2021	0.0%	0.3%	0.4%	< 1.5%	**Yes**
2021-2022	0.0%	2.4%	2.9%	< 1.5%	**Yes**
2022-2023	0.1%	2.6%	3.9%	< 1.5%	**Yes**
2023-2024	0.1%	1.9%	3.3%	< 1.5%	**Yes**

Source: California School Dashboard (2024); https://www.caschooldashboard.org/ and CDE DataQuest (2024)

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

DASS Charter School MOU Criteria #11	
State and Local Measure	Expulsion Rate
The target has been	**MET**

Audeo Expulsion Rates

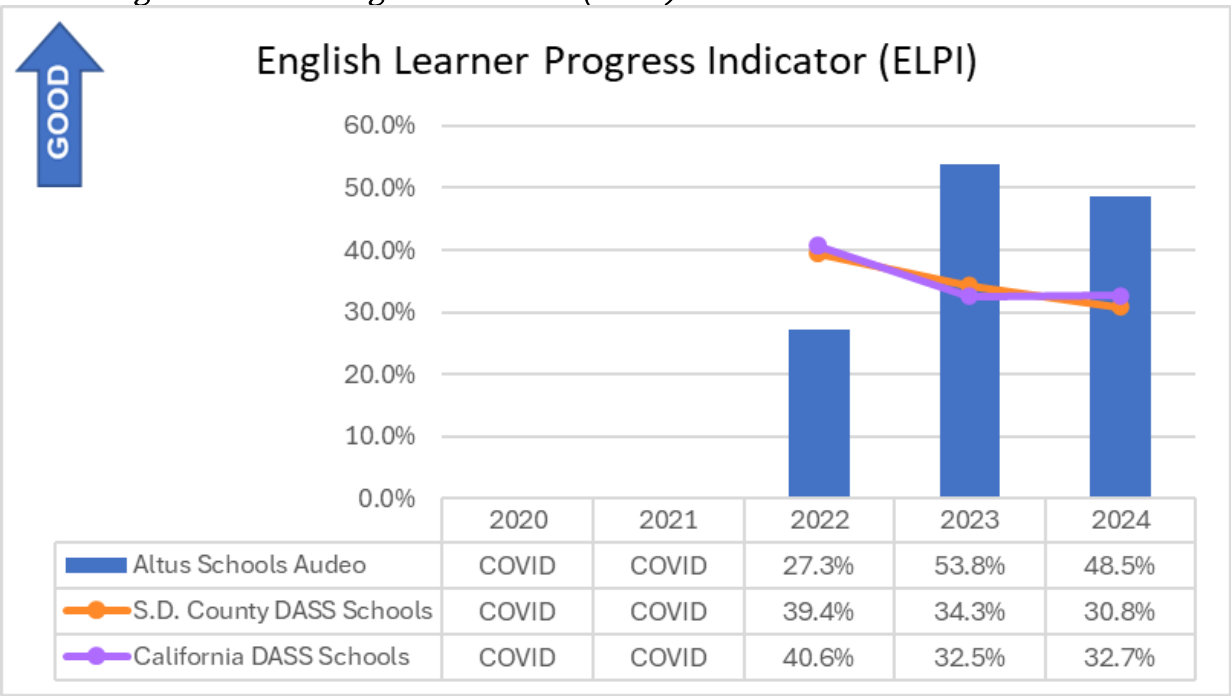
Audeo Expulsion Data					
Year	**Expulsion Rate**	**San Diego County DASS Rate**	**DASS State**	**MOU Target**	**Target Met**
2019-2020	0.0%	COVID	COVID	< 1.0%	**Yes**
2020-2021	0.0%	0.0%	0.0%	< 1.0%	**Yes**
2021-2022	0.0%	0.0%	0.1%	< 1.0%	**Yes**
2022-2023	0.0%	0.0%	0.1%	< 1.0%	**Yes**
2023-2024	0.0%	0.0%	0.1%	< 1.0%	**Yes**

Source: California School Dashboard (2024); https://www.caschooldashboard.org/ and CDE DataQuest (2024)

Audeo's MOU target is to maintain an Expulsion Rate of 1% or less. Audeo has met this target each year of the charter term. In the most recent four years, Audeo has maintained a perfect 0% expulsion rate. These results exceed the target set forth in the SDUSD/Audeo DASS MOU.

DASS Charter School MOU Criteria #12	
State and Local Measure	English Learner Progress Indicator
The target has been	**SUSTANTIALLY MET**

Audeo English Learner Progress Indicator (ELPI)



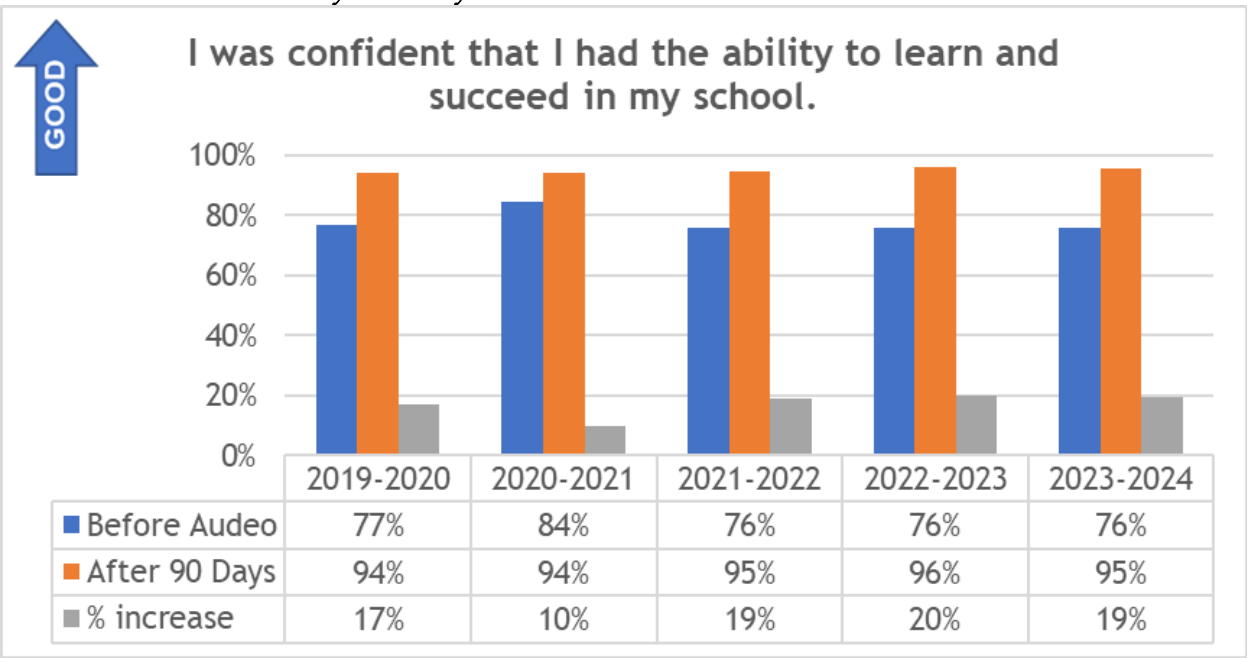
	2020	2021	2022	2023	2024
Altus Schools Audeo	COVID	COVID	27.3%	53.8%	48.5%
S.D. County DASS Schools	COVID	COVID	39.4%	34.3%	30.8%
California DASS Schools	COVID	COVID	40.6%	32.5%	32.7%

Source: California School Dashboard https://www.cde.ca.gov/ta/ac/cm/elpidatafiles.asp

The English Learner Progress Indicator (ELPI) debuted on the 2019 California Dashboard. Due to COVID, there are no ELPI results for 2020 or 2021. The ELPI is calculated based on a student's performance on the English Language Proficiency Assessment for California ("ELPAC"). In the DASS Renewal MOU Criteria, the school may meet the ELPI target by either exceeding the San Diego County DASS Schools average *(excluding Altus Schools)* or the state DASS school's average. **Audeo has significantly exceeded the ELPI MOU target each of the past two years.**

DASS Charter School MOU Criteria #13	
State and Local Measure	Confidence Survey Results
The target has been	**MET**

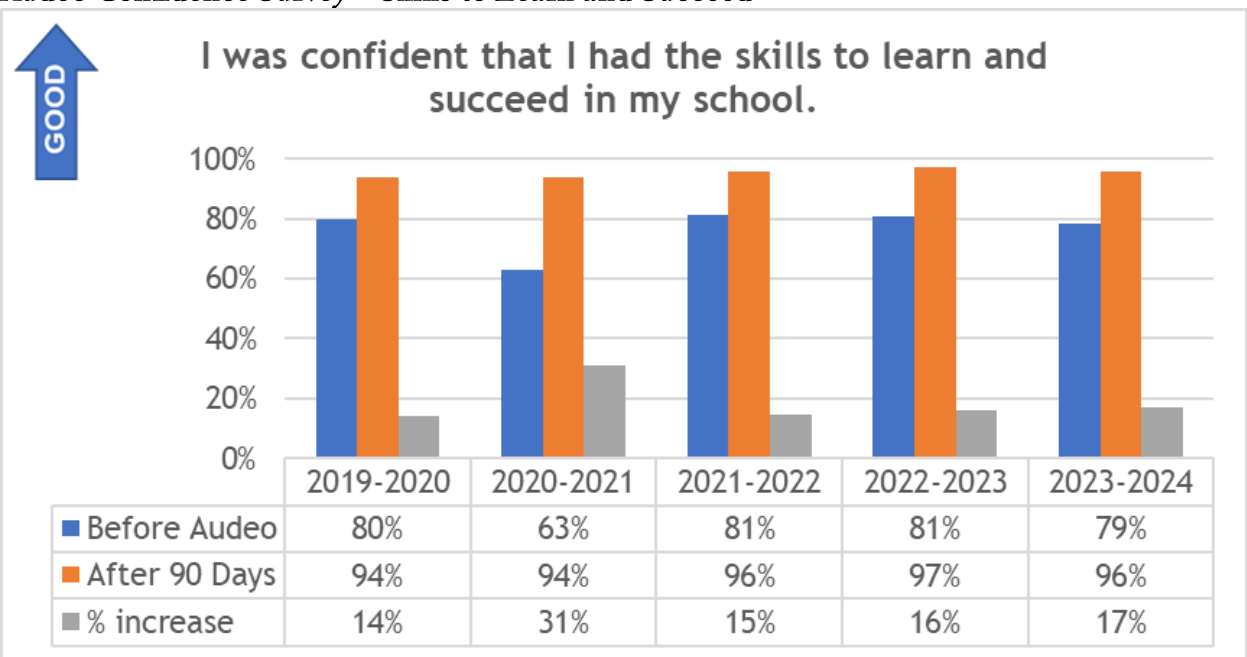
Audeo Confidence Survey – Ability to Learn and Succeed



	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Before Audeo	77%	84%	76%	76%	76%
After 90 Days	94%	94%	95%	96%	95%
% increase	17%	10%	19%	20%	19%

Source: Naviance (2019-2024)

Audeo Confidence Survey – Skills to Learn and Succeed



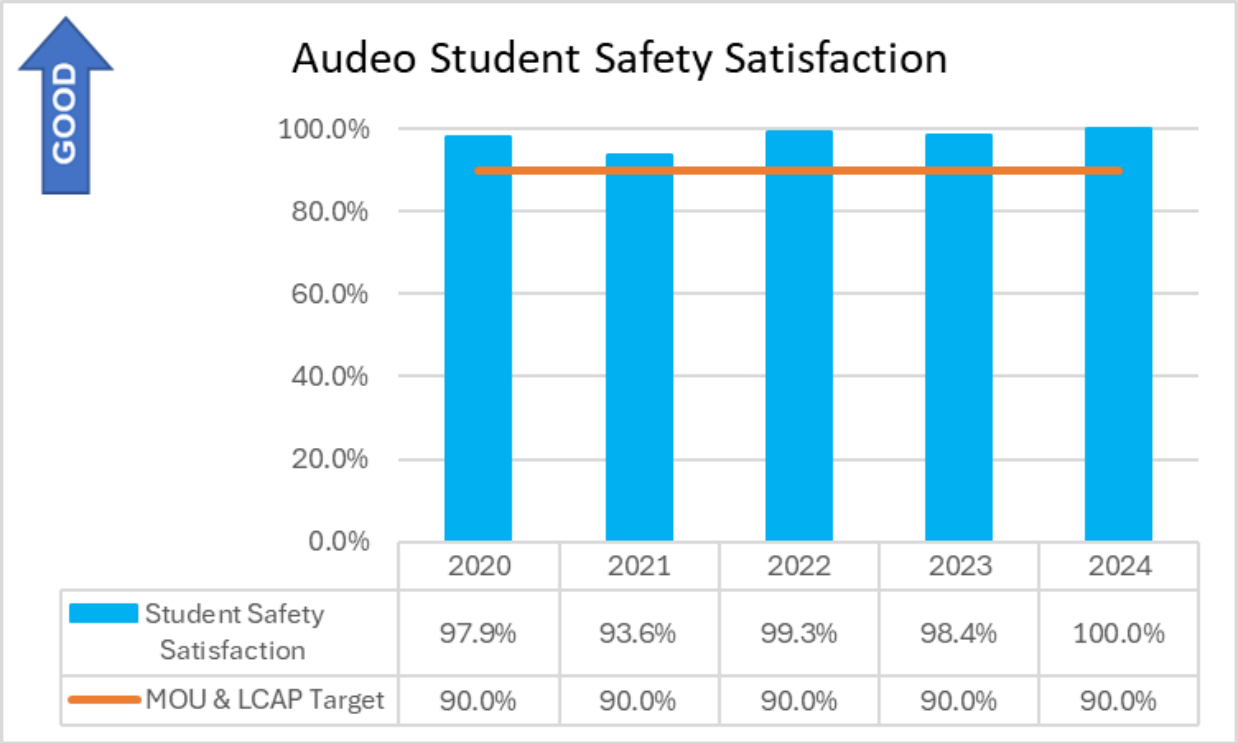
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Before Audeo	80%	63%	81%	81%	79%
After 90 Days	94%	94%	96%	97%	96%
% increase	14%	31%	15%	16%	17%

Source: Naviance (2019-2024)

High-risk students often lack the academic confidence needed to successfully engage in school. Audeo is committed to monitoring its effectiveness at immediately engaging high-risk students. New students at Audeo take a Confidence Survey when they first enroll to gauge their confidence levels regarding their academic skills and abilities. After 90 days, these students are surveyed again to determine if their confidence levels have increased to be academically successful in school. This measure is used to demonstrate student engagement for new students. The DASS Renewal MOU target is that new students will achieve a 90% or higher rating on Confidence Survey questions after 90 days of enrollment at Audeo. Overall, the results in 90 days yield a double-digit increase (10-31%) increase in confidence from when students first enroll at Audeo. Each year, Audeo has exceeded the MOU target of 90% of students reporting increased confidence in their ability and skills to learn and succeed in school and skills to learn and succeed in school.

DASS Charter School MOU Criteria #14	
State and Local Measure	Student Safety Satisfaction Survey Results
The target has been	**MET**

Student Engagement Survey – Safety Satisfaction

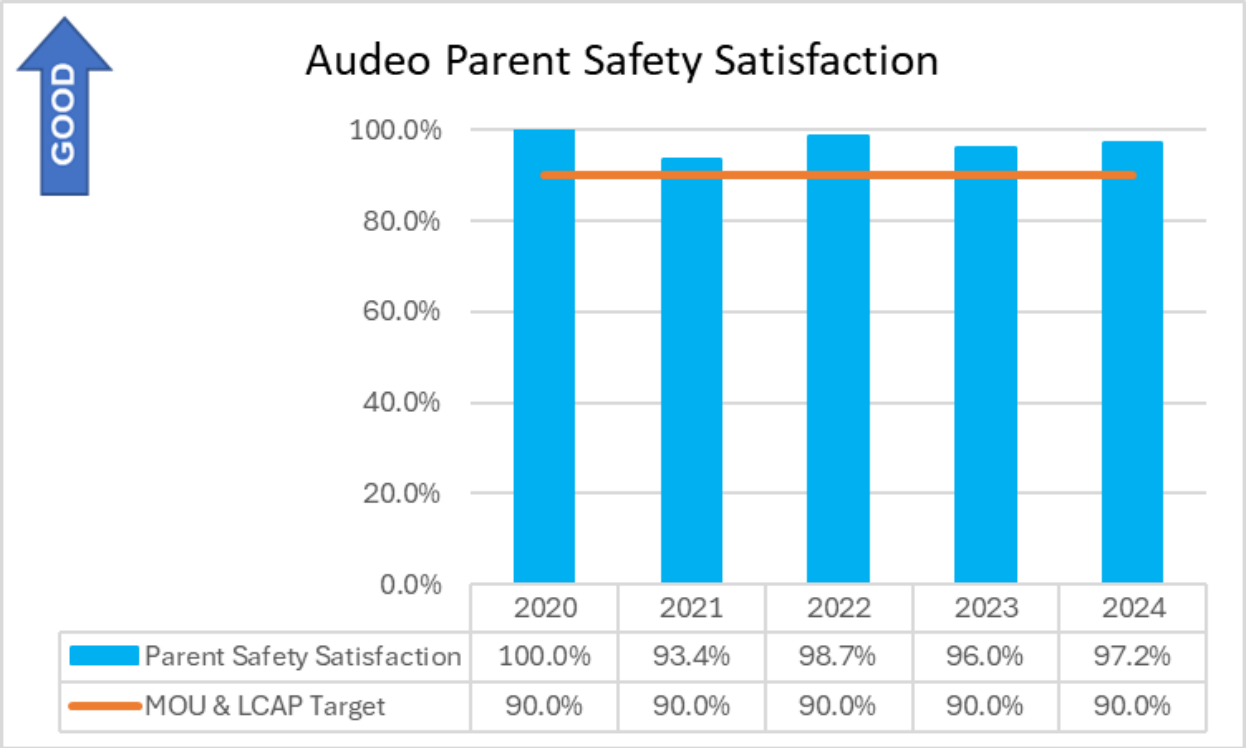


Source: Survey Monkey (2019-2024)

Providing a safe environment and supportive school culture is a key requirement of students at Audeo. Student Safety is one of the elements in the DASS Renewal MOU Criteria with the target to maintain a 90% or higher rating on safety satisfaction rating from students. For the past five years, Audeo's overall student safety satisfaction results indicate that on average over 97% of enrolled students feel safe and supported at Audeo. The School has met the DASS Renewal MOU Criteria target for student safety each year.

DASS Charter School MOU Criteria #15	
State and Local Measure	Parent Safety Satisfaction Survey Results
The target has been	**MET**

Parent Engagement Survey – Safety Satisfaction



	2020	2021	2022	2023	2024
Parent Safety Satisfaction	100.0%	93.4%	98.7%	96.0%	97.2%
MOU & LCAP Target	90.0%	90.0%	90.0%	90.0%	90.0%

Source: Survey Monkey (2019-2024)

Providing a safe environment and supportive school culture is a key requirement from parents. Parent Safety is one of the elements in the DASS Renewal MOU Criteria with target is to reach a 90% or higher rating on safety satisfaction rating from Parents. Overall, Audeo's parent safety satisfaction survey results for the past five years indicate that on average over 98% of Audeo's parents reported feeling that their child is learning in a safe and supportive environment. Audeo has met the DASS Renewal MOU Criteria target for parent safety each year.

DASS Charter School MOU Criteria #16	
Academic Indicator	College Persistence and Completion
The target has been	Not Applicable

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

Audeo DASS Renewal MOU Criteria: Target Met Summary						
		19-20	20-21	21-22	22-23	23-24
MOU #1	*CAASPP (SBA) DFS – ELA*	COVID	COVID	Target Met	Target Met	Target Met
MOU #2	*CAASPP (SBA) DFS – Math*	COVID	COVID	Target Met	Target Met	Target Met
MOU #3	*CAASPP (SBA) Proficiency – ELA*	COVID	COVID	Target Met	Target Met	Target Met
MOU #4	*CAASPP (SBA) Proficiency – Math*	COVID	COVID	Target Met	Target Met	Target Met
MOU #5	*Local Indicators on Dashboard*	COVID	COVID	Target Met	Target Met	Target Met
MOU #6	*Verified Assessment Results (NWEA MAPS)*	COVID	Target Met	Substantially Met	Target Met	Target Met
MOU #7	*DASS Graduation Rate*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #8	*1-Year Dropout Rate*	***Not Met***	Target Met	Target Met	Target Met	Target Met
MOU #9	*Student Participation Rate*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #10	*Suspension Rate Indicator*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #11	*Expulsion Rate*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #12	*English Learner Progress Indicator*	COVID	COVID	***Not Met***	Target Met	Target Met
MOU #13	*Student Confidence*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #14	*Student Safety*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #15	*Parent Safety*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #16	*College Persistence Rate and College Completion Rate*	N/A	N/A	N/A	N/A	N/A

Appendix BB

MULTI-TIERED SYSTEM OF SUPPORT PLAN

Multi-Tiered System of Support (MTSS)

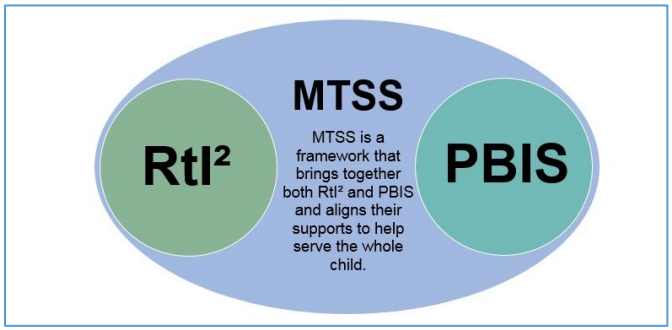
Altus Schools' **Multi-Tiered System of Support (MTSS)** is **one** system that supports the whole child. MTSS focuses on aligning initiatives and resources to address the needs of all students. It is a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students[1].

Altus Schools' MTSS is designed to provide an effective framework that guides all decisions, practices, and policies according to equity[2]:

- Removing the predictability of success and failure that currently correlates with any social or cultural factors.
- Interrupting inequitable practices, examining biases, and creating inclusive school environments for all.
- Discovering and cultivating the unique gifts, talents, and interests that every human possesses.

Characteristics of MTSS:

- Utilizes regular progress monitoring to inform and make decisions about changes.
- Establishes a system of prevention by anticipating students' and educators' needs to able to address the range of diverse students in the school setting.
- A method of organization that encompasses RtI and PBIS, and systematically address support for all students.



[1] Modeled after California Department of Education (CDE) recommendations for a successful MTSS.
[2]The school's MTSS has been influenced by tenets of equity and evidence-based strategies provided by the San Diego County Office of Education.

Altus Schools Multi-Tiered System of Support			
Tiered System	**Academic**	**Behavior**	**Social-Emotional**

<u>Tier 1</u>:
All Students
Universal/Comprehensive
Strategies, Interventions, and Supports
	• Pathways Personalized Education Plan (PPEP)
	• Altus Connect Program- Chromebook and internet services
	• College and Career Pathways:
	  ○ Four-Year College and University
	  ○ Community College
	  ○ Military
	  ○ Career
	• Early College Credit Program
	• Blended Learning
	• Small group tutoring
	• Individualized and personalized instruction
	• Universal Design Learning Curriculum
	• Virtual Reality learning experiences
	• Designated and Integrated ELD instruction for all English Learner students
	• School Pathways Student and Parent Portal
	• Altus Math Resource Site for students, parents, and family members
	• Data Integration Systems:
	  ○ NWEA- diagnostic and growth assessments
		• Altus Schools Mental Health and Wellness Hub
		• Character and Leadership Development Program with Cadet Corps
		• Meal Program
		• Supervised learning environment
		• Small learning communities
		• Flexible scheduling and seating
		• AI Ethical and Responsible Use Lessons
		• Regular progress reporting to parents, caregivers, and family members
		• Behavior conferences, including teacher, student, parent, and family member
		• Home and/or work visits
		• Review of annual school paperwork:
		  ○ Student & Parent Handbook
		  ○ Master Agreement & Acknowledgment of Responsibilities
		  ○ Academic Integrity Protocols
		• Contact Manager and Monthly Storybook monitoring and intervention
		• Healthy Youth Department:
		  ○ Specialized Instructional Staff
		  ○ School Nurses
			• Altus Schools Mental Health and Wellness Hub
			• Youth Mental Health First Aid Training certification for instructional staff
			• Implementation of Trauma Informed Practices to support mental health needs
			• Annual staff training on suicide prevention and intervention
			• Human Trafficking School Safety Protocol
			• Review of PPEP Needs Assessment results upon enrollment to identify need for school and community resources
			• Intake Survey
			• Suicide Intervention/Prevention Protocols
			• Character and Leadership Development Program with Cadet Corps
			• Resilience in Students & Education (RISE) Series
			• Utilization of SEL instructional resources
			• Mental health online coaching application systems

Altus Schools Multi-Tiered System of Support			
Tiered System	**Academic**	**Behavior**	**Social-Emotional**
<u>Tier 1</u>: **All Students** **Universal/Comprehensive** Strategies, Interventions, and Supports *(Continued)*	○ Renaissance Learning- instructional data warehouse of assessments and data ○ College and Career Planning Tools ○ Ellevation- progress monitoring system for English Learner and RFEP students • Annual school events: ○ Open House Events ○ Senior Night Events ○ College and Career Week ○ Wellness Week ○ Workplace Readiness Week ○ Middle School Promotion ○ High School Graduation • Field trips aligned to student interests, curriculum topics, and individual student college/career plans • Family Learning Series: training and education designed for parents and family members • Annual GATE assessment opportunities for grades 2-5, 7, and 9 • Culturally and linguistically responsive instructional strategies	○ Healthy Youth School Therapists ○ Equity & Inclusion Administrator • Human Trafficking School Safety Protocol • Culturally and linguistically responsive instructional strategies	• Family Learning Series • Access to Mental Health Bi-annual Parent Notifications • Promotion of Parent Education Opportunities via Parent Square • Administration of California Healthy Kids Survey (CHKS) to measure school climate needs and inform programs • Staff training on contemporary topics impacting youth wellness (e.g. substance misuse, healthy lifestyle choices, cultural responsiveness.) • Universal mental health screening • Calming Carts with self-regulation tools

Altus Schools Multi-Tiered System of Support			
Tiered System	**Academic**	**Behavior**	**Social-Emotional**
<u>Tier 2</u>: **Some Students** **Targeted/Supplemental** Strategies, Interventions, and Supports	• Intervention Counselor Conference • AVID instructional strategies that promote student engagement and academic confidence • Supplemental academic tutoring programs • IXL Math to rapidly develop student math skills • Desmos Math Classroom platform for small group instruction • Achieve 3000 to increase literacy skills • Empower ELA and Math support electives • BrainPOP tutorials to support student comprehension of course content • Khan Academy, instructional tutorials, and interactive activities • Utilization of Strategies for Academic Success curriculum • Refinement of GATE plan if applicable • Incorporation of Prescriptive Testing (PT) coursework to increase motivation and credit completion for qualifying students • Student Study Team (SST) • 504 Plan	• Intervention Counselor Conference • Behavior Intervention Plan • AI Ethical and Responsible Use Protocols • Community-based partnerships to support student needs • Recommendation to participate in Service Learning and/or Work Experience • Student mentoring opportunities • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management	• Intervention Counselor Conference • AVID social-emotional curriculum • Community-based partnerships to support student needs • SEL Instruction: RISE Series • Utilization of SEL Curriculum • Utilization of Life Skills related courses • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management • Mental health online coaching application systems • Healthy Youth School Therapist referral for short-term counseling • School Nurse outreach and support for pregnant/parenting students

Altus Schools Multi-Tiered System of Support			
Tiered System	**Academic**	**Behavior**	**Social-Emotional**
	• Homeless & Foster Youth Liaison Case Management		
<u>Tier 3</u>: **Few Students** **Intensive** Strategies, Interventions, and Supports	• Intervention Lead Conference • Individualized math and writing intervention and tutoring • Literacy groups • Ascend literacy intervention for Students with Disabilities	• Intervention Lead Conference • Community Assessment Team (CAT) Program Referral • Bus Pass Program for qualifying students • Healthy Youth Therapist Referral for individual counseling	• Intervention Lead Conference • Community Assessment Team (CAT) Program Referral • Healthy Youth Therapist Referral for individual counseling • Crisis response protocols

As part of the MTSS, **Response to Intervention (RtI)** is used to determine how individual students are responding to strategies, interventions, and supports. In an RtI Model, instructional staff identify students at-risk of not meeting standards/expectations, regularly monitor student learning, provide research-based interventions, and utilize a systematic approach to ensure academic success for all students. This problem-solving approach continually examines student response and adjusts based on data and a documented feedback system.

Tiered System	RtI Description
Tier One	• Focuses on preventing learning difficulties and providing best first instruction for all students. • Tier One consists of a comprehensive implementation of the content area frameworks, Universal Access, as well as a comprehensive assessment and data monitoring system. • Tier One is the primary program available for all students with a focus first on instruction, collaboration, common assessments, and data analysis within grade levels or departments.
Tier Two	• Interventions are designed to meet the needs of strategic intervention students. • Strategic students may be "one to two standard deviations below the mean according to state assessments" (RLA Framework p. 264, Mathematics Framework, p. 231) or one to two years below grade level. • Tier Two is an additional opportunity for students to learn missing prerequisite skills required to master standards. • Progress monitoring and diagnostic assessments are used to determine specific intervention needs of students and customized short-term interventions are designed and implemented. • Most Tier Two interventions last for three to eight weeks with multiple data monitoring points throughout the intervention. • Students' response to these interventions is monitored closely to determine if additional interventions are needed.
Tier Three	• Interventions are designed to meet the needs of intensive intervention students. • Intensive is defined as "seriously at risk as indicated by their extremely and chronically poor performance on one or more measures" (RLA Framework, p. 265, Mathematics Framework, p. 231). • Intensive interventions are used when it has been determined that students are not responding to Tier One and Tier Two interventions and will be best served by providing more intensive interventions or placement in alternative instructional materials. • Each tier simultaneously provides the best instructional program for students. • The interventions are consistently and regularly implemented and are monitored for student response. • Students needing additional support move up the pyramid through a continuum of interventions to respond to their academic needs. • As student achievement of standards improves, students gradually move down the RTI^2 pyramid when data indicates that less support is needed.

Appendix CC

DUAL ENROLLMENT AGREEMENTS

COASTL
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LETTER OF SUPPORT FOR DUAL ENROLLMENT SERVICES WITH ALTUS SCHOOLS

Coastline College Dual Enrollment will work with designated staff and faculty from Altus SCHOOLS toward supporting students as they navigate and access opportunities in Early College Credit. The purpose is for high school students from Altus SCHOOLS to understand the available academic offerings, matriculate, complete the class, and continue in dual enrollment in future semesters.

Coastline College and Altus SCHOOLS share a common goal of preparing all students for future success so that they can positively impact the community at large. In recognition of this common goal, **Coastline College Dual Enrollment** provides the following[1] for students enrolled in **Altus SCHOOLS**:

- Promotion Materials and Recruitment Support
- Enrollment Workshops
- Student Advising on Course Plan and Course Sequence
- Materials for teacher trainings as needed (manuals, trainings via Webcall)
- Student Progress Monitoring
- Data Sharing[2]
- Designated Fee Waiver (when applicable for online students)
- Designated contact to provide support (admission, enrollment, guidance)

Altus SCHOOLS provides the following for students participating in **Coastline College Dual Enrollment**:

- Enrollment Workshops
- Promotion Materials and Recruitment Events
- Designated contact/s trained in Coastline's processes and protocol
- Retention and Persistence Monitoring
- Student Advising on Course Plan and Course Sequence

The items on this list may be revised by either institution to reflect its availability of services, staff, and funding.

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[1] Coastline's academic offerings are available via distance learning online for students of Altus Schools, therefore, these services will be delivered electronically.
[2] Subject to FERPA compliance.

Coastline College and **Altus SCHOOLS** remain as independent organizations, and that nothing contained herein shall be deemed to create or shall be construed as a joint venture or other proprietary relationship between or among the parties. Both organizations shall retain their separate professional and administrative responsibilities. The current partnership between **Coastline College Dual Enrollment** and **Altus SCHOOLS** will be strengthened through the opportunity to have a presence in the **Altus SCHOOLS** facility. This presence will allow easy access and convenient interaction between **Coastline Community College** and **Altus SCHOOLS**.

Donovan Bui

Donovan Bui
Dual Enrollment Project Director
Coastline College

Mary Searcy Bixby

Mary Searcy Bixby
Founder, President and Chief Executive Officer
Altus Schools

Memorandum of Understanding (MOU) between Southwestern Community College District (SCCD) and Altus Schools (Altus)

Through this Memorandum of Understanding (MOU) Altus Schools (Altus) seeks to partner with Southwestern Community College District (SCCD) and implement a priority registration process in order to provide greater access to online, asynchronous, dual-enrollment college-level courses to students attending Altus Schools.

PURPOSE

The Altus Schools journey to provide personalized, exceptional educational options to students in neighborhoods throughout Southern California began in 1993 when The Charter School of San Diego (CSSD) became the first charter school approved in San Diego County. In the decades since, CSSD began serving students through a radically different model that provides students with a free, public individualized learning option in their neighborhood. Altus Affiliated Schools include Charter School of San Diego (est. 1993), Audeo Charter School (est. 2001), Mirus Secondary School (est. 2007), Audeo Charter School II (est. 2016), Grossmont Secondary School (est. 2017), Sweetwater Secondary School (est. 2017), Audeo Charter School III (est. 2018), and Audeo Valley Charter School (est. 2021). Together, these schools have transformed the lives of more than 45,000 students, their families, and the communities in which they live. Students attending Altus Schools typically engage in independent study courses. As a result of the modality of independent study instruction at Altus Schools, a Career and Career Access Pathway (CCAP) agreement is not feasible. However, the independent study modality aligns well with online sections available at SCCD. Students attending Altus Schools who wish to enroll in an online course at SCCD and take advantage of the dual enrollment high school special program will receive Level 4 Priority Registration at SCCD as indicated in Administrative Procedure 5055 - Enrollment Priorities.

TERMS OF THE AGREEMENT

This Agreement shall commence commencing July 12, 2022 through June 30, 2025. The parties commit to conduct an ongoing assessment and evaluation of this educational partnership and the program components to ensure currency and compliance with federal, state, and local regulations.

CLASS OFFERINGS

Students of Altus Schools will be able to take any class offerings that are available to other High School Special Students, but will only receive priority registration for enrollment in online sections.

CONDITIONS

A. Students attending Altus Schools who wish to take dual enrollment SCCD courses will be enrolled per Administrative Procedures 5011 - Admissions and Concurrent Enrollment Of High School Students, 5055 - Enrollment Priorities, and Board Policy 5010 - Admissions And Concurrent Enrollment.

B. Students will be enrolled in a maximum of two SCCD courses per semester under this Agreement.

C. Eligible 10th through 12th grade student participants will be identified by the high school counselor liaison at each high school campus based upon ability to benefit from the courses in accordance with the purpose of this Agreement. 9th grader will be eligible on an individual basis.

D. Students must complete a Southwestern Community College District application for admission, high school special form or adult dual enrollment form, and meet all course requisites as stated in the SCCD course catalog.

E. Students will be required to comply with all academic requirements and deadlines in accordance with the SCCD catalog and schedule of classes.

F. Students who do not make satisfactory academic progress in the SCCD courses offered under this Agreement may not participate in the program in a subsequent semester. Exceptions may be considered based upon extenuating circumstances.

G. Students under the age of 18 must receive parental approval through the requisite application form (jointly approved by SCCD and Altus), which includes access to student records information. As part of the permission process, parents acknowledge that their child is enrolling in a college class with adult content.

H. Altus students must submit final enrollment forms and application forms prior to being able to be registered in the course.

I. In order for Altus students to receive Level 4 priority registration, Altus schools must submit their list of students (student names and SWC Student IDs) who have completed the application and special admit enrollment forms to the Director of Enrollment Services one week prior to the last day to flag priority registration students each semester. This date can be obtained from the Director of Enrollment Services and SWC's Registration Timeline.

J. Students in the program will be exempt from enrollment fees as outlined for concurrently enrolled students in Administrative Procedure 5011. Students will be responsible for any fees not waived in Administrative Procedure 5011.

K. Books, supplies, and instructional materials will be covered by Altus for students in the program.

L. A Southwestern College Outreach department representative will be assigned to serve as the program's primary point of contact and support, providing student outreach and course

enrollment assistance.

M. Students will have access to all college support services located on the college campus or provided virtually, including, but not limited to tutoring support, library services, counseling, assessment, outreach, admissions, orientation, and matriculation services, except for Health Services, unless the student has paid the health fee.

DATA SHARING/OWNERSHIP

A. SCCD and Altus desire to monitor and evaluate student progress and success and improve education programs through the analysis of academic performance data concerning their students; and

B. Pursuant to the Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. Section 1232g(b)(1)(F)) and California Education Code 10807, regarding the transfer of student educational data from one educational segment to another, in effort to evaluate and improve their respective educational programs, the Parties will share academic performance data of students who have, or who are, attending their institutions by facilitating the transfer of data, ensuring the confidentiality of records, and their consistency with FERPA (Family Educational Rights and Privacy Act) guidelines.

1) Timeline.

The educational institutions shall provide one another with academic data, concerning their respective students annually each August in a manner and form specified by the designated representatives of the parties. Grades will be shared at the end of each semester.

2) Confidentiality.

a) Confidential Information Defined. Each Party (the "Disclosing Party") may from time to time during the Term disclose to the other Party (the "Receiving Party") certain information regarding the Disclosing Party's business, including technical, marketing, financial, employee, planning, student education records, and other confidential or proprietary information ("Confidential Information"). Data from either Party will be considered Confidential Information of that District.

b) Protection of Confidential Information. The Receiving Party will protect the Disclosing Party's Confidential Information from unauthorized use, access, or disclosure in the same manner as the Receiving Party protects its own confidential or proprietary information of a similar nature and with no less than reasonable care. The confidentiality requirements shall survive the termination or expiration of this MOU or any subsequent agreement intended to supersede this MOU.

c) Exceptions. The Receiving Party's obligations under this section with respect to any Confidential Information of the Disclosing Party will terminate if the Receiving Party can demonstrate that such information: (i) was already known to the Receiving Party at the time of disclosure by the Disclosing Party; (ii) is disclosed to the Receiving Party by a third party who had the right to make such disclosure without any

confidentiality restrictions; (iii) is, or through no fault of the Receiving Party has become, generally available to the public; or (iv) is independently developed by the Receiving Party without access to, or use of, the Disclosing Party's Confidential Information. In addition, the Receiving Party will be allowed to disclose Confidential Information of the Disclosing Party to the extent that such disclosure is (i) approved in writing by the Disclosing Party, (ii) necessary for the Receiving Party to enforce its rights under this Agreement in connection with a legal proceeding; or (iii) required by law or by the order of a court or similar judicial or administrative body, provided that the Receiving Party notifies the Disclosing Party of such required disclosure promptly and in writing and cooperates with the Disclosing Party, at the Disclosing Party's reasonable request and expense, in any lawful action to contest or limit the scope of such required disclosure.

d) Return of Confidential Information. Promptly upon the written request of the Disclosing Party following termination of this Agreement, the Receiving Party will either, at Disclosing Party's option, return to the Disclosing Party or destroy all Confidential Information of the Disclosing Party in the Receiving Party's possession or control and certify in writing that it has fully complied with its obligations under this Section.

e) Use of Confidential Information. The Receiving Party will not use Confidential Information of the Disclosing Party for any purpose prohibited by law or other than as required or specifically permitted by this Agreement. Parties further agrees it will not use any personally identifiable information to engage in or facilitate targeted advertising.

C. Current student data from Altus and SCCD shall be placed in CALPADS annually as an intermediary to facilitate data sharing between the Parties. Altus will upload student data to CALPADS and maintain an Agreement with CALPADS such that CALPADS is authorized to obtain agreed upon data for grades 7 - 12 students.

D. Requests for data will be initiated through the SCCD Dean of Institutional Research & Assessment and the Altus Dual Enrollment team.

E. The Parties further agree that Altus will remind parents of students participating in Southwestern Community College District educational partnerships that parents cannot access their child's SCCD academic record without written permission of the student.

STUDENT SAFETY

Mandated Reporting – SCCD acknowledges that its faculty and any SCCD employee who has direct contact with minors are considered mandated reporters of child abuse.

STUDENT RESPONSIBILITIES

Altus students are expected to adhere to SCCD policies and the Student Code of Conduct at all

times.

SCCD will provide academic accommodations for students with disabilities. Accommodations provided with K-12 Individualized Education Plans (IEP) or 504 Plans can be different than accommodations provided for academic work at the college level. It is the responsibility of the student enrolling in college level courses at SCCD to contact Southwestern College's Disability Support Services (DSS) Office by calling 619-482-6512 or 619-207-4480 (video phone) within the first week of class to make an appointment to meet with DSS to request academic accommodations. DSS will authorize Academic Accommodations once the student has completed the DSS interactive process. It is the student's responsibility to provide the SCCD instructor with the DSS Authorized Academic Accommodation form in order to receive accommodations in the class. Altus counselor liaison will ensure that SCCD academic accommodation request forms and guidelines are available to individual students as needed.

STUDENT RECORDS/CONFIDENTIALITY

A. Both institutions shall be familiar with, understand, and follow applicable Altus and SCCD policies and procedures, which are available on both Districts websites.

B. Both institutions shall keep confidential student information in conformance with all policies and procedures of both Districts, as well as applicable state and federal laws and regulations, including but not limited to Federal Family Educational Rights and Privacy Act (FERPA) of 1974. Both institutions' obligations hereunder shall include the obligation to defend, indemnify, and hold harmless the indemnified Parties from and against any and all claims asserted, or liability established, for damages or injuries to any person or property which may arise from, or are connected with, or are caused, or claimed to be caused, by the failure to comply with student confidentiality requirements.

EMPLOYEE RESPONSIBILITIES

A. Altus staff are responsible for securing signed acknowledgement of risk from the student's legal guardian on the Southwestern College High School Special form. The form includes language covering Education Code 48980. The form includes, among other items, acknowledgment that the course content of classes offered by SCCD is college level and might not otherwise be appropriate for minor students. In addition, Altus staff are responsible for securing signed consent on the form for SCCD to authorize medical treatment from the student's legal guardian. Such executed forms are to be provided to SCCD prior to the commencement of the first day of any classes or programs covered by this Agreement.

B. SCCD agrees to provide Altus with access to its current SCCD policies, procedures and protocols that impact Altus staff and parents. Current SCCD Board Policies and Administrative

Procedures can be found on SCCD's website. The Altus Superintendent's representative and the principal of the partnering campus agree to accept these materials on behalf of Altus and acknowledge that staff, students and parents will be made aware of and trained on these materials as acknowledged by the signature of receipt of these materials.

C. No officer, agent or employee of Altus or SCCD shall be deemed an officer, agent or employee of the other Party. Neither Altus nor SCCD, nor any officer, agent or employee thereof, shall be entitled to any benefits to which employees of the other Party are entitled, including, but not limited to, overtime, retirement benefits, workers' compensation benefits, injury leave, or other leave benefits.

FUNDING/EXPENSES

Apportionment – Concurrently enrolled high school students shall receive college credit for all college classes offered by the SCCD. SCCD shall claim state apportionment for all attendance of concurrently enrolled high school students in college classes offered on the high school campuses. Altus will ensure that all students are granted permission by the high school principal and parent to attend a college class while concurrently enrolled in high school. Altus will ensure that the requisite permission forms are obtained prior the commencement of the first day of any classes or programs covered by this Agreement. Altus agrees to not claim for Average Daily Attendance (ADA) for the students attending college classes held on the high school campus in accordance with state regulations.

INDEMNIFICATION AND INSURANCE

A. Liability – The parties agree to allocate potential liability between themselves with the intent that SCCD shall generally be responsible for the acts and omissions of its own employees and Altus shall generally be responsible for the acts and omissions of its own employees, as specifically set forth below in Section B., Mutual Indemnification.

B. Mutual Indemnification – In lieu of and notwithstanding the pro rata risk allocation which might otherwise be imposed between the parties pursuant to Government Code Section 895.6, or any other statute, regulation or rule that may otherwise affect the terms of this Agreement, the Parties agree that all losses or liabilities incurred by a Party shall not be shared pro rata, but instead the SCCD and Altus agree to the following:

1. Claims Arising From Sole Acts or Omissions of SCCD – The SCCD agrees to defend and indemnify the Altus, its agents, officers and employees from any claim, action or proceeding against Altus, arising solely out of the acts or omissions of the SCCD in the performance of this Agreement. At its sole discretion, Altus may participate at its own expense in the defense of any claim,

action or proceeding, but such participation shall not relieve the SCCD of any obligation imposed by this Agreement. Altus shall notify the SCCD promptly of any claim, action or proceeding and cooperate fully in its defense.

2. Claims Arising from the Sole Acts or Omissions of Altus – Altus agrees to defend and indemnify the SCCD, its agents, officers and employees from any claim, action or proceeding against SCCD, arising solely out of the acts or omissions of the Altus in the performance of this Agreement. At its sole discretion, SCCD may participate at its own expense in the defense of any claim, action or proceeding, but such participation shall not relieve the Altus of any obligation imposed by this Agreement. SCCD shall notify Altus promptly of any claim, action or proceeding and cooperate fully in the defense.

3. Claims Arising from Concurrent Acts or Omissions – SCCD agrees to defend itself and the Altus agrees to defend itself, from any claim, action or proceeding arising out of the concurrent action or omissions of SCCD and Altus. In such cases, SCCD and Altus agree to retain their own legal counsel, bear their own defense costs, and waive their right to seek reimbursement of such costs except as provided in the paragraph below.

4. Joint Defense – Notwithstanding paragraph above, in a case where SCCD and Altus agree in writing to a joint defense, SCCD and Altus may appoint joint defense counsel to defend the claim, action or proceeding arising out of the concurrent acts or omissions of Altus and SCCD. Joint defense counsel shall be selected by mutual agreement of the SCCD and Altus. SCCD and Altus agree to share the costs of such joint defense and any agreed settlement in equal amounts, except as provided in paragraph 5 below. SCCD and Altus further agree that neither Party may bind the other to a settlement agreement without the written consent of both SCCD and Altus.

5. Reimbursement and/or Reallocation – Where a trial verdict, or neutral third party in an arbitration award allocates or determines the comparative fault of the Parties, SCCD and Altus may seek reimbursement and/or reallocation of defense costs, settlement payments, judgments and awards, consistent with such comparative fault.

C. Insurance – Without limiting the indemnification, each Party shall maintain or cause to be maintained the following insurance coverage:

1. A policy of commercial general liability with limits of liability not less than one million dollars ($1,000,000) per occurrence and two million dollars ($2,000,000) annual aggregate;

2. A policy of workers' compensation providing statutory coverage;

3. A policy of professional errors and omissions liability with limits of liability not less than one million dollars ($1,000,000) per occurrence/aggregate; and

4. Such other insurance or self-insurance as shall be necessary to insure it against any claim or claims for damages arising under the Agreement. Insurance afforded by the commercial general liability policy shall be endorsed to provide coverage to the other party as an additional insured. A Certificate of Insurance certifying that coverage as required herein has been obtained shall be provided to the other party. The requirements of this section may be satisfied by the provision of similar coverage through a self-insurance program.

TERMINATION

This Agreement may be terminated by either party with advanced written notice. Such termination shall not be deemed to be a breach of this Agreement, nor shall it be deemed to be tortious conduct.

ASSIGNMENT

Neither Altus nor SCCD may assign or transfer any interest in this Agreement without the prior written consent of the other party.

PARTNERSHIP LIAISON

Altus will identify a program liaison at each high school. SCCD will identify a program liaison for all high schools.

PARTNERSHIP CONTACTS

Southwestern Community College District
Isabelle Saber, M.A.
Assistant Superintendent/
Vice President for Academic Affairs
(619) 482-6338
isaber@swccd.edu

Altus Schools
Allison Fleck
System Lead for College and Career
Readiness/School Counselor
(858) 203-4640
afleck@grossmontcharter.com

NOTICES

Any notice permitted or required under this Agreement shall be in writing and signed by the Party giving or serving the same, and shall be served either by personal delivery or certified mail to the following person and at the following addresses:

Southwestern Community College District
Mark Sanchez, Ed.D.
Superintendent/President
Southwestern Community College District
900 Otay Lakes Road
Chula Vista, CA 91910

Altus Schools
Mary Searcy Bixby
Founder, President, Chief Executive Officer,
Altus Affiliated Schools
Altus Schools
10170 Huennekens Street
San Diego, CA 92121

CONTRACT DOCUMENTS

This Agreement includes the terms and conditions set forth in this document. The duly authorized representatives of the parties sign this Agreement below.

Southwestern Community College District

By: DocuSigned by: Rosalinda Hernandez C3FDE897EF984FF...

Rosalinda Hernandez
Director of Procurement, Central Services & Risk Management

Date: 10/13/2022 | 1:48 PM PDT

Altus Schools

By: DocuSigned by: Mary Searcy Bixby C27938BCA39E4CF...

Mary Searcy Bixby
Founder, President, Chief Executive Officer

Date: 10/17/2022 | 4:19 AM PDT

Originator: Isabelle Saber
Assistant Superintendent/Vice President for Academic Affairs
Account No.: No Cost to the District

MEMORANDUM OF UNDERSTANDING REGARDING DUAL ENROLLMENT BETWEEN SAN DIEGO COMMUNITY COLLEGE DISTRICT AND ALTUS AFFILIATED SCHOOLS

This Memorandum of Understanding ("MOU") is entered into by and between San Diego Community College District (San Diego City College) ("City College"), 1313 Park Blvd., San Diego, CA 92101 and Altus Affiliated Schools ("Altus"), 10170 Huennekens Street, San Diego, CA 92121.

PURPOSE

The purpose of this MOU is to formalize the relationship between the two institutions to collectively serve and benefit students in the San Diego community.

RECITALS

WHEREAS, it is the mission of San Diego City College to provide lower division and general education courses that lead to certificates, associate degrees, or transfer to a four-year college or university to all who can benefit from instruction, and meet the educational, cultural and economic needs of the urban core and surrounding communities of San Diego;

WHEREAS, Altus Affiliated Schools is a charter high school system in the City College service area;

WHEREAS, the parties desire to collaborate and provide college courses ("Courses");

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures consistent with City College;

WHEREAS, the parties desire to enter into a MOU, which sets forth their mutual rights and responsibilities and governs their relationship regarding the subject Courses;

WHEREAS, this MOU contemplates that the parties will enter into a related course agreement (CA) for the individual subject Courses, that each CA will fully incorporate the terms of this MOU, and that each CA will set out the necessary details specific to the subject Programs/Courses;

WHEREAS, the parties intend for City College to report full-time equivalent students (FTES) and obtain state apportionment for the subject Courses given through this MOU in accordance with California Code of Regulations, Title 5, sections 58050, 58051, and 58051.5;

WHEREAS, all Courses will be located within the City College service area; and

WHEREAS, this MOU is Instructional, designed for the provision of college classes to students while concurrently enrolled in high school in programs that include but are not limited to: college readiness classes offered during the summer, classes taught at the colleges for specified cohorts of students, and individual students enrolled in classes on the college campus before or after the minimum school day. High school students may only

participate in one educational partnership program at a time.

NOW, THEREFORE, the parties mutually agree as follows:

TERMS

1. **Recitals.** The above recitals are incorporated herein and made a part of this MOU.

2. **Effective Date and Duration.** This MOU shall be effective on the date authorized representatives of both parties sign it and continue in effect for two years from the date of signing, or until duly modified or terminated by the parties.

3. **Early Termination.** This MOU may be terminated by either party with cause if another party fails to comply with the insurance or indemnification requirements or otherwise commits a material breach. Termination will be effective no sooner than 15 calendar days after a written demand to cure is provided and the party fails to cure. This remedy is in addition to any other remedy which may be provided for by law.

   This MOU may be terminated without cause and for any reason by any party. The party desiring early termination without cause must provide written notice to the other parties. Termination will be effective no sooner than 60 calendar days after actual receipt of the written notice.

   The parties agree to consider the needs of currently enrolled students when determining a termination date.

   The indemnification provisions contained in this MOU shall survive termination.

4. **Course Agreements.** The terms of this MOU are deemed to be part of and fully incorporated into any and all presently existing or future CAs pertaining to the Courses unless expressly modified by a related CA. Related CAs will typically address the time, date, location, number of educational hours, City College credits offered, number of students, and other specifics related to each Course. The terms of this MOU may be modified by individual CA as necessary. Any inconsistency between the MOU and an express provision of a CA will be resolved in favor of this MOU.

5. **Certifications for State Apportionment Purposes**
   A. City College certifies that the direct education costs of the courses are not being fully funded through other sources.

   B. City College certifies that it has not received full compensation for the direct education costs for the conduct of the course from other sources.

   C. The parties agree and acknowledge that all courses held under the terms of this MOU must be open to the general public.

6. **Regulatory Requirements for State Apportionment Purposes Applicable to All Courses Conducted Under the Terms of This MOU**
These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

A. Responsibilities of Each Party. City College and San Diego Community College District ("SDCCD") policies and procedures apply and City College is responsible for the Courses. The Courses will comply with all applicable regulations, procedures, prerequisites and standards applicable to City College, as well as any corresponding local policies, practices, and requirements of SDCCD.

B. Enrollment Period. The enrollment period shall be determined by City College in accordance with its guidelines, policies, pertinent statutes, and regulations.

C. Number of Course Hours Sufficient to Meet the Stated Performance Objectives. City College will determine the performance objectives for each of the Courses and the number of course hours necessary to meet the performance objectives. The performance objectives and corresponding course hours shall be specified in the related CA.

D. Supervision and Evaluation of Students. Supervision and evaluation of students shall be in accordance with City College and SDCCD guidelines, policies, pertinent statutes, and regulations.

E. Withdrawal Prior to Completion of the Course. A student's withdrawal prior to completion of the Course shall be in accordance with City College and SDCCD guidelines, policies, pertinent statutes and regulations.

F. Right to Control and Direct Instructional Activities. City College is responsible for the Courses and has the sole right to control and direct the instructional activities of all instructors.

G. Minimum Qualifications for Instructors Teaching Courses. The Courses are taught by SDCCD faculty who meet the minimum qualifications to provide instruction in a California community college, or shall work under the immediate supervision and control of a SDCCD employee who has those minimum qualifications. The minimum qualifications shall be consistent with the requirements in other similar courses and offered by City College. All instructors shall meet the qualification requirements of Title 5 CCR sections 53410 and 58060.

H. Facilities. If Courses are offered at City College campus/off campus sites, City College will provide adequate classroom/lab/instructional space at its facilities. If Courses are offered at the Altus campuses, Altus will provide adequate classroom/lab/instructional space at its facilities. Each party is responsible to clean, maintain, and safeguard its classroom/lab/instructional space and warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.

I. Equipment. Course faculty shall determine the type, make, and model of all equipment and materials to be used during each Course. If Courses are offered at City College campus/off campus sites, City College will provide necessary equipment for the provision of courses. If Courses are offered at the Altus campuses, Altus will provide adequate equipment for the provision of Courses. The responsibility for provision of course materials other than equipment shall be outlined in the CA.

J. Enrollment. Enrollment shall be open to any student who has been admitted to City College and meets all applicable prerequisites. Applicable prerequisite courses, training, or experience will be determined by City College and SDCCD. Applicants must meet the standards and prerequisites of City College and SDCCD.

Students who are in 10th grade (or equivalent from the institution) who would benefit from a college education will be allowed to enroll in the following City College courses: Personal Growth 110, Personal Growth 120, Personal Growth 130, and Personal Growth 140.

City College will be responsible for processing student applications. City College will provide the necessary admission forms and procedures and both City College and Altus will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.

City College will ensure that each student completes the admissions procedure, the course enrollment process, and otherwise process student applications and enroll students in the Courses, as appropriate. Altus will assist City College as necessary.

Enrollment of high school students in City College classes on the City College campus is at the discretion of City College. High school students may not displace regularly admitted City College students.

K. Enrollment Fees. Pursuant to SDCCD Board Policy (Education Code Section 76300(f)) the enrollment fee for students who are Special Part- Time Students (Education Code 76001) will be waived by City College and SDCCD.

L. Records of Student Attendance and Achievement. All records of student attendance and achievement shall be submitted to in accordance with City College and SDCCD policies and procedures, and shall be maintained by City College and SDCCD.

M. Ancillary Support Services for Students. Both City College and Altus shall ensure that students enrolled in the Courses are provided ancillary and support services as may be needed, including but not limited to counseling and guidance and placement assistance.

7. **Faculty.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

   A. City College to Select Instructors. City College shall select and assign faculty.

   B. City College Shall Determine Instructor Requirements. City College shall determine the number of faculty, the ratio of faculty to students, and the subject areas of instruction.

8. **Student Safety.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

   A. During an emergency, it is the responsibility of guest administrators, teachers and students to follow the applicable facility's site emergency response plan. If there are not conditions outlined in the plan to address guest administrators, teachers and students, the plans should be updated and disseminated to guest staff. Guest staff should participate in the host facility's normal drills. When the emergency has subsided, it is the host administration's responsibility to notify the other entity with details related to the disposition of students and staff and whether additional assistance is needed. It is important that both entities recognize that Government Code section 3100-3109 describes all public employees as "disaster service workers."

   B. Mandated Reporting: City College and SDCCD acknowledges that its faculty and any community college employee who has direct contact with minors are considered mandated reporters of child abuse.

   C. Timely warning notices issued by SDCCD College Police on City College campus shall also be sent to the Principal or designee of Altus. Timely warning notices issued by Altus shall be sent to City College President or designee.

9. **Student Responsibilities.** Altus students are expected to adhere to City College and SDCCD policies and Student Code of Conduct at all times. Students shall acknowledge receipt of protocols for violation follow-up. The college reserves the right to remove an Altus student who is attending a class hosted on the college campus, or from the college campus for a violation of City College's and SDCCD's Visitor Code of Conduct and Student Code of Conduct.

10. **Academic Accommodations.** City College will provide academic accommodations for students with disabilities. It is the student's responsibility to identify the need for such accommodation and to notify the course instructor within the first week of class. Altus will ensure that SDCCD academic accommodation request forms and guidelines are available to individual students and counselors as needed. Accommodations related to classroom access will be the responsibility of the party on whose campus Courses are offered.

11. **Student Confidentiality.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

A. Both institutions shall be familiar with, understand, and follow applicable Altus and City College and SDCCD policies and procedures.

B. Both institutions shall keep confidential student information in conformance with all policies and procedures of City College and Altus, as well as applicable State and federal laws and regulations, including but not limited to Federal Family Educational Rights and Privacy Act (FERPA) of 1974. Both institutions' obligations hereunder shall include the obligation to defend, indemnify, and hold harmless the indemnified parties from and against any and all claims asserted, or liability established, for damages or injuries to any person or property which may arise from, or are connected with, or are caused, or claimed to be caused, by the failure to comply with student confidentiality requirements.

12. **Employee Responsibilities**

A. Staffs are responsible for knowing all relevant policies, procedures, and protocols of their assigned campus as well as the responsibilities for student safety and confidentiality of student records and as described in this MOU.

B. Altus staff are responsible for securing signed supplemental application forms from the student's legal guardian. The form includes, among other items, acknowledgment that student's legal guardian has read and received the *Important Facts of Concurrent Enrollment,* including that the course content of classes offered by City College is college level and might not otherwise be appropriate for minor students. In addition, Altus staff are responsible for securing signed consent for City College to authorize medical treatment on behalf of students from the student's legal guardian. Such executed forms are to be provided to City College prior to the commencement of the first day of any classes or programs covered by this agreement.

C. City College agrees to provide Altus with its current campus/district policies, procedures and protocols that impact Altus students, staff and parents prior to the start of the Fall semester. The Altus representative agrees to accept these materials on behalf of Altus and acknowledge that staff, students and parents will be made aware of and trained on these materials as acknowledged by the signature of receipt of these materials. In the event that City College does not provide Altus with these materials by the end of August of each academic year, then the proceeding year's rules and protocols shall govern both parties and the same acknowledgment format of acceptance of these rules and protocols will be followed by Altus.

D. No officer, agent or employee of Altus or City College shall be deemed an officer, agent or employee of the other party. Neither Altus nor City College, nor any officer, agent or employee thereof, shall be entitled to any benefits to which employees of the other party are entitled, including, but not limited to, overtime, retirement benefits, workers' compensation benefits, injury leave, or other leave benefits.

13. **Funding/Expenses.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

A. Apportionment - Concurrently enrolled high school students shall receive college credit for all college classes offered by City College. City College shall claim all attendance of concurrently enrolled high school students in college classes for state funding. Altus will ensure that all students granted permission by the high school principal and parent to attend a college class while concurrently enrolled in high school are not claimed for Average Daily Attendance (ADA) in accordance with state regulations.

B. Textbooks and Instructional Materials - Altus will ensure that concurrently enrolled high school students shall obtain textbooks and required materials for all college classes.

C. Enrollment Fees - City College and SDCCD agrees to waive the enrollment fee for all concurrently enrolled Altus high school students.

D. Non-resident Tuition - Concurrently enrolled high school students who are not residents of the State of California for tuition purposes shall have their non-resident tuition waived.

E. Health Fee - Concurrently enrolled high school students attending classes on the college campus shall not be required to pay the City College health fee.

14. **Data Sharing/Ownership.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

A. SDCCD and Altus desire to monitor and evaluate student progress and success and improve education programs through the analysis of academic performance data concerning their students; and

B. In order to obtain necessary historical performance data on students exiting from Altus and subsequently enrolling at City College, it is necessary for the parties to share student data on an ongoing basis at times and in forms agreed to by the parties. City College will subsequently provide at times and in forms agreed by the parties' data back to Altus concerning the performance of the former Altus students who subsequently enrolled at City College.

C. The parties to this MOU will maintain as confidential all data received from the other party. Each party will establish at least the safeguards set forth in this paragraph to ensure the continued confidentiality and security of the student data and to preclude the personal identification of students by persons other than designated officials of the districts. All student records will be kept in secure facilities. All staff involved in the data sharing process will be required to sign a confidentiality agreement promising to keep confidential all information concerning students. The use of passwords will be required to access the data. Procedures will be put in place that requires the changing of these passwords on a frequent basis.

Any information published in any form will not have the potential to identify individual students.

D. Current student data from Altus and SDCCD shall be placed in CalPASS Plus annually as an intermediary to facilitate data sharing between the parties. Altus will upload student data to CALPASS and maintain an agreement with CalPASS Plus such that CalPASS Plus is authorized to obtain agreed upon data for grades 7 - 12 students from CALPASS. SDCCD will maintain an agreement with CalPASS Plus to provide agreed upon data. SDUSD and SDCCD will initiate data requests using CalPASS Plus protocols, i.e., requesting party submits request to CalPASS Plus, CalPASS Plus seeks approval from data owner to fulfill request, CalPASS Plus provides data for approved requests.

E. Requests for data will be initiated through the SDCCD Vice Chancellor of Student Services and the Altus administrator or designee. The parties further agree that Altus will remind parents of students participating in concurrent or dual enrollment that parents cannot access their child's City College/SDCCD academic record without written permission of the student.

15. Indemnification and Insurance. These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

A. Liability - The parties agree to allocate potential liability between themselves with the intent that City College shall generally be responsible for the acts and omission of its own employees and Altus shall generally be responsible for the acts and omissions of its own employees, as specifically set forth below in Section B., Mutual Indemnification.

B. Mutual Indemnification - In lieu of and notwithstanding the pro rata risk allocation which might otherwise be imposed between the parties pursuant to Government Code Section 895.6, or any other statute, regulation or rule that may otherwise affect the terms of this MOU, the parties agree that all losses or liabilities incurred by a party shall not be shared pro rata, but instead City College and Altus agree to the following:

1. Claims Arising from Sole Acts or Omissions of City College - City College agrees to defend and indemnify Altus, its agents, officers and employees from any claim, action or proceeding against Altus, arising solely out of the acts or omissions of City College in the performance of this Agreement. At its sole discretion, Altus may participate at its own expenses in the defense of any claim, action or proceeding, but such participation shall not relieve City College of any obligation imposed by this Agreement. Altus shall notify City College promptly of any claim, action or proceeding and cooperate fully in its defense.

2. Claims Arising from the Sole Acts or Omissions of The Altus Affiliated Schools - Altus agrees to defend and indemnify City College, its agents, officers and employees from any claim, action or proceeding against City College, arising solely out of the acts or omissions of Altus in the performance of this MOU. At its sole discretion, City College may participate at its own expense in the defense of any claim, action or proceeding, but such participation shall not relieve the SDUSD of any obligation imposed by this MOU. City College shall notify Altus promptly of any claim, action or proceeding and cooperate fully in the defense.

3. Claims Arising from Concurrent Acts or Omissions - City College agrees to defend itself and Altus agrees to defend itself, from any claim, action or proceeding arising out of the concurrent action or omissions of City College and Altus. In such cases, City College and Altus agree to retain their own legal counsel, bear their own defense costs, and waive their right to seek reimbursement of such costs except as provided in the paragraph below.

4. Joint Defense - Notwithstanding paragraph above, in a case where City College and Altus agree in writing to a joint defense, City College and Altus may appoint joint defense counsel to defend the claim, action or proceeding arising out of the concurrent acts or omission of Altus and City College. Joint defense counsel shall be selected by mutual agreement of City College and Altus. City College and Altus agree to share the costs of such joint defense and any agreed settlement in equal amounts, except as provided in paragraph 5 below. City College and Altus further agree that neither party may bind the other to a settlement agreement without the written consent of both City College and Altus.

5. Reimbursement and/or Reallocation - Where a trial verdict, or neutral third party in an arbitration award allocates or determines the comparative fault of the parties, City College and Altus may seek reimbursement and/or reallocation of defense costs, settlement payments, judgments and awards, consistent with such comparative fault.

C. Insurance - Without limiting the indemnification, each party shall maintain or cause to be maintained the following insurance coverage:

1. A policy of commercial general liability with limits of liability not less than one million dollars ($1,000,000) per occurrence and two million dollars ($2,000,000) annual aggregate;

2. A policy of workers' compensation providing statutory coverage;

3. A policy of professional errors and omissions liability with limits of liability not less than one million dollars ($1,000,000) per occurrence/aggregate; and

4. Such other insurance or self- insurance as shall be necessary to insure it against any claim or claims for damages arising under the Agreement. Insurance afforded by the commercial general liability policy shall be endorsed to provide coverage to the other party as an additional insured. A Certificate of Insurance certifying that coverage as required herein has been obtained shall be provided to the other party. The requirements of this section may be satisfied by the provision of similar coverage through a self-insurance program.

16. **Entire Agreement.** This MOU and any related CAs constitute the entire agreement between the parties with regard to the Courses and supersedes any prior or contemporaneous understanding or agreement. No party has been induced to enter

into this MOU by, nor is any party relying on, any representation or promise outside those expressly set forth in this MOU and any related CA.

17. **Amendment.** The provisions of this MOU may be modified only by mutual agreement of the parties. No modification shall be binding unless it is in writing and signed by the party against whom enforcement of the modification is sought.

18. **Waiver.** Unless otherwise precluded by the terms of this MOU, terms or conditions may be waived by the party entitled to the benefit of the term or condition, but no such waiver shall affect or impair the right of the waiving party to require observance, performance, or satisfaction of that term or condition as it applies on a subsequent occasion.

19. **Assignment.** Neither party may assign any rights or benefits or delegate any duty under this MOU without written consent of the other party. Any purported assignment without written consent shall be void.

20. **Parties in Interest.** Nothing in this MOU, whether express or implied, is intended to confer any rights or remedies under or by reason of this MOU on any person other than the parties to it and their respective successors and assigns, nor is anything in this MOU intended to relieve or discharge the obligation or liability of any third person to any party to this MOU, nor shall any provision give any third person any right to subrogation or action against any party to this MOU.

21. **Severability.** If any provision of this MOU is held by an arbitrator or court of competent jurisdiction to be invalid or unenforceable, the remainder of the MOU shall continue in full force and effect and shall in no way be impaired or invalidated.

22. **Notices.** Any notice under this MOU shall be in writing, and any written notice or other document shall be deemed to have been duly given on the date of personal service on the parties or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the parties at the addresses set forth below, or at the most recent address specified by the addressee through written notice under this provision. Failure to conform to the requirement that mailings be done by registered or certified mail shall not defeat the effectiveness of notice actually received by the addressee.

23. **Authority to Enter Into MOU.** Each party to this MOU represents and warrants that it has the full power and authority to enter into this MOU and to carry out the transactions contemplated by it and that it has taken all action necessary to authorize the execution, delivery, and performance of this MOU.

24. **Retention and Audit of Records.** Each party shall maintain records pertaining to this MOU and related CAs as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

IN WITNESS WHEREOF, the parties hereto have caused this MOU to be executed the day and year first below written.

AGREED TO AND ACCEPTED:
SAN DIEGO COMMUNITY COLLEGE DISTRICT (SAN DIEGO CITY COLLEGE)

By: _____
Ricky Shabazz, Ed.D
Title: President
Address: 1313 Park Blvd.
San Diego, CA 92101
Telephone: 619-388-4535
Date: _____

AGREED TO AND ACCEPTED:
ALTUS AFFILIATED SCHOOLS

By: Mary Searcy Bixby
Mary Searcy Bixby
Title: Founder, President and CEO
Address: 10170 Huennekens Street
San Diego, CA 92121
Telephone: 858-678-2020
Date: October 6, 2022

MEMORANDUM OF UNDERSTANDING (MOU)
BETWEEN
SAN DIEGO MIRAMAR COLLEGE,
SAN DIEGO COMMUNITY COLLEGE DISTRICT
AND
ALTUS SCHOOLS

I.
AUTHORITY AND PURPOSE

The purpose of this MOU is to establish an agreement to provide tailored pre-college preparation, entry services, and college instruction to the students enrolled at Altus Schools (Altus) within the San Diego Miramar College (SDMC) Service Area which includes students from the following sites:

Altus Charter School of San Diego, Mira Mesa, Scripps Ranch, Tierrasanta:

- Mira Mesa: 8290 Mira Mesa Blvd, San Diego, CA 92126
- Scripps Ranch: 9910 Mira Mesa Blvd, San Diego, CA 92131
- Tierrasanta: 10425 Tierrasanta Blvd, San Diego, CA 92124

This document serves as an agreement for programs in which Altus Schools students participate in Personal Growth and Computer Business Technology courses on the San Diego Miramar College campus, in person or online courses offered by the College, in the event of online learning due to health and safety requirements.

II.
PROGRAM GOALS AND DESCRIPTION
2024-2025

The goal of this partnership is to develop a special relationship for the purpose of providing course instruction and educational services to selected high school students. For the 2024-2025 academic year, designated Altus students are **limited to no more than 25 individuals per Fall and to 25 per Spring**, to enroll in **Personal Growth 130** course(s) assigned by the college. They will learn valuable study skills, college readiness techniques, and academic knowledge to subsequently be successful in college level coursework. Additionally, **History 109, History of the United States I course will be offered to 15 Altus students per Fall and another 15 in the Spring of the same term.** Students will learn applied skills necessary for the related topic.

III.
TERMS OF THE AGREEMENT

This Agreement shall be in effect for the 2024–2025 academic year and remain in effect until either party terminates the Agreement as stated herein. The parties commit to conduct an

ongoing assessment and evaluation of this educational partnership and the program components to ensure currency and compliance with federal, state, and local regulations. The term of this Agreement is from July 1, 2024 through June 30, 2025.

IV.
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A. Coursework will be conducted at the Miramar College campus or online, and high school students will be integrated with the general college population.
B. College counseling and other services, including matriculation services, will be conducted at no cost by Miramar College with the assistance of Altus staff.
C. Required and needed pre- and post-enrollment support services, including but not limited to outreach, admissions, orientation, course scheduling, will be provided at no cost by Miramar College. All services will be coordinated with Altus personnel.
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- Have a minimum of a 2.0 overall weighted GPA
- Complete any appropriate pre-requisite high school course work
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VI.
DATA SHARING/OWNERSHIP

A. San Diego Community College District (SDCCD) and Altus desire to monitor and evaluate student progress and success and improve education programs through the analysis of academic performance data concerning their students; and

B. In order to obtain necessary historical performance data on students exiting from Altus and subsequently enrolling at SDCCD, it is necessary for the parties to

share student data on an ongoing basis at times and in forms agreed to by the parties. SDCCD will subsequently provide at times and in forms agreed by the parties data back to Altus concerning the performance of the former Altus students who subsequently enrolled at SDCCD.

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E. Timely warning notices issued by SDCCD College Police shall also be sent to the Office of Leadership and Learning. Timely warning notices issued by Altus shall be sent to the respective College President.

VIII.
STUDENT RESPONSIBILITIES

Altus students are expected to adhere to SDCCD policies and Student Code of Conduct at all times. Any disciplinary action for a violation of the Student Code of Conduct by a student enrolled in this partnership is the responsibility of Altus. The college reserves the right to remove an Altus student who is attending a class hosted on the college campus or from the college campus for a violation of SDCCD's Visitor Code of Conduct. Students and parents of students attending classes on the college campus understand that they are guests and must comply with the Visitor Code of Conduct at all times.

SDCCD will provide academic accommodations for students with disabilities in accordance with all state and federal laws, as well as District policies and procedures. It is the student's responsibility to identify the need for such accommodation and to notify the course instructor within the first week of class. Altus will ensure that SDCCD academic accommodation request forms and guidelines are available to individual students and counselors as needed.

IX.
STUDENT RECORDS/CONFIDENTIALITY

A. Both institutions shall be familiar with, understand, and follow applicable Altus and SDCCD policies and procedures, which are available on the districts' websites (www.altus4u.com/about; www.sdccd.edu).

B. Both institutions shall keep confidential student information in conformance with all policies and procedures of both districts, as well as applicable state and federal laws and regulations, including but not limited to Federal Family Educational Rights and Privacy Act (FERPA) of 1974. Both institutions' obligations

hereunder shall include the obligation to defend, indemnify, and hold harmless the indemnified parties from and against any and all claims asserted, or liability established, for damages or injuries to any person or property which may arise from, or are connected with, or are caused, or claimed to be caused, by the failure to comply with student confidentiality requirements.

X.
EMPLOYEE RESPONSIBILITIES

A. Staff are responsible for knowing all relevant policies, procedures, and protocols of their assigned campus (SDCCD staff on Altus campuses and vice versa) as well as the responsibilities for student safety and confidentiality of student records and as described in this Agreement.

B. Altus staff are responsible for securing signed acknowledgement of risk from the student's legal guardian on the Supplemental Application and Certification of Special Part-time High School Student form. The form has been developed by SDCCD and includes language covering the appropriate Education Code 48800. The form includes, among other items, acknowledgment that the course content of classes offered by SDCCD is college level and might not otherwise be appropriate for minor students. In addition, Altus staff are responsible for securing signed consent on the form for SDCCD to authorize medical treatment from the student's legal guardian. Such executed forms are to be provided to SDCCD prior to the commencement of the first day of any classes or programs covered by this Agreement.

C. SDCCD agrees to provide Altus with its current campus/District policies, procedures and protocols that impact Altus staff and parents prior to the start of the fall semester. The Altus schools representative and the principal of the partnering sites agree to accept these materials on behalf of Altus and acknowledge that staff, students, and parents will be made aware of and trained on these materials as acknowledged by the signature of receipt of these materials. Further, Altus agrees not to commence classes for its students in the fall of each academic year until said materials have been acknowledged through the signature of both the Altus representative and the administrator of the partnering site. In the event that SDCCD does not provide Altus with these materials by the end of August of each academic year, then the preceding year's rules and protocols shall govern both parties and the same acknowledgement format of acceptance of these rules and protocols will be followed by Altus.

D. No officer, agent or employee of Altus or SDCCD shall be deemed an officer, agent or employee of the other party. Neither Altus nor SDCCD, nor any officer, agent or employee thereof, shall be entitled to any benefits to which employees of the other party are entitled, including, but not limited to, overtime,

retirement benefits, workers' compensation benefits, injury leave, or other leave benefits.

E. In the event of Altus or SDCCD online learning, online courses may be made available to students.

XI.
FUNDING/EXPENSES

A. Apportionment - Concurrently enrolled high school students shall receive college credit for all college classes offered by the SDCCD. SDCCD shall claim state apportionment for all attendance of concurrently enrolled high school students in college classes. Altus will ensure that all students are granted permission by the site administrator and parent to attend a college class while concurrently enrolled in high school. Altus will ensure that the requisite permission forms are obtained prior to the census date of the class.

B. Textbooks and Instructional Materials - Altus will ensure that concurrently enrolled high school students through this Agreement, obtain textbooks and required materials for the college classes. Students shall not be required to pay for textbooks or instructional materials.

C. Enrollment Fees - SDCCD agrees to waive the enrollment fee for all concurrently enrolled Altus high school students participating in educational partnerships.

D. Non-resident Tuition - Concurrently enrolled high school students who are not residents of the State of California for tuition purposes shall have their non-resident tuition waived.

E. Health Fee - Concurrently enrolled high school students attending classes on the college campus shall be subject to the SDCCD health fee.

XII.
INDEMNIFICATION AND INSURANCE

A. Liability - The parties agree to allocate potential liability between themselves with the intent that SDCCD shall generally be responsible for the acts and omissions of its own employees and Altus shall generally be responsible for the acts and omissions of its own employees, as specifically set forth below in the Mutual Indemnification section of this Agreement.

B. Mutual Indemnification - In lieu of and notwithstanding the pro rata risk allocation which might otherwise be imposed between the parties pursuant to Government Code Section 895.6, or any other statute, regulation, or rule that may

otherwise affect the terms of this Agreement, the parties agree that all losses or liabilities incurred by a party shall not be shared pro rata, but instead SDCCD and Altus Schools agree to the following:

1. Claims Arising from Sole Acts or Omissions of SDCCD - SDCCD agrees to defend and indemnify the Altus Schools, its agents, officers and employees from any claim, action or proceeding against Altus, arising solely out of the acts or omissions of the SDCCD in the performance of this Agreement. At its sole discretion, Altus may participate at its own expense in the defense of any claim, action or proceeding, but such participation shall not relieve the SDCCD of any obligation imposed by this Agreement. Altus shall notify the SDCCD promptly of any claim, action or proceeding and cooperate fully in its defense.

2. Claims Arising from the Sole Acts or Omissions of Altus- Altus agrees to defend and indemnify SDCCD, its agents, officers and employees from any claim, action or proceeding against SDCCD, arising solely out of the acts or omissions of the Altus in the performance of this Agreement. At its sole discretion, SDCCD may participate at its own expense in the defense of any claim, action or proceeding, but such participation shall not relieve the Altus of any obligation imposed by this Agreement. SDCCD shall notify Altus promptly of any claim, action or proceeding and cooperate fully in the defense.

3. Claims Arising from Concurrent Acts or Omissions - SDCCD agrees to defend itself and the Altus Schools agrees to defend itself, from any claim, action or proceeding arising out of the concurrent actions or omissions of SDCCD and Altus. In such cases, SDCCD and Altus Schools agree to retain their own legal counsel, bear their own defense costs, and waive their right to seek reimbursement of such costs except as provided in the paragraph below.

4. Joint Defense - Notwithstanding paragraph above, in a case where SDCCD and Altus Schools agree in writing to a joint defense, SDCCD and Altus may appoint joint defense counsel to defend the claim, action or proceeding arising out of the concurrent acts or omissions of Altus and SDCCD. Joint defense counsel shall be selected by mutual agreement of the SDCCD and Altus. SDCCD and Altus agree to share the costs of such joint defense and any agreed settlement in equal amounts, except as provided in paragraph five (5) below. SDCCD and Altus further agree that neither party may bind the other to a settlement agreement without the written consent of both SDCCD and Altus Schools.

5. Reimbursement and/or Reallocation - Where a trial verdict, or neutral

third party in an arbitration award allocates or determines the comparative fault of the parties, SDCCD and Altus may seek reimbursement and/or reallocation of defense costs, settlement payments, judgments and awards, consistent with such comparative fault.

C. Insurance - Without limiting the indemnification, each party shall maintain or cause to be maintained the following insurance coverage:

1. A policy of commercial general liability with limits of liability not less than one million dollars ($1,000,000) per occurrence and two million dollars ($2,000,000) annual aggregate;

2. A policy of workers' compensation providing statutory coverage;

3. A policy of professional errors and omissions liability with limits of liability not less than one million dollars ($1,000,000) per occurrence/aggregate; and

4. Such other insurance or self-insurance as shall be necessary to insure it against any claim or claims for damages arising under the Agreement. Insurance afforded by the commercial general liability policy shall be endorsed to provide coverage to the other party as an additional insured. A Certificate of Insurance certifying that coverage as required herein has been obtained shall be provided to the other party. The requirements of this section may be satisfied by the provision of similar coverage through a self-insurance program.

XIII.
TERMINATION

This Agreement may be terminated upon six months written notice by either party. Such termination shall not be deemed to be a breach of this Agreement, nor shall it be deemed to be tortious conduct. Notification of termination must be submitted six months prior to the beginning of the semester for which it will be in effect.

XIV.
ASSIGNMENT

Neither Altus nor SDCCD may assign or transfer any interest in this Agreement without the prior written consent of the other party.

CONTACT PERSONS

In Witness Whereof, the parties hereto have caused this agreement to be duly executed in San Diego, California, such parties acting by their representative being thereunto duly authorized.

FOR SAN DIEGO MIRAMAR COLLEGE

Sonny Nguyen, Dean
Enrollment Services
San Diego Miramar College

Date

FOR ALTUS SCHOOLS

Allison Fleck, School Coordinator
System Lead for College and Career Readiness
Altus Affiliated Schools

07/29/2024
Date

Jay Garrity, Administrator of
Instructional Services
Charter School of San Diego,
Altus Affiliated Schools

07/29/2024
Date

CONTRACT DOCUMENTS

This Agreement includes the terms and conditions set forth in this document. The duly authorized representatives of the parties sign this Agreement below:

FOR SAN DIEGO MIRAMAR COLLEGE

P. Wesley Lundburg, Ph.D.
President
San Diego Miramar College

Date

FOR ALTUS SCHOOLS

Mary Searcy Bixby
Superintendent School Services and Founder
Altus Affiliated Schools

7/31/2024
Date

D. Current student data from Altus and SDCCD shall be placed in CalPASS Plus annually as an intermediary to facilitate data sharing between the parties. Altus will upload student data to CALPASS and maintain an agreement with CalPASS Plus such that CalPASS Plus is authorized to obtain agreed upon data for grades 7 - 12 students from CALPASS. SDCCD will maintain an agreement with CalPASS Plus to provide agreed upon data. SDUSD and SDCCD will initiate data requests using CalPASS Plus protocols, i.e., requesting party submits request to CalPASS Plus, CalPASS Plus seeks approval from data owner to fulfill request, CalPASS Plus provides data for approved requests.

E. Requests for data will be initiated through the SDCCD Vice Chancellor of Student Services and the Altus administrator or designee. The parties further agree that Altus will remind parents of students participating in concurrent or dual enrollment that parents cannot access their child's City College/SDCCD academic record without written permission of the student.

15. Indemnification and Insurance. These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

A. Liability - The parties agree to allocate potential liability between themselves with the intent that City College shall generally be responsible for the acts and omission of its own employees and Altus shall generally be responsible for the acts and omissions of its own employees, as specifically set forth below in Section B., Mutual Indemnification.

B. Mutual Indemnification - In lieu of and notwithstanding the pro rata risk allocation which might otherwise be imposed between the parties pursuant to Government Code Section 895.6, or any other statute, regulation or rule that may otherwise affect the terms of this MOU, the parties agree that all losses or liabilities incurred by a party shall not be shared pro rata, but instead City College and Altus agree to the following:

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2. Claims Arising from the Sole Acts or Omissions of The Altus Affiliated Schools - Altus agrees to defend and indemnify City College, its agents, officers and employees from any claim, action or proceeding against City College, arising solely out of the acts or omissions of Altus in the performance of this MOU. At its sole discretion, City College may participate at its own expense in the defense of any claim, action or proceeding, but such participation shall not relieve the SDUSD of any obligation imposed by this MOU. City College shall notify Altus promptly of any claim, action or proceeding and cooperate fully in the defense.

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4. Such other insurance or self- insurance as shall be necessary to insure it against any claim or claims for damages arising under the Agreement. Insurance afforded by the commercial general liability policy shall be endorsed to provide coverage to the other party as an additional insured. A Certificate of Insurance certifying that coverage as required herein has been obtained shall be provided to the other party. The requirements of this section may be satisfied by the provision of similar coverage through a self-insurance program.

16. **Entire Agreement.** This MOU and any related CAs constitute the entire agreement between the parties with regard to the Courses and supersedes any prior or contemporaneous understanding or agreement. No party has been induced to enter

into this MOU by, nor is any party relying on, any representation or promise outside those expressly set forth in this MOU and any related CA.

17. **Amendment.** The provisions of this MOU may be modified only by mutual agreement of the parties. No modification shall be binding unless it is in writing and signed by the party against whom enforcement of the modification is sought.

18. **Waiver.** Unless otherwise precluded by the terms of this MOU, terms or conditions may be waived by the party entitled to the benefit of the term or condition, but no such waiver shall affect or impair the right of the waiving party to require observance, performance, or satisfaction of that term or condition as it applies on a subsequent occasion.

19. **Assignment.** Neither party may assign any rights or benefits or delegate any duty under this MOU without written consent of the other party. Any purported assignment without written consent shall be void.

20. **Parties in Interest.** Nothing in this MOU, whether express or implied, is intended to confer any rights or remedies under or by reason of this MOU on any person other than the parties to it and their respective successors and assigns, nor is anything in this MOU intended to relieve or discharge the obligation or liability of any third person to any party to this MOU, nor shall any provision give any third person any right to subrogation or action against any party to this MOU.

21. **Severability.** If any provision of this MOU is held by an arbitrator or court of competent jurisdiction to be invalid or unenforceable, the remainder of the MOU shall continue in full force and effect and shall in no way be impaired or invalidated.

22. **Notices.** Any notice under this MOU shall be in writing, and any written notice or other document shall be deemed to have been duly given on the date of personal service on the parties or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the parties at the addresses set forth below, or at the most recent address specified by the addressee through written notice under this provision. Failure to conform to the requirement that mailings be done by registered or certified mail shall not defeat the effectiveness of notice actually received by the addressee.

23. **Authority to Enter Into MOU.** Each party to this MOU represents and warrants that it has the full power and authority to enter into this MOU and to carry out the transactions contemplated by it and that it has taken all action necessary to authorize the execution, delivery, and performance of this MOU.

24. **Retention and Audit of Records.** Each party shall maintain records pertaining to this MOU and related CAs as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

IN WITNESS WHEREOF, the parties hereto have caused this MOU to be executed the day and year first below written.

AGREED TO AND ACCEPTED:
SAN DIEGO COMMUNITY COLLEGE DISTRICT (SAN DIEGO CITY COLLEGE)

By: _____
Ricky Shabazz, Ed.D
Title: President
Address: 1313 Park Blvd.
San Diego, CA 92101
Telephone: 619-388-4535
Date: _____

AGREED TO AND ACCEPTED:
ALTUS AFFILIATED SCHOOLS

By: Mary Searcy Bixby
Mary Searcy Bixby
Title: Founder, President and CEO
Address: 10170 Huennekens Street
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Telephone: 858-678-2020
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VIII.
STUDENT RESPONSIBILITIES

Altus students are expected to adhere to SDCCD policies and Student Code of Conduct at all times. Any disciplinary action for a violation of the Student Code of Conduct by a student enrolled in this partnership is the responsibility of Altus. The college reserves the right to remove an Altus student who is attending a class hosted on the college campus or from the college campus for a violation of SDCCD's Visitor Code of Conduct. Students and parents of students attending classes on the college campus understand that they are guests and must comply with the Visitor Code of Conduct at all times.

SDCCD will provide academic accommodations for students with disabilities in accordance with all state and federal laws, as well as District policies and procedures. It is the student's responsibility to identify the need for such accommodation and to notify the course instructor within the first week of class. Altus will ensure that SDCCD academic accommodation request forms and guidelines are available to individual students and counselors as needed.

IX.
STUDENT RECORDS/CONFIDENTIALITY

A. Both institutions shall be familiar with, understand, and follow applicable Altus and SDCCD policies and procedures, which are available on the districts' websites (www.altus4u.com/about; www.sdccd.edu).

B. Both institutions shall keep confidential student information in conformance with all policies and procedures of both districts, as well as applicable state and federal laws and regulations, including but not limited to Federal Family Educational Rights and Privacy Act (FERPA) of 1974. Both institutions' obligations

hereunder shall include the obligation to defend, indemnify, and hold harmless the indemnified parties from and against any and all claims asserted, or liability established, for damages or injuries to any person or property which may arise from, or are connected with, or are caused, or claimed to be caused, by the failure to comply with student confidentiality requirements.

X.
EMPLOYEE RESPONSIBILITIES

A. Staff are responsible for knowing all relevant policies, procedures, and protocols of their assigned campus (SDCCD staff on Altus campuses and vice versa) as well as the responsibilities for student safety and confidentiality of student records and as described in this Agreement.

B. Altus staff are responsible for securing signed acknowledgement of risk from the student's legal guardian on the Supplemental Application and Certification of Special Part-time High School Student form. The form has been developed by SDCCD and includes language covering the appropriate Education Code 48800. The form includes, among other items, acknowledgment that the course content of classes offered by SDCCD is college level and might not otherwise be appropriate for minor students. In addition, Altus staff are responsible for securing signed consent on the form for SDCCD to authorize medical treatment from the student's legal guardian. Such executed forms are to be provided to SDCCD prior to the commencement of the first day of any classes or programs covered by this Agreement.

C. SDCCD agrees to provide Altus with its current campus/District policies, procedures and protocols that impact Altus staff and parents prior to the start of the fall semester. The Altus schools representative and the principal of the partnering sites agree to accept these materials on behalf of Altus and acknowledge that staff, students, and parents will be made aware of and trained on these materials as acknowledged by the signature of receipt of these materials. Further, Altus agrees not to commence classes for its students in the fall of each academic year until said materials have been acknowledged through the signature of both the Altus representative and the administrator of the partnering site. In the event that SDCCD does not provide Altus with these materials by the end of August of each academic year, then the preceding year's rules and protocols shall govern both parties and the same acknowledgement format of acceptance of these rules and protocols will be followed by Altus.

D. No officer, agent or employee of Altus or SDCCD shall be deemed an officer, agent or employee of the other party. Neither Altus nor SDCCD, nor any officer, agent or employee thereof, shall be entitled to any benefits to which employees of the other party are entitled, including, but not limited to, overtime,

retirement benefits, workers' compensation benefits, injury leave, or other leave benefits.

E. In the event of Altus or SDCCD online learning, online courses may be made available to students.

XI.
FUNDING/EXPENSES

A. Apportionment - Concurrently enrolled high school students shall receive college credit for all college classes offered by the SDCCD. SDCCD shall claim state apportionment for all attendance of concurrently enrolled high school students in college classes. Altus will ensure that all students are granted permission by the site administrator and parent to attend a college class while concurrently enrolled in high school. Altus will ensure that the requisite permission forms are obtained prior to the census date of the class.

B. Textbooks and Instructional Materials - Altus will ensure that concurrently enrolled high school students through this Agreement, obtain textbooks and required materials for the college classes. Students shall not be required to pay for textbooks or instructional materials.

C. Enrollment Fees - SDCCD agrees to waive the enrollment fee for all concurrently enrolled Altus high school students participating in educational partnerships.

D. Non-resident Tuition - Concurrently enrolled high school students who are not residents of the State of California for tuition purposes shall have their non-resident tuition waived.

E. Health Fee - Concurrently enrolled high school students attending classes on the college campus shall be subject to the SDCCD health fee.

XII.
INDEMNIFICATION AND INSURANCE

A. Liability - The parties agree to allocate potential liability between themselves with the intent that SDCCD shall generally be responsible for the acts and omissions of its own employees and Altus shall generally be responsible for the acts and omissions of its own employees, as specifically set forth below in the Mutual Indemnification section of this Agreement.

B. Mutual Indemnification - In lieu of and notwithstanding the pro rata risk allocation which might otherwise be imposed between the parties pursuant to Government Code Section 895.6, or any other statute, regulation, or rule that may

otherwise affect the terms of this Agreement, the parties agree that all losses or liabilities incurred by a party shall not be shared pro rata, but instead SDCCD and Altus Schools agree to the following:

1. Claims Arising from Sole Acts or Omissions of SDCCD - SDCCD agrees to defend and indemnify the Altus Schools, its agents, officers and employees from any claim, action or proceeding against Altus, arising solely out of the acts or omissions of the SDCCD in the performance of this Agreement. At its sole discretion, Altus may participate at its own expense in the defense of any claim, action or proceeding, but such participation shall not relieve the SDCCD of any obligation imposed by this Agreement. Altus shall notify the SDCCD promptly of any claim, action or proceeding and cooperate fully in its defense.

2. Claims Arising from the Sole Acts or Omissions of Altus- Altus agrees to defend and indemnify SDCCD, its agents, officers and employees from any claim, action or proceeding against SDCCD, arising solely out of the acts or omissions of the Altus in the performance of this Agreement. At its sole discretion, SDCCD may participate at its own expense in the defense of any claim, action or proceeding, but such participation shall not relieve the Altus of any obligation imposed by this Agreement. SDCCD shall notify Altus promptly of any claim, action or proceeding and cooperate fully in the defense.

3. Claims Arising from Concurrent Acts or Omissions - SDCCD agrees to defend itself and the Altus Schools agrees to defend itself, from any claim, action or proceeding arising out of the concurrent actions or omissions of SDCCD and Altus. In such cases, SDCCD and Altus Schools agree to retain their own legal counsel, bear their own defense costs, and waive their right to seek reimbursement of such costs except as provided in the paragraph below.

4. Joint Defense - Notwithstanding paragraph above, in a case where SDCCD and Altus Schools agree in writing to a joint defense, SDCCD and Altus may appoint joint defense counsel to defend the claim, action or proceeding arising out of the concurrent acts or omissions of Altus and SDCCD. Joint defense counsel shall be selected by mutual agreement of the SDCCD and Altus. SDCCD and Altus agree to share the costs of such joint defense and any agreed settlement in equal amounts, except as provided in paragraph five (5) below. SDCCD and Altus further agree that neither party may bind the other to a settlement agreement without the written consent of both SDCCD and Altus Schools.

5. Reimbursement and/or Reallocation - Where a trial verdict, or neutral

third party in an arbitration award allocates or determines the comparative fault of the parties, SDCCD and Altus may seek reimbursement and/or reallocation of defense costs, settlement payments, judgments and awards, consistent with such comparative fault.

C. Insurance - Without limiting the indemnification, each party shall maintain or cause to be maintained the following insurance coverage:

1. A policy of commercial general liability with limits of liability not less than one million dollars ($1,000,000) per occurrence and two million dollars ($2,000,000) annual aggregate;

2. A policy of workers' compensation providing statutory coverage;

3. A policy of professional errors and omissions liability with limits of liability not less than one million dollars ($1,000,000) per occurrence/aggregate; and

4. Such other insurance or self-insurance as shall be necessary to insure it against any claim or claims for damages arising under the Agreement. Insurance afforded by the commercial general liability policy shall be endorsed to provide coverage to the other party as an additional insured. A Certificate of Insurance certifying that coverage as required herein has been obtained shall be provided to the other party. The requirements of this section may be satisfied by the provision of similar coverage through a self-insurance program.

XIII.
TERMINATION

This Agreement may be terminated upon six months written notice by either party. Such termination shall not be deemed to be a breach of this Agreement, nor shall it be deemed to be tortious conduct. Notification of termination must be submitted six months prior to the beginning of the semester for which it will be in effect.

XIV.
ASSIGNMENT

Neither Altus nor SDCCD may assign or transfer any interest in this Agreement without the prior written consent of the other party.

CONTACT PERSONS

In Witness Whereof, the parties hereto have caused this agreement to be duly executed in San Diego, California, such parties acting by their representative being thereunto duly authorized.

FOR SAN DIEGO MIRAMAR COLLEGE

Sonny Nguyen, Dean
Enrollment Services
San Diego Miramar College

Date

FOR ALTUS SCHOOLS

Allison Fleck, School Coordinator
System Lead for College and Career Readiness
Altus Affiliated Schools

07/29/2024
Date

Jay Garrity, Administrator of
Instructional Services
Charter School of San Diego,
Altus Affiliated Schools

07/29/2024
Date

CONTRACT DOCUMENTS

This Agreement includes the terms and conditions set forth in this document. The duly authorized representatives of the parties sign this Agreement below:

FOR SAN DIEGO MIRAMAR COLLEGE

P. Wesley Lundburg, Ph.D.
President
San Diego Miramar College

Date

FOR ALTUS SCHOOLS

Mary Searcy Bixby
Superintendent School Services and Founder
Altus Affiliated Schools

7/31/2024
Date

Appendix DD

ARTICULATION AGREEMENTS

ARTICULATION AGREEMENT

MiraCosta College, in cooperation with Altus Affiliated Schools has agreed to grant articulated credit to students completing the following specific articulated course:

Altus
Child Development 1, 2
10 HS Credits – 180 Hours

with

MiraCosta College
CHLD 112 - Child Growth and Development
3 units

This articulation agreement applies to the following academic years:

Year 1: 2024-2025
Year 2: 2025-2026

I. COLLEGE COURSE INFORMATION

College Course Description: This course examines the major physical, cognitive, language, and social-emotional developmental milestones for children, both typical and atypical, from conception through age six. It emphasizes the interactions between maturational processes and environmental factors within cultural and family contexts. While studying developmental theory and research methodologies, students observe children, evaluate individual differences, and analyze characteristics of development at various stages.

Top Code: 1305.00 - Child Development*

Outline of College Course Content:

I. Introduction to developmental perspectives
A. Developmental domains: physical, cognitive, language, social-emotional
B. Major current and historical theoretical frameworks of child development
C. Interaction of heredity and environment.

II. Research
A. Research methods: observation, experiment, interview, survey, case study
B. Research design, validity, reliability.

III. Developmental milestones
A. Conception and prenatal development
B. Birth: physiology, psychology, social, and cultural influences
C. Periods of childhood: infant/toddler, early childhood (preschool), early school age
D. Typical and atypical development.

IV. Multiple influences
A. Cultural, economic, political, historical
B. Bilingual development
C. Care and education in each period of childhood

D. Contemporary social issues that impact development.

College Student Learning Outcomes:

1. Analyze major developmental milestones for children from conception through early childhood in the areas of physical, psychosocial, cognitive, and language development.
2. Compare and contrast various theoretical frameworks that relate to the study of human development
3. Analyze the multiple influences (social, economic, political, historical and cultural contexts) that affect children's development.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description: This year-long introductory Child Development course exposes students to the areas of scientific and sociological research in human development and examines historical theoretical frameworks surrounding the developmental domains: physical, cognitive; language, and social-emotional. Students will gain an understanding of the typical and atypical milestones through periods of childhood ranging from conception to age eleven. Students learn that cultural, socioeconomic status, political, historical, educational, and linguistic factors impact a child's development. Students explore a career path in this field by studying the industry, various roles and responsibilities, worksite safety procedures, and state licensing requirements. Students will incorporate analytical reading of textbook and internet resources, research projects, written assignments, observations, interviews, multimedia presentations, and reflections into a final digital portfolio.

Outline of High School Course Content:

I. Module: Introduction to Child Development as a Science

A. Lesson 1: Textbook sections "Understanding How and Why", "Including All Kinds of People", and "As Time Goes On"
B. Lesson 2: Textbook sections "Using the Scientific Method" and "Cautions and Challenges from Sciences" *Research, Design, Validity and Reliability
C. Lesson 3: Textbook sections "Psychoanalytic Theory: Freud and Erickson" and "Behaviorism: Conditioning and Social Learning"
D. Lesson 4: Textbook sections "Cognitive Theory: Piaget and Information Processing" and "Sociocultural Theory: Vygotsky and Beyond"
E. Lesson 5: Textbook sections "The Universal Perspective: Humanism and Evolution" and "What Theories Contribute"
F. Lesson 6: Theories in Child Development Multimedia Project

II. Module: Genetics to Birth

A. Lesson 7: Textbook sections "The Genetic Code" and "New Cells, New Functions"
B. Lesson 8: Textbook sections "From Genotype to Phenotype," "Nature and Nurture," and "Chromosomal and Genetic Problems"
C. Lesson 9: Textbook section "Prenatal Development
D. Lesson 10: Textbook section "Birth"
E. Lesson 11: Textbook section "Harm to the Fetus," "Prenatal Care," "Complications During Birth," and "Low Birthweight: Causes and Consequences"
F. Lesson 12: Birth Defects Research Project
G. Lesson 13: Textbook sections "The New Family"

III. Module: The First Two Years

A. Lesson 14: Textbook sections "Body Changes" and "Brain Development
B. Lesson 15: Textbook sections "Perceiving and Moving" and "Surviving in Good Health"
C. Lesson 16: Textbook sections "Sensorimotor Intelligence" and "Information Processing"
D. Lesson 17: Language Milestones Infographic
E. Lesson 18: Textbook sections "Emotional Development," "Brain and Emotions," and "The

Development of Social Bonds"
F. Lesson 19: Textbook sections "Infant Day Care" *Cultural, Economic and Political Views of Child Care
G. Lesson 20: End of Course Exam: Childcare Option Comparison

Child Development 2 Course Outline:
I. Module: Early Childhood: Ages Two to Six
A. Lesson 1: Textbook sections "Body Changes" and "Brain Development"
B. Lesson 2: Textbook section "Improving Motor Skills"
C. Lesson 3: Textbook sections "Injuries and Abuse" and "Child Maltreatment"
D. Lesson 4: Textbook sections "Thinking During Early Childhood" and "Language Learning"
E. Lesson 5: Textbook section "Early Childhood Schooling"
F. Lesson 6: Textbook sections "Emotional Development" and "Play"
G. Lesson 7: Textbook section "Challenges for Caregivers"
H. Lesson 8: Textbook section "Moral Development"

II. Module: Middle Childhood: Age Six to Eleven
A. Lesson 9: Textbook sections "A Healthy Time" and "Health Problems in Middle Childhood"
B. Lesson 10: Textbook sections "Brain Development" and "Developmental Psychopathology
C. Lesson 11: Textbook section "Special Education"
D. Lesson 12: Language Milestones Infographic Ages 2-12
E. Lesson 13: Textbook sections "The Nature of the Child" and "Families and Children"
F. Lesson 14: Textbook sections "The Peer Group" and "Children's Moral Values"

III. Module: The Child Development Pathway
A. Lesson 15: Childcare Milestones in the United States Timeline & *The Economic Case for Preschool by Timothy Bartik at TEDx Miami University
B. Lesson 16: Career Interview and Reflection: Roles and Responsibilities
C. Lesson 17: Licensed Childcare Center Virtual Tour / Observation
D. Lesson 18: Health and Safety WebQuest
E. Lesson 19: Qualifications and Supervision WebQuest
F. Lesson 20: End of Course Exam: Child Development Theory Deep Dive Presentation

Textbooks, Software, and Equipment: The Developing Person (worth Publishers, 2015)

III. CRITERIA FOR AWARD OF COLLEGE CREDIT

Credit for the articulated course listed above may be received if all of the following criteria are met:

1. This high school teacher, or school district designee, has provided course rosters to MiraCosta.
2. The student has completed an Application for Admission to MiraCosta College, has obtained a college SURF ID number, and has submitted a petition for credit via the process administered by the college to manage students applying for credit by exam (CBE) via high school articulation agreement(s).
3. The student has completed the articulated high school course(s) listed in this agreement with a credit-by-exam and course grade of "B" or better. NOTE: Credit-by-exam does not necessarily involve only a written exam. It is a demonstration of proficiency. A portfolio, an oral interview, a demonstration project, a modified final examination, etc. may also be acceptable as determined by the lead college faculty and/or college department chair.
4. The final exam grade is transcripted and noted as CREDIT BY EXAM on the MiraCosta College transcript.
5. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a timely

manner.

6. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary to validate course enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.
7. Due to FERPA laws, MiraCosta College staff are prohibited from sharing information regarding a student's record with anyone besides the student and designated K12 educators and staff. This includes, but is not limited to, parents and guardians.

Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this articulation, the agreement remains in effect if none of the course content, including final exam, project, or presentation, changes. High school administration is responsible to ensure that the new instructor is aware of the articulation agreement and follows all procedures and criteria explained in this agreement.

Upon the expiration of the term of this agreement, this articulation is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the articulation for another two-year term.

ALTUS SCHOOLS

05/14/2	
Amanda Wagner Child Development Chair	Date
05/14/2	
Alaura Dorociak Counselor	Date
05/14/2	
Allison Fleck School Coordinator	Date
Cathryn Rambo 05/14/2	
Cathryn Rambo Dean of Academic Affairs & Altus Studies	Date

MIRACOSTA COMMUNITY COLLEGE

Claudia Flores (May 13, 2024 19:17 PDT) 05/13/20	
Claudia Flores Faculty & Department Chair	Date
Al Taccone (May 16, 2024 11:11 PDT) 05/16/20	
Al Taccone Dean Career Education	Date

Atlus CHLD112 Articulation Agreement_24-26

Final Audit Report 2024-05-16

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CREDIT BY EXAM/ARTICULATION AGREEMENT

MiraCosta College, in cooperation with ALTUS CHARTER SCHOOL locations in San Diego and San Bernadino Counties, has agreed to grant Credit for Prior Learning: Credit by Exam to students meeting the grade requirements and completing the registration process for the following specific articulated course:

Altus Charter Schools'
Design Careers 1 & 2
10 HS Credits

with

MiraCosta College's
DESN 100: Principles of Design
3 units

This articulation agreement applies to the following academic years:

Year 1: 2025-2026
Year 2: 2026-2027

I. COLLEGE COURSE INFORMATION

College Course Description: This course introduces the fundamentals of the design process as students develop and apply design skills using visual elements and principles of two- and three-dimensional design. It includes solving visual problems and creating authentic designs using black and white and color media in both two- and three-dimensions. Students also study design in historical, social, and multicultural contexts.

Outline of College Course Content:
I. Elements of design
A. Line
B. Shape
C. Value
D. Color theory
1. Complementary
2. Analogous
3. Monochromatic
4. Warm and cool colors
5. Color hue, value, and intensity.
E. Texture
F. Space
G. Time and motion.

II. Ordering principles of design
A. Unity and variety
B. Emphasis
C. Balance
D. Scale and proportion
E. Repetition, pattern, and rhythm.

III. Representing illusion of 3D
A. Position and overlapping
B. Scale
C. Axonometric projection
D. Linear perspective
E. Foreshortening.

IV. Recognition and development of formal and spatial concepts and relationships
A. Figure/ground and positive/negative relationships
B. Additive compositions
C. Subtractive compositions.

V. Analysis of expressive content within a variety of social and cultural contexts
A. Eastern, Western, African, and Indian differences and similarities
B. Design in industry
C. Design in the natural world.

VI. Creative process, problem solving, and ideation
A. Individual expression
B. Research and reflection
C. Experimentation
D. Evaluation and analysis.

VII. Presentation and craftsmanship
A. Linework
B. Precision
C. Verbal presentation.

OUTLINE OF COURSE LAB CONTENT
The course lab will address the following topics:
I. Project 1
A. Line
B. Shape.

II. Project 2
A. Shape
B. Figure ground
C. Solid void.

III. Project 3
A. Pattern
B. Color
C. 3D composition.

IV. Project 4
A. Function
B. Conceptualization
C. Details
D. Presentation.

College Student Learning Outcomes:

1. Demonstrate the fundamentals of design (including terminology) as applied to the interior and industrial design fields.
2. Apply color theory and rendering techniques in design.

3. Apply the standard Design Process to generate solutions across multiple industries.

College Performance Objectives:
1). Express and diagram design ideas effectively through freehand sketches.
2). Demonstrate a command of the basic elements of design through a series of original compositions.
3). Demonstrate effective communication of three-dimensional space and form through drawing and model making.
4). Illustrate a basic understanding of two- and three-dimensional design ordering principles.
5). Analyze various cultures' prototypical design examples.
6). Create an original design as both an expression of an idea and a solution to a problem.
7). Express design ideas effectively through verbal communication.
8). Create an original design using one or more spatial concepts.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description: This is a full-year course that provides a novice student with a foundation of knowledge and skills to serve as a basis for further learning in the field. This course begins with learning the terminology of design, the elements of design, and the principles of two- and three dimensional design. The course teaches students to use elements such as typography, gridding, layout and color to develop industry-relevant products of 2-D design. Students will also learn the fundamental concepts such as one-point and two-point perspective, isometric perspective, and other strategies of creating the illusion of space to use in original designs. In the 2nd semester, students also analyze how the elements of art and design are present all around them in a study of nature. Students will be introduced to industrial design through the lens of everyday objects. Throughout the course, students will learn how visual messages conveyed in design are understood in their cultural, social, and historical context while learning about art from international designers. Each semester of this course will focus students on workforce readiness through relevant career research and preparation.

Outline of High School Course Content:
Design Careers 1 Course Outline:

Module 1: Fundamentals of Design
1. Learning Industry terminology and an overview of the scope of design careers
2. The foundations of fine art such as the elements and principles like line, value, pattern, and texture
3. Understanding hierarchy, contrast and alignment and its effects on graphic design
4. Understanding balance and proximity and how they relate to graphic design
5. The importance of color theory in graphic design

Module 2: Creating the Illusion of 3-D
1. The Illusion of 3D, Position and Overlapping, Scale, and Value
2. Linear Perspective (one-point and two-point), Foreshortening and Isometric Perspective
3. Design Project: Create an Album Cover Using 3D Space
4. Describe Your Creative Process
5. Screencast or Written Art Reflection

Module 3: Typography in Design
1. Understanding composition, layout, and gridding for the web
2. Focus on typography and preparing to print
3. Design project: Design a menu using typography, color, images, and the gridding method
4. Document the Creative Processes
5. Screencast or Design Reflection for Menu Design Project

Module 4: Design Careers Workforce Readiness
1. Career Spotlight on a Graphic Designer
2. Research on a Graphic Design Career

3. Rough draft essay on a career in Graphic Design
4. Final draft on a Career in Graphic Design
5. End of Course; Final Performance Task

Design Careers 2 Course Outline:

Module 1: Design in the Natural World

1. Intro to Visual Communication and Portfolio Requirements Overview
2. Overview of the Elements and Principles of Design through Nature
3. Unit Project Introduction: Topography inspired by Nature
4. Topography inspired by Nature; Ideation, Sketching, Critique, and Re-Design
5. Topography inspired by Nature; Screencast or Written Design Reflection

Module 2: Industrial Design

1. Introduction to Industrial Design
2. Design Project: Chair Re-design
3. Chair Re-Design continued; research, materials, sketch, and cost
4. Final Chair Prototype Design
5. Chair Re-Design Screencast or Written Design Reflection

Module 3: Non-Western Design Perspectives

1. Multicultural Design: Design from Africa
2. Multicultural Design: Design from India and Japan
3. Compare and Contrast Informative Essay: Prewriting
4. Compare and Contrast Informative Essay: Rough Draft and Writing Conference
5. Compare and Contrast Informative Essay: Final Draft

Module 4: Design Careers Workforce Readiness

1. Workforce Readiness; Research Current Job Openings
2. Workforce Readiness; Design Careers Education Research
3. Workforce Readiness; Creating a Design Careers Resume
4. Workforce Readiness; Creating a Design Careers Cover Letter
5. End of Course; Portfolio and Portfolio Reflection

High School Student Learning Outcomes:

Course Title: Design Careers 1

Module 1:

1. Students will read about and define graphic design terminology and vocabulary.
2. Student will practice using fine art principles such as line, value, pattern, and texture.
3. Students will apply the concepts of contrast and alignment.
4. Students will read about balance and proximity in relation to graphic design and apply these principles when reviewing different graphic design pieces.
5. Students will read about and practice color theory regarding graphic design.

Module 2:

1. Students will read about the illusion of 3D in relationship to graphic design.
2. Students will read about scale and value and make connections between how they relate to 3D.
3. Students will practice using linear perspective, foreshortening and isometric perspective.
4. Students will create an album cover using 3D space.
5. Students will reflect on and describe their creative process of making their album cover.
6. Students will demonstrate personal style and proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product (album design).

Module 3:

1. Students will review the concepts of composition, layout, and gridding for web design.
2. Students will practice using typography and explore the importance of typography in graphic design.
3. Students will design a web menu using typography, color, images, and the gridding method.
4. Students will reflect on their creative processes after creating their web menu.
5. Students will create a screencast describing their creative process for their webpage menu.

Module 4:
1. Students will answer questions based on videos of graphic designers discussing their trade.
2. Students will complete research on a career in graphic design.
3. Students will complete a rough draft essay about a career in graphic design.
4. Students will review and proofread their rough draft.
5. Students will complete a final draft of their career in graphic design essay after completing a writing conference with their teacher.
6. Students will complete their final exam for the course.

Course Title: Design Careers 2
Module 1:
1. Students will apply refined observation and drawing skills to solve an industry-relevant problem.
2. Students will synthesize traditional drawing techniques and new technologies to design original typography.
3. Students will identify and apply the elements and principles of design found in nature.
4. Students will use web-based, industry relevant tools with skill, craftsmanship and precision.
5. Students will document and reflect on the creative process.
6. Students will demonstrate personal style and proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product (typography).

Module 2:
1. Students will apply refined observation and drawing skills to solve an industry-relevant problem.
2. Students will apply the process of industrial design to a industry specific problem.
3. Students will develop written consumer assessment criteria for different chair designs.
4. Students will create an artistic product for a specific industry and modify that product to accommodate a different aesthetic perspective.
5. Students will communicate their processes and ideas in a presentation or written reflection.

Module 3:
1. Students will identify stylistic attributes of key African, Indian, and Japanese designers.
2. Students will describe the way non-western designers express a theme/message in a 2-D design.
3. Students will describe how time, place and cultural influence are reflected in a designed product.
4. Students will deconstruct artwork, identifying psychological content found in the symbols and images.
5. Students will create a commercial artistic product that reflects a cross-cultural or universal theme.
6. Students will write a short formal analysis of specific 2D design, breaking down and describing the major elements of the design and basic ordering principles.

Module 4:
1. Students will research current job openings and relevant skills to the design industry.
2. Students will research and reflect on educational opportunities for a career in design.
3. Students will create an industry-specific resume.
4. Students will create an industry-specific cover letter.
5. Students will prepare portfolios of original art.
6. Students will reflect on their growth as an artists and designer.

Textbooks, Software, and Equipment:
Open Educational Resources (Lesson Guide, Online videos and articles, etc.)

III. CRITERIA FOR AWARD OF COLLEGE CREDIT

Credit for the articulated course listed above may be received if all of the following criteria are met:

1. The high school instructor will utilize MiraCosta faculty approved exams, projects, or portfolios to assess student learning outcomes.
2. This high school teacher, or school district designee, has provided course rosters to MiraCosta.
3. The student has completed an Application for Admission to MiraCosta College, has obtained a college SURF ID number, and has submitted a petition for credit via the process administered by the college to manage students applying for credit by exam (CBE) via high school articulation agreement(s).
4. The student has completed the articulated high school course(s) listed in this agreement with a credit-by-exam and course grade of "B" or better. NOTE: Credit-by-exam does not necessarily involve only a written exam. It is a demonstration of proficiency. A portfolio, an oral interview, a demonstration project, a modified final examination, etc. may also be acceptable as determined by the lead college faculty and/or college department chair.
5. The final exam/assessment grade is transcripted and noted as CREDIT BY EXAM on the MiraCosta College transcript.
6. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a timely manner.
7. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary to validate college enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.

Family Educational Rights and Privacy Act (FERPA)
Due to FERPA laws, MiraCosta College staff are prohibited from sharing information regarding a student's record with anyone besides the student and designated K12 educators and staff. This includes, but is not limited to, parents and guardians.

Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this articulation, the agreement remains in effect if none of the course content, including final exam, project, or presentation, changes. High school administration is responsible for ensuring that the new instructor is aware of the articulation agreement and follows all procedures and criteria explained in this agreement.

When there are changes to High School courses during the two-year articulation window, the high school liaison shall immediately contact the Career Education Pathways coordinator, who shall inform the MiraCosta College discipline faculty and articulation officer of changes and/or additions to high school articulated courses that may impact university articulations, ADTs, and/or common numbered courses. Discipline faculty may rescind the articulation agreement if there are changes that move the High School course out of alignment.

Upon the expiration of the term of this agreement, this articulation is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the articulation for another two-year term.

ALTUS CHARTER SCHOOLS

05/26/2025

Allison Fleck
High School Coordinator
Date

Cathryn Rambo

05/29/2025

Cathryn Rambo
Dean of Academic Affairs and
Altus Schools
Date

MIRACOSTA COLLEGE

05/23/2025

David Parker
Faculty & Department Chair
Date

Al Taccone (May 23, 2025 14:20 PDT)

05/23/2025

Al Taccone
Dean, School of Career Education
Date

Altus DESN 100 Articulation Agreement 25-27

Final Audit Report 2025-05-29

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ARTICULATION AGREEMENT

MiraCosta College, in cooperation with Atlus Schools has agreed to grant articulated credit to students completing the following specific articulated course:

Altus
Entrepreneurship 1, 2
10 HS Credits – 180 Hours

with

MiraCosta College
BUS 130 - Small Business Management
3 units

This articulation agreement applies to the following academic years:

Year 1: 2024-2025
Year 2: 2025-2026

I. COLLEGE COURSE INFORMATION

College Course Description: In this business start-up and management course, students learn about conducting preliminary research, analyzing trends and competition, buying and starting a business or franchise, developing a business plan, considering legal issues, target marketing, accounting, managing personnel, and responsible business practices.

Top Code: 0506.40 - Small Business Administration/Management*

Outline of College Course Content:

I. Pathways to business ownership
A. Small business and society
B. The entrepreneur
C. Starting a business
D. Buying a business
E. Franchising.

II. Sustainable business practices
A. Ethical decision making
B. Social and environmental responsibility.

III. Starting a business
A. Legal forms of organizations
B. Conducting business research
C. Strategic management
D. Business plan
E. Obtaining financing.

IV. Financial management in the small business
A. Accounting fundamentals
B. Bookkeeping in small business

C. Creating financial statements
D. Measuring financial performance

V. Marketing in the small business
A. Marketing fundamentals
B. Market research
C. Advertising and promotions
D. Customer relationship management
E. Pricing strategies
F. Developing a marketing strategy.

VI. Managing the small business
A. Management fundamentals
B. Human resource management.

VII. Small business operations
A. Operations management fundamentals
B. Location selection
C. Creating organizational efficiencies.

College Student Learning Outcomes:
Upon successful completion of this course, students will be able to do the following:
1). Examine pathways to entrepreneurship, including starting a business of one's own, buying a business, and franchising.
2). Discuss common traits of successful entrepreneurs and the role of entrepreneurship in the economy.
3). Generate and evaluate potential business ideas for viability.
4). Develop a marketing strategy and promotional tactics for a target business.
5). Create a pro-forma financial plan for a target business.
6). Discuss the importance of ethics and social responsibility in the small business sector.
7). Create a management plan and legal structure for a target business.
8). Create an operations plan for a target business.

College Student Learning Outcomes:
1. Apply foundational principles of management, marketing, accounting, and operations to create a comprehensive business plan for a proposed or existing business.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description:

Entrepreneurship is a project-based college prep course where students analyze and develop a small business. Students will focus on four goals. They will learn the significance of math, reading, writing, and communicating to their future within the framework of starting and operating a small business. Students will understand how the market economy and ownership leads to wealth creation. Students learn not only the skills necessary to become entrepreneurs but also the attitudes, characteristic, and techniques in successful entrepreneurs that they will need to succeed. Finally, they will learn to be able to save and make future investments in order to meet their financial goals in life. Students will learn to build analytical skills through solving complex problems and making sound decisions in order to produce a viable business. Through the study of entrepreneurship, students will learn the importance of the role of entrepreneurship inthe market economy, opportunity recognition, communicate in business, ethical business behavior, social responsibility, competitive advantage and sustainability, market research and cost/benefit analysis, advertise and market products, business finances including pricing, operating costs, and projections. As students create their business plan, they will integrate academic knowledge to their own ventures, thus putting theory into practice.

Outline of High School Course Content:

Entrepreneurship 1:
Module 1:
1. Explain the purpose and process of creating a career plan
2. Describe the qualities and characteristics common to entrepreneurs
3. Discuss the economics of creating products and services
4. Outline the process of building a business plan
5. Explain the importance of a code of ethics
6. Discuss what it means to be a socially responsible entrepreneur
Module 2:
1. Identify resources available to entrepreneurs when developing a local business
2. Explain strategies for creating a global business
3. Discuss the importance of target markets
4. Explain the importance of conducting market research
5. Differentiate between direct and indirect competition
Module 3:
1. Describe strategies and considerations for starting a new business
2. Summarize the different types of corporations
3. Describe physical structures for a business
4. Describe potential layout considerations for various types of businesses
5. Explain contracts and what makes them binding agreements
6. Discuss the nature of business laws
Module 4:
1. Differentiate between the ways to fund a start-up
2. Explain the business loan application process
3. Observe and discuss aspects of the entrepreneurship process with an entrepreneur

Entrepreneurship 2:
Module 1:
1. Define product as it applies to the four Ps of marketing
2. Give examples of different pricing techniques
3. Explain the channels of distribution
4. State why promoting a business is important
5. Explain the importance of a marketing plan
6. Describe effective leadership
Module 2:
1. Identify the steps involved in the hiring process
2. List various ways to provide employee training
3. Describe the purchasing process
4. Explain inventory management
5. List and describe the four types of risk
6. Describe ways to avoid or reduce risk
Module 3:
1. Explain the basics of accounting
2. Describe how to achieve organic growth
3. Explain business cycles
4. Identify ways an entrepreneur may leave a business they started
5. Explain legal obligations of exiting a business
Module 4:
1. Demonstrate diverse ways to fund or finance a start-up business
2. Create a full-fledged new business plan proposal
3. Construct a marketing plan by analyzing target markets and market research
4. Create a management and operations plan organized around the needs of the chosen business.

Textbooks or Other Support Materials: Entrepreneurship 2nd Edition Publisher: Goodheart-Wilcox (2018)

III. CRITERIA FOR AWARD OF COLLEGE CREDIT

Credit for the articulated course listed above may be received if all of the following criteria are met:

1. This high school teacher, or school district designee, has provided course rosters to MiraCosta.
2. The student has completed an Application for Admission to MiraCosta College, has obtained a college SURF ID number, and has submitted a petition for credit via the process administered by the college to manage students applying for credit by exam (CBE) via high school articulation agreement(s).
3. The student has completed the articulated high school course(s) listed in this agreement with a credit-by-exam and course grade of "B" or better. NOTE: Credit-by-exam does not necessarily involve only a written exam. It is a demonstration of proficiency. A portfolio, an oral interview, a demonstration project, a modified final examination, etc. may also be acceptable as determined by the lead college faculty and/or college department chair.
4. The final exam grade is transcripted and noted as CREDIT BY EXAM on the MiraCosta College transcript.
5. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a timely manner.
6. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary to validate course enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.
7. Due to FERPA laws, MiraCosta College staff are prohibited from sharing information regarding a student's record with anyone besides the student and designated K12 educators and staff. This includes, but is not limited to, parents and guardians.

Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this articulation, the agreement remains in effect if none of the course content, including final exam, project, or presentation, changes. High school administration is responsible to ensure that the new instructor is aware of the articulation agreement and follows all procedures and criteria explained in this agreement.

SIGNATURES ON NEXT PAGE

Upon the expiration of the term of this agreement, this articulation is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the articulation for another two-year term.

ALTUS SCHOOLS

May 6, 2024

Roman Rubio — Date
Business Department Chair

May 6, 2024

Alaura Dorociak — Date
Counselor

May 6, 2024

Allison Fleck — Date
School Coordinator

Cathryn Rambo — May 6, 2024

Cathryn Rambo — Date
Dean of Academic Affairs & Altus Studies

MIRACOSTA COMMUNITY COLLEGE

Annie Ngo (May 6, 2024 10:10 PDT) — May 6, 2024

Annie Ngo — Date
Faculty & Department Chair

Al Taccone (May 5, 2024 20:29 PDT) — May 5, 2024

Al Taccone — Date
Dean Career Education

Atlus_BUS130_ArticulationAgreement_24-26

Final Audit Report 2024-05-06

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CREDIT BY EXAM/ARTICULATION AGREEMENT

MiraCosta College, in cooperation with Altus Charter School locations in San Diego and San Bernadino Counties has agreed to grant Credit for Prior Learning: Credit by Exam to students meeting the grade requirements and completing the registration process for the following specific articulated course:

Altus Charter Schools'
Environmental Sustainability 1 & 2
10 HS Credits

with

MiraCosta College's
HORT 166: Introduction to Sustainable Agriculture
3 units

This articulation agreement applies to the following academic years:

Year 1: 2025-2026
Year 2: 2026-2027

I. COLLEGE COURSE INFORMATION

College Course Description: This course introduces sustainable agriculture and agro-ecological theory from a multi-disciplinary scientific perspective. It will focus on the application of sustainability concepts to growth and production of edible, ornamental, and specialty crops in the temperate southern California climate. Diverse agricultural systems and practices and their relative sustainability are analyzed for suitability to site and environment. Topics include the history and evolution of agriculture as well as historical, conventional, and alternative farming systems with a focus on modern applications and present day environmental concerns.

Outline of College Course Content:
I. Introduction to sustainable agriculture
A. History of agricultural practices from ancient through modern times
B. Principles and strategies of sustainable agriculture
C. Cultures with sustainable forms of agriculture
D. Local, national, and global land use practices
E. Trends influencing local, organic, community-scale food systems.

II. Scientific method
A. Developing a hypothesis
B. Scientific design
C. Application to sustainable agriculture principles.

III. Conventional agricultural practices: environment and human health issues
A. Synthetic fertilizers
B. Synthetic pest control agents
C. Tillage practices
D. Water use
E. Monoculture systems
F. Genetically modified organisms

G. Energy use.

IV. Sustainable crop production
A. Sustainable agriculture defined
B. Certified organic agriculture requirements
C. Alternative cropping systems
1. Permaculture
2. Aquaponics
3. Biodynamic farming
4. Other.
D. Environmental impact: conventional, alternative, and organic production systems
E. Social and economic considerations
1. Food security
2. Economic viability
3. Farm labor issues.

V. Soil science overview
A. Physical properties of soil
B. Chemical properties of soil
C. Biological properties of soil.

VI. Sustainable soil fertility management practices
A. Cover cropping
B. Crop rotation
C. Soil testing and nutrient management
D. Tillage and cultivation
E. Compost production
F. Soil amendments
G. National Organic Program standards for soil fertility management.

VII. Water conservation and irrigation management
A. Determining crop water needs
B. Water delivery systems
C. Reducing consumptive use
D. Improving plant water use efficiency
E. Managing evapotranspiration
F. Strategies for reducing waste and runoff.

VIII. Sustainable pest management
A. Complexity and ecological nature of pest problems
B. Holistic pest management principles, integrated pest management (IPM)
1. Preventative measures
2. Cultural controls
3. Biological controls
4. Mechanical physical controls
5. Chemical controls.

IX. Maintenance and enhancement of biological diversity
A. Resiliency of diverse systems
B. Cover cropping, intercropping
C. Habitat strips and hedgerows
D. Wildlife habitat conservation
E. Livestock integration.

X. Harvest and handling postharvest considerations

A. Selecting crops to fit available resources
B. Determining crop production cycles and seasonality
C. Determining ripeness and marketability of products
D. Handling and storage of perishable items
E. Packing houses
F. Standard weights and measures.

XI. Marketing of agricultural products
A. Farmer's markets
B. Community supported agriculture (CSA)
C. Marketing to retailers
D. Agritourism.

XII. Legal issues related to sustainable crop production
A. Organic certification programs and standards
1. USDA National Organic Program (NOP)
2. California Certified Organic Farmers (CCOF) certification.
B. Federal and state agriculture labor standards
C. Federal and state pesticide laws and regulations
D. Regional Water Quality Control Board runoff regulations
E. Worker health and safety hazards
F. Food laws and regulations
G. Permits.

XIII. Site selection and farm design
A. Site survey and analysis
1. Geology, hydrology, and soil analysis
2. Flora and fauna, biodiversity, sensitive ecological features
3. Distribution and market location.
B. Zoning
C. Land acquisition
1. Zoning
2. Funding
3. Land trusts.
D. Farm production plan.

XIV. Case studies
A. International perspective
B. National perspective
C. Local perspective.

College Student Learning Outcomes:

1. Describe the principles and practices used to enhance and maintain biological diversity in an agricultural environment.
2. Evaluate and implement methods to protect and enhance soil productivity.
3. Apply the principles and strategies of sustainable agriculture through case study evaluation and written recommendation.

College Performance Objectives:

1). Define sustainable agriculture and related terms.
2). Discuss agricultural history, development of sustainable agriculture practices, and the relationship to modern farming practices.
3). Compare and contrast the underlying principles and strategies used in conventional and sustainable agricultural systems.
4). Describe the application of the scientific method to agricultural principles and practices.

5). Analyze and evaluate the uses and limitations of the scientific method relating to agricultural sustainability innovations and practices.
6). Identify the effects of conventional agricultural practices on the global ecosystem and human health.
7). Demonstrate an understanding of scientific principles used in sustainable crop production.
8). Define and discuss the three "Es" of sustainable agriculture and outline the importance of each: economic viability, environmental health, social equity.
9). Compare and contrast the environmental impact of conventional and sustainable agricultural practices.
10). Evaluate methods to protect and enhance soil fertility.
11). Evaluate methods of irrigation distribution and scheduling for appropriate local application at various scales.
12). Examine the biological and chemical control components of sustainable pest management.
13). Evaluate holistic management methods for integrated pest control.
14). Describe principles and practices used to enhance and maintain biological diversity in an agricultural environment.
15). Identify trends in the sustainable and organic food industry, locally and nationally.
16). Identify local enterprises engaged in sustainable agriculture production; evaluate sustainability methods.
17). Compare and contrast the various retail, wholesale, and alternative markets for organically raised crops and products.
18). Develop and awareness of the types of permits and legal requirements to achieve organic certification.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description: Environmental Sustainability 1, 2 is a year-long CTE course sequence. This course exposes students to rigorous curriculum, while focusing on the knowledge and skills useful to students interested in careers in this field. This course exposes students to AP level curriculum, while focusing on the knowledge and skills useful to students interested in careers in this field, as opposed to preparation for the AP exam. Careers and career training in this field could include sustainable farming and agriculture; solar panel installation; renewable energy research and engineering; and a wide array of others.

Outline of High School Course Content:
Environmental Sustainability 1 Course Outline:
Module 1: Introduction to Environmental Science
• Energy Transfer
• Interactions between Living Things, Land, Water, and Air
• Methods of Science
• Data Analysis
• Introduction to ArcGIS and Careers
• ArcGIS Project: Get Started with StoryMaps

Module 2: Ecology and Habitats
• Factors Determining the Characteristics of an Ecosystem
• Land Resources – Newly added from Earth & Space Science
• Air Resources - Newly added from Earth & Space Science
• Niches and Competitive Exclusion
• Carbon
• Climate and Biomes
• Aquatic Biomes
• Soil Formation
• Water Infiltration
• ArcGIS Project: Explore Spatial Data

• ArcGISProject: Create an App

Module 3: Wildlife and Land Management
• Biodiversity and Species Richness
• Ecosystem Resiliency
• Ecosystem Services
• Evolution of Species
• Natural Disruptions and Environmental Changes
• Ecological Succession
• ArcGIS Project: Portland Trees

Module 4: Human Population and Urban Environments
• Human Impact on Resources
• Resource Availability, Human Consumption, and Population Growth
• Human Resource Use and Sustainability
• Population
• Carrying Capacity
• Statistics and Factors Affecting Human Population Growth Rates
• Interpreting Population Growth Rates
• EOC Project: Energy Challenge
Environmental Sustainability 2 Course Outline:

Module 5: Soil, Food and Agriculture
• The Tragedy of the Commons
• Clearcutting and the Environment
• Impacts of Agricultural Practices
• Pest Control Methods
• Meat Production Methods
• Impacts of Overfishing
• Impacts of Urbanization
• Integrated Pest Management
• Sustainable Agriculture
• Sustainable Forestry
• Capstone Project: Land Use Animation

Module 6: Water Resources and Water Pollution
• Introduction to Sustainability
• Sources of Pollution
• Irrigation Methods
• Methods to Reduce Urban Runoff
• Human Impacts on Ecosystems
• Eutrophication
• Persistent Organic Pollutants (POPs)
• Impacts of Solid Waste Disposal in Aquatic Environments
• Waste Reduction Methods
• Sewage Treatment
• Pollution and Human Health
• Capstone Project: Hurricane Evacuation Routes

Module 7: Atmospheric Dynamics, Climate Change, and Air Pollution
• Air Pollution Sources and Effects
• Interactive Simulation: Determining Sources of Air Pollution in an Industrialized Area
• Indoor Air Pollution
• Reducing Ozone Depletion
• The Greenhouse Effect

• Noise Pollution
• Global Climate Change
• Ocean Warming
• Human Impacts on Biodiversity
• Capstone Project: GIS Portfolio

Module 8: Energy Resources and Energy Use
• Renewable and Nonrenewable Resources
• Global Energy Consumption
• Distribution of Natural Energy Resources
• Fossil Fuels
• Nuclear Power
• Solar Energy
• Hydroelectric Power
• Geothermal Energy
• Wind Energy
• Energy Conservation
• Nuclear Power
• Final Project: Research and Presentation

High School Student Learning Outcomes:
Course Title: Environmental Sustainability 1
Module 1: Introduction to Environmental Science
• Energy Transfer
o Explain how energy is transferred within and between environments on Earth.
• Interaction Between Living Things, Land, Water and Air:
o Describe how the biosphere requires resources from the other three spheres to persist.
• Methods of Science:
o Explain how observation, hypothesizing, and experimentation are used to make scientific conclusions.
• Data Analysis:
o Explain how observation, hypothesizing, and experimentation are used to make scientific conclusions.

Module 2: The Biosphere
• Factors Determining the Characteristics of an Ecosystem
• Explain how ecosystems are systems and create a model of an ecosystem as a system that includes inputs, outputs, and cycled materials.
• Define biotic factors, abiotic factors, and ecosystems.
• Land Resources
• Explain how land resources are managed.
• Describe land as a natural resource.
• Air Resources
• Describe the importance of clean air.
• Describe the atmosphere as a natural resource.
• Niches and Competitive Exclusion
• Describe how resources partitioning and niche differentiation reduce competition and prevent competitive exclusion.
• Describe niche and competitive exclusion.
• Carbon
• Evaluate how long carbon can reside in the sources and sinks of the carbon cycle.
• Evaluate claims about how the burning of fossil fuels increases carbon dioxide in the atmosphere based on the carbon cycle.
• Explain, using models, how carbon atoms move between sources and sinks in the carbon cycle.
• Explain, using models, how carbon cycles between producers, consumers and decomposers.

• Factors that Affect Climate
• Explain what causes seasons.
• Explain how various factors affect weather and climate.
• Climate and Biomes
• Identify the characteristics of the major terrestrial biomes, including taiga, temperate rainforests, temperate seasonal forests, tropical rainforests, shrubland, temperate grassland, savanna, desert, and tundra.
• Describe biomes and how climate influences the distribution of biomes.
• Aquatic Biomes
• Identify the characteristics of the major aquatic biomes, both freshwater and saltwater.
• Identify the characteristics of the major saltwater biomes, including oceans, coral reefs, marshland, and estuaries.
• Identify the characteristics of the major freshwater biomes, including streams, rivers, ponds, and lakes.
• Soil Formation
• Analyze a soil texture triangle, a diagram to identify and compare soil types based on their percentage of clay, silt, and sand.
• Explain how soils are eroded.
• Explain how soils affect water quality.
• Categorize soils by horizons and describe their composition and organic material.
• Explain how soil forms.
• Explain how particle size and composition of soil can affect the porosity, permeability, water-holding capacity, and fertility of the soil.
• Water Infiltration
• Evaluate the amount of freshwater and saltwater within various reservoirs on Earth.

Module 3: Biodiversity
• Biodiversity and Species Richness
o Define genetic, habitat, and species diversity as well as species richness.
o Explain a population bottleneck and how it can lead to a loss of genetic diversity. An example is elephant seal populations affected by hunting.
o Describe the relationship between the genetic diversity of a population and how well it can respond to environmental stressors.
• Ecosystem Resiliency
o Explain how the loss of habitat leads to a loss of specialist species followed by a loss of generalist species, as well as reduced numbers of species that have large territorial requirements.
o Predict how quickly an ecosystem of given size will respond to a disturbance.
• Ecosystem Services
o Define the four categories of ecosystem services: provisioning, regulating, cultural, and supporting.
o Predict how human activity can alter ecosystem services.
• Evolution of Species
o Explain how species have evolved to be specialists versus generalists because of the resources, such as food and territory, and how invasive species affect specialists.
o Define evolution and explain how organisms adapt to their environment over time, both in short- and long-term scales, via small changes at the genetic level.
• Natural Disruptions and Environmental Changes
o Explain how environmental change drives natural selection, and give examples.
o Explain how natural disruptions, both short- and long-term, impact an ecosystem.
• Ecological Succession
o Define pioneer members of an early successional species and how they may result in the origin of new species.
o Analyze how a disturbance in an ecosystem will affect the total biomass, species richness, and net productivity over time.
o Compare and contrast primary and secondary succession.
o Describe keystone species and their communities.

o Explain indicator species and how they can be used to judge ecosystem health.

Module 4: Human Population and Urban Environments
• Human Impact on Resources
o Identify the positive impacts that human activity has had on Earth's resources.
o Compare the costs and benefits of conservation policies.
o Identify the negative impacts that human activity has had on Earth's resources.
• Resource Availability, Human Consumption, and Population Growth
o Define sustainability in terms of resource availability, human consumption and human population growth.
• Human Resource Use and Sustainability
o Describe the tragedy of the commons in relation to human resource use and sustainability.
• Population
o Explain statistics used to describe populations, including abundance, density, and distribution.
• Carrying Capacity
o Define carrying capacity and predict factors that impact a habitat's carrying capacity.
• Statistics and Factors Affecting Human Population Growth Rates
o Identify factors that predict whether human populations will increase or decrease.
o Calculate the doubling time of a human population, using the rule of 70.
o Identify limiting factors on human populations and differentiate between density-dependent and density-independent factors.
• Interpreting Population Growth Rates
o Explain population growth rates utilizing age structure diagrams.
o Explain the demographic transition as the transition from high to lower birth and death rates in a country or region as it develops from a preindustrial to an industrialized economic system.
o Describe the 4 stages of demographic transition according to the demographic transition model (DTM).

Course Title: Environmental Sustainability 2
Module 5: Soil, Food, and Agriculture
• The Tragedy of the Commons
o Explain the responsibilities and rights for the use of common, shared resources.
• Clearcutting and the Environment
o Describe the effect of clearcutting on forests.
• The Green Revolution and Global Agricultural Production
o Describe changes in agricultural practices during the Green Revolution and how they relate to current global agricultural production.
• Impacts of Agricultural Practices
o Describe agricultural practices that cause environmental damage.
• Pest Control Methods
o Describe agricultural practices that cause environmental damage.
• Meat Production Methods.
o Using data from the USDA, explain how changes in these processes may decrease the environmental impact of these methods.
o Describe the meat production process for poultry in the United States.
• Impacts of Overfishing
o Explain how a species of fish, such as the Pacific Salmon, is identified as overfished. Describe how this species population could be sustainable.
• Impacts of Urbanization
o Describe how the growth of a city's population and expansion of buildings affect the surrounding environment.
• Integrated Pest Management
o Describe integrated pest management as a method to improve crop yields.
• Sustainable Agriculture
o Identify the top crop and animals farmed in your home state. Describe how your state identifies and

implements sustainable practices for these crops and farms.
• Sustainable Forestry
o Describe how forests are protected, managed, and harvested in rural and urban areas.

Module 6: Land and Water Pollution
• Introduction to Sustainability
o Explain how groundwater levels are monitored in rural and urban areas in the United States.
o Discuss the major groundwater aquifers in the United States.
• Sources of Pollution
o Compare and contrast these two types of pollutants as they occur in urban and rural areas, consider their causes, management, abatement, and prevention.
o Define nonpoint source pollution. List examples of this type of pollutant.
o Define point source pollution. List examples of this type of pollutant.
• Irrigation Methods
o Describe the pros and cons of different types of irrigation systems. Explain how each type may have positive or negative impacts on the environment.
• Methods to Reduce Urban Runoff
o Describe urban runoff and the impacts on streams, rivers and other natural water bodies. Explain how stormwater can be managed to protect the environment.
• Human Impacts on Ecosystems
o Describe the impacts of human activities on aquatic ecosystems.
• Eutrophication
o Explain the environmental effects of excessive use of fertilizers and detergents on aquatic ecosystems.
• Thermal Pollution
o Describe the effects of thermal pollution on aquatic ecosystems.
• Persistent Organic Pollutants (POPs)
o Describe the effect of persistent organic pollutants (POPs) on ecosystems.
• Impacts of Solid Waste Disposal in Aquatic Environments
o Describe how aquatic organisms and humans are affected by bioaccumulation and biomagnification.
• Waste Reduction Methods
o List and explain the effects of this type of waste on the environment.
o Calculate the amount of solid waste a typical person produces daily, weekly, monthly, annually, and over a life.
o Explain the current methods used to dispose of this type of waste.
• Sewage Treatment
o Identify and explain changes to these practices that could contribute to the reduction of solid waste.
o List current practices in place to reduce the amount of solid waste.
o Compare and contrast the pros and cons of these practices.
• Pollution and Human Health
o List human health issues that are related and/or linked to pollution (e.g., lead in drinking water).
o Detail how these links could be researched to determine care and possible prevention.
o Identify the cause and effect of this pollution on the human population.
o Cite two to three examples of human health issues linked to pollution locally, nationally, and internationally.

Module 7: Atmospheric Dynamics, Climate Change, and Air Pollution
• Air Pollution Sources and Effects
o Describe air pollution sources and their effects.
• Interactive Simulation: Determining Sources of Air Pollution in an Industrialized Area
o Describe the factors that increase and decrease the formation of air pollutants in an urban and rural setting.
o Explain strategies that people can adopt to aid in the reduction of air pollutants in an urban and rural setting.
o Describe different types of air pollution.

• Indoor Air Pollution
o Define and explain the processes that improve indoor air quality.
o List and describe the factors that negatively impact indoor air quality.
o Define indoor air quality and explain how it is measured.
• Reducing Ozone Depletion
o Define chlorofluorocarbons (CFC); explain how these affect the ozone layer.
o Identify how the reduction of CFCs will affect the ozone layer.
o Identify CFC replacements that are also harmful to the ozone layer.
• The Greenhouse Effect
o List the main greenhouse gases.
o Rank these gases according to their negative contribution to global climate change.
o Explain how each of these gases affects global climate change.
• Noise Pollution
o List the factors that contribute to noise pollution.
o Define how noise pollution is measured.
o Explain how noise pollution negatively impacts the local environment and inhabitants (wildlife, human populations, and financial considerations).
o Explain how noise pollution is regulated.
o Discuss the process and policies (local, state, federal) of noise abatement.
• Global Climate Change
o List long-term changes in climate and the direct impact they have on ecosystems.
o Research data for one short-term and one long-term impact on an environment.
o List short-term changes in climate and the direct impact they have on ecosystems.
o Analyze the data and hypothesize positive changes implemented in the short term that improve the change over time.
• Ocean Warming
o Define and explain coral bleaching; explain how this process over time impacts local species and local habitats.
o Define ocean warming; list the factors involved in global warming.
• Human Impacts on Biodiversity
o Define HIPPCO.
o Define how habitat fragmentation occurs and list the causes.
o Explain the relationship between a species and the scale of the fragmentation.

Module 8:Energy Resources and Energy Use
• Renewable and Nonrenewable Resources
o Identify examples of renewable and nonrenewable resources in your state.
• Global Energy Consumption
o Describe the energy consumption trends in non developed countries.
o Describe the trends in energy consumption in your state.
o Describe the energy consumption trends in developed countries.
o Explain how these trends differ.
• Distribution of Natural Energy Resources
o Explain how a region's geography determines or influences the types of natural energy resources available.
o Identify where natural energy resources are available across the globe.
• Fossil Fuels
o Compare and contrast the combustion processes for each including the by-products produced.
o Describe the process of converting each type of fossil fuel (natural gas, oil, petroleum, and coal) into usable energy.
• Nuclear Power
o Describe how nuclear energy is generated. Starting with the raw material, describe the steps in the process, the harnessing of the energy, the by-products produced, and how these by-products are managed, disposed of, or stored.
• Solar Energy

o Describe a solar photovoltaic system and how it works.
o Discuss the limitations of solar energy.
o Explain how solar energy is collected, converted, and stored.
o Explain why solar energy is considered a "green" source of energy.
o Describe how solar energy is generated.
o Describe how solar energy is collected and converted into usable energy.
• Hydroelectric Power
o Compare and contrast hydroelectric power produced by dams and tidal turbines.
• Geothermal Energy
o Explain the effects of this type of energy production on the local environment.
o Describe the process that captures and converts geothermal energy to generate power.
• Wind Energy
o Explain the pros and cons of the construction of wind-energy technologies, their use, and disposal.
o Describe the process of power generation using the wind.
• Energy Conservation
• Describe the methods for conserving energy.

Textbooks, Software, and Equipment:
- ArcGIS
- Imagine Edgenuity (Imagine Learning)
- Open Educational Resources (Student Guide, Online videos and articles, etc.)

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3. The student has completed an Application for Admission to MiraCosta College, has obtained a college SURF ID number, and has submitted a petition for credit via the process administered by the college to manage students applying for credit by exam (CBE) via high school articulation agreement(s).
4. The student has completed the articulated high school course(s) listed in this agreement with a credit-by-exam and course grade of "B" or better. NOTE: Credit-by-exam does not necessarily involve only a written exam. It is a demonstration of proficiency. A portfolio, an oral interview, a demonstration project, a modified final examination, etc. may also be acceptable as determined by the lead college faculty and/or college department chair.
5. The final exam/assessment grade is transcripted and noted as CREDIT BY EXAM on the MiraCosta College transcript.
6. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a timely manner.
7. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary to validate college enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.

Family Educational Rights and Privacy Act (FERPA)
Due to FERPA laws, MiraCosta College staff are prohibited from sharing information regarding a student's record with anyone besides the student and designated K12 educators and staff. This includes, but is not limited to, parents and guardians.

Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this articulation, the agreement remains in effect if none of the course content, including final exam, project, or presentation, changes. High school administration is responsible for ensuring that the new instructor is aware of the articulation agreement and follows all procedures and criteria explained in this agreement.

When there are changes to High School courses during the two-year articulation window, the high school liaison shall immediately contact the Career Education Pathways coordinator, who shall inform the MiraCosta College discipline faculty and articulation officer of changes and/or additions to high school articulated courses that may impact university articulations, ADTs, and/or common numbered courses. Discipline faculty may rescind the articulation agreement if there are changes that move the High School course out of alignment.
Upon the expiration of the term of this agreement, this articulation is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the articulation for another two-year term.

ALTUS CHARTER SCHOOLS

05/26/2025

Allison Fleck — Date
High School Coordinator

Cathryn Rambo — 05/29/2025

Cathryn Rambo — Date
Dean of Academic Affairs and
Altus Schools

MIRACOSTA COLLEGE

05/23/2025

Mike Fino for Megan Allison — Date
Faculty & Department Chair

05/23/2025

Mike Fino — Date
Dean, School of Natural & Social
Sciences

Altus HORT 166 ArticulationAgreement 25-27

Final Audit Report 2025-05-29

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CREDIT BY EXAM/ARTICULATION AGREEMENT

MiraCosta College, in cooperation with Altus Charter School locations in San Diego and San Bernadino Conties, has agreed to grant Credit for Prior Learning: Credit by Exam to students meeting the grade requirements and completing the registration process for the following specific articulated course:

Altus Charter Schools'
Health Concepts 1 & 2
10 HS Credits – 180 Hours

with

MiraCosta College's
NURS 151: Body Systems Survey for Health Professions
3 units

This articulation agreement applies to the following academic years:

Year 1: 2025-2026
Year 2: 2026-2027

I. COLLEGE COURSE INFORMATION

College Course Description: This basic anatomy and physiology course is intended for students who are preparing for a career in health professions. The content is presented from simple to complex, beginning with cellular functioning and progressing through the various organ systems. Students learn how an organ is anatomically designed to perform a specific physiological task and how each organ system plays a role in maintaining homeostasis.

Outline of College Course Content:
I. Levels of organization of the human body
A. How the body is organized
B. Anatomical positions, planes, and cavities of the body.

II. Basic chemistry
A. Basic components of the atom
B. pH C. Energy and the role of adenosine triphosphate (ATP) in energy transfer. I

II. Cells A. Organelles and their function B. Cellular metabolism C. Homeostasis. IV. Acid-base balance
A. pH
B. Water and electrolyte balance and imbalance
C. Define and differentiate between an acid and a base.

V. Tissues and membranes
A. Types and location of tissues
B. Types and location of membranes.

VI. Organ systems
A. Eleven systems
B. Basic anatomy and physiology.

College Student Learning Outcomes:

1. At the end of the course students will be able to describe all eleven major organ systems and their role in maintaining homeostasis.
2. At the end of the course students will relate structure to function of all major body systems.
3. Students will be able to identify and describe anatomic terms for regions, planes and relative positions of the body.

College Performance Objectives:

1). List the levels of organization of the human body from the atom to the complex human organism.
2). Relate the eleven major organ systems to their function in the body.
3). Describe homeostasis including the physical and chemical parameters that an organism must maintain (e.g., pH and osmotic concentration) to allow proper functioning of its component cells, tissues, organs, and organ systems.
4). Identify the levels of organization, the major cavities, and the three major planes of the body.
5). Differentiate among the terms used for relative positions and regions of the body.
6). Distinguish between an acid and a base.
7). Compare and contrast types of tissues and types of membranes.
8). Describe the structure and function of the cell and its organelles, considering the chemical makeup of the cell membrane and its ability to selectively transport molecules.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description:

This year-long course introduces high school students to the fundamental concepts of anatomy and physiology – including the organization of the body, cellular functions, and the chemistry of life. As they progress through each unit, students will learn about the major body systems, common diseases and disorders, and the career specialties associated with each system. Students will investigate basic medical terminology as well as human reproduction and development. Students are introduced to these fundamental health science concepts through direct instruction, interactive tasks, and practice assignments. This course is intended to provide students with a strong base of core knowledge and skills that can be used in a variety of health science career pathways. This course is aligned with introductory health science career and technical education frameworks.

Outline of High School Course Content and Student Learning Outcomes:

Health Science Concepts 1 - Course Outline:
Each unit involves: Instructional Videos, Assignments (Application Practice), and Unit Tests
Unit: The Human Body and Genetics

- Introduction to Anatomy and Physiology
- Organization of the Body
- Areas of Study within Anatomy
- Atoms and Molecules
- The Chemistry of Life
- DNA and Genetics
- Genetic Diseases and Disorders
- Heredity and Heritability

- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Cells
- Introduction to Cells
- Cell Functions
- The Study of Cells
- Cell Growth and Organization
- Cell Division and Mitosis

- Moving Cellular Material
- Sexual Reproduction and Meiosis
- Energy
- Organic Substances and Compounds
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Tissues, Organs, and Systems
- Tissue and Diseased Tissues
- Injuries
- Body Cavities
- Membranes and Glands
- Organs and Organ Systems
- Homeostasis
- Homeostatic Processes
- Homeostatic Disorders
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Diseases and Disorders
- Disease
- Cause of Disease
- Chain of Infection
- Cancer
- Bloodborne Diseases
- Physical Disorders
- Pyschosomatic Diseases and Stress-Related Physical Ailments
- Treatments of Diseases and Disorders
- Monitoring Diseases
- Disease Prevention
- Unit Wrap-Up and Career Connections
- Unit Test

Unit: Anatomy of the Body
- Exploring Health Science Careers
- Studying Health Science
- Basic Medical Terminology
- Basic Medical Prefixes, Suffixes, and Root Words
- Basic Medical Abbreviations
- The Anatomical Position and Surface Anatomy
- Planes and Directions of the Body

- Axial Regions of the Body
- Appendicular Regions of the Body
- Unit Wrap-up and Career Connection
- Unit Test

Unit: Musculoskeletal System

- The Skeletal System

- Bones and Joints
- Bones and Axial Skeleton
- Bones of the Appendicular Skeleton
- The Muscular System
- Skeletal, Cardiac, and Smooth Muscles
- Articulations and Body Movement
- Common Diseases and Disorders of the Musculoskeletal System
- Musculoskeletal System Career Specialties
- Unit Wrap-Up and Career Connection
- Unit Test
- ESSAY: Writing an Argumentative Essay about Health Care

Cumulative Exam Review Cumulative Exam

Health Science Concepts 2 - Course Outline:
Each unit involves: Instructional Videos, Assignments (Application Practice), and Unit Tests

Unit: Nervous and Sensory Systems

- The Nervous System
- Nerves
- The Brain and Spinal Cord
- Common Diseases and Disorders of the Nervous System
- Nervous System Career Specialties
- The Sensory System
- Common Diseases and Disorders of the Sensory System
- Sensory System Career Specialties
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Cardiovascular System

- The Cardiovascular System
- The Heart
- Blood
- Blood Pressure
- Disorders of the Blood
- Myocardial Infarction
- Common Diseases and disorders of the Cardiovascular System
- Cardiovascular System Career Specialties
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Respiratory System

- The Respiratory System
- Anatomy of the Upper Respiratory System
- Anatomy of the Lower Respiratory System

- Circulation and Respiration
- Gas Exchange

- Common Diseases and Disorders of the Respiratory System
- Respiratory System Career Specialties
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Integumentary, Lymphatic, and Immune System
- The Integumentary System
- Common Diseases and Disorders of the Integumentary System
- Integumentary System Career Specialties
- The Lymphatic System
- Common Diseases and Disorders of the Lymphatic System
- The Immune System
- Common Diseases and Disorders of the Immune System
- Immune System Career Specialties
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Digestive, Urinary, and Endocrine System
- The Digestive System
- Common Diseases and Disorders of the Digestive System
- Digestive System Career Specialties
- The Urinary System
- Common Diseases and Disorders of the Urinary System
- Urinary System Career Specialties
- The Endocrine System
- Common Diseases and Disorders of the Endocrine System
- Endocrine System Career Specialties
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Human Reproduction and Development
- The Reproductive System
- Male Reproductive System
- Female Reproductive System
- Reproduction
- Pregnancy
- Common Diseases and Disorders of the Reproductive System
- Reproductive System Career Specialties
- Human Growth and Development
- Death And Dying
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Pursuing Health Science Careers
- Career Plans and Portfolios
- Career Portfolio and Resume- Create a Multimedia Presentation
- Career Options
- 21st-Century Skills: Interview Skills

- o Practice Interview- Presentation
- o Evaluate a Speaker Project Cumulative Exam Review

High School Student Learning Outcomes:

6. Student Learning Outcomes: Health Science Concepts 1 & 2
1. Examine the human body to explain its organization and functions
□ How the body is organized
□ Anatomical Positions, Planes, and Cavities of the Body
□ Be able to relate the human body to Anatomy concepts and explain their functions
a) Atoms, Molecules, Cells, DNA, Genetics
2. Use basic medical terminology to describe health science concepts
3. Understand common diseases and disorders of the body systems
4. Define the stages of human reproduction and development
5. Understand the Basic Body Systems and Organs
□ Basic anatomy and physiology terms and concepts
6. Relate the body systems to their health science career specialties

Textbooks, Software, and Equipment:
- Imagine Edgenuity (Imagine Learning)
- Open Educational Resources (Student Guide, Online videos and articles, etc.)

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ALTUS CHARTER SCHOOLS		MIRACOSTA COLLEGE	
05/26/2025		05/23/2025	
Allison Fleck School Coordinator	Date	Alison Phinney (May 23, 2025 13:22 PDT) Allison Phinney Faculty & Department Chair	Date
Cathryn Rambo 05/29/2025		05/23/2025	
Carolyn Rambo Dean of Academic Affairs and Altus Schools	Date	Danielle Lauria Dean, Nursing, Health, and Wellness	Date

Altus NURS 151 ArticulationAgreement 25-27

Final Audit Report 2025-05-29

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ARTICULATION AGREEMENT

MiraCosta College, in cooperation with the **Altus Affiliated Schools** has agreed to grant articulated credit to students completing the following specific articulated course:

Altus Affiliated Schools
Hospitality Management 1, 2
4 HS Credits – 120 Hours

with

MiraCosta College
Introduction to Hospitality Management
HOSP 100, 3 units

This articulation agreement applies to the following academic years:

Year 1: 2024-2025
Year 2: 2025-2026

I. COLLEGE COURSE INFORMATION

College Course Description: This course provides an overview of the structure and financial performances of the hospitality industry, including food and lodging, resorts, tourism enterprises, attractions, and related operations. It emphasizes orientation to customer service, cultural/economic trends, and career opportunities. Students may be required to visit various hospitality sites. C-ID HOSP-100

Top Code: 1307.00 - Hospitality Administration/Management, General*

Outline of Course Lecture Content
I. History of hospitality
A. Characteristics of the hospitality industry
B. Relationship between hospitality and tourism
C. Hospitality trends
D. Industry resources and guides.

II. Travel and tourism industry
A. Air travel
B. Pleasure travel
C. Business travel.

III. Career opportunities
A. Hospitality careers
B. Tourism careers
C. Career goals and paths.

IV. Food service operations
A. Front of house
B. Back of house
C. Cost control.

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V. Restaurant organization
A. Classification of restaurants
B. Restaurant operations
C. Trends in restaurant operations.

VI. Hotel operations
A. Types and location of hotels
B. Rating and classification of hotels
C. Trends in hotel development.

VII. Club organization and operation
A. Types of clubs
B. Club management
C. Trends in club management.

VIII. Meetings industry, conventions, and expositions
A. Types of meetings, conventions, and expositions
B. Venues
C. Trends in meetings, conventions, and expositions.

IX. Marketing and selling
A. Marketing basics
B. The sales process
C. Special considerations for marketing and selling in the hospitality industry.

X. Managing marketing communications
A. Types of marketing communications
B. Using social media
C. Best practices in marketing communications for the hospitality industry.

XI. Management companies
A. Organization of management companies
B. Development of management companies
C. Management company/client relationship.

XII. Franchising
A. The franchise relationship
B. Advantages and disadvantages of franchising
C. Franchising in the hospitality industry.

XIII. Ethics
A. Ethical dilemmas in hospitality
B. Sustainability in the hospitality industry.

XIV. Floating resorts: cruise line business
A. Organization of the cruise ship
B. Cruise markets
C. Trends in cruising.

XV. Gaming and casino hotels
A. History of gaming entertainment
B. Operations within gaming entertainment
C. Trends in the gaming industry.

XVI. Managing and leading hospitality enterprises
A. Characteristics of effective leaders and managers
B. Managing employees: classic management theories
C. Management structures.

XVII. Recreation
A. Theme park industry
B. Fairs and festivals
C.Trends in the theme park industry.

XVIII. Managed services
A. Airlines and airports
B. Leisure and recreation
C. Business and industry.

XIX. Special events management
A. Event management
B. Classifications of special events
C. Special event organizations.

College Competencies:
Upon successful completion of this course, students will be able to do the following:
1). Describe the origins and history of hospitality, food service, and tourism as a context for the present industry environment
2). Compare and contrast the scope and structure of the hospitality and tourism industry with non-service industries
3). Identify job titles and responsibilities within the hospitality, food service, and tourism industries
4). Relate general management theory and principles to the hospitality, food service, and tourism industries
5). Differentiate among and use various industry resources and guides as tools of the trade
6). Distinguish among the major classifications of the lodging industry
7). Assess the continuing growth of the hospitality, food service, and tourism industries.

College Student Learning Outcomes:
1. Compare and contrast the different hospitality and food service industries.
2. Relate general management theory and principles to hospitality, food service, and tourism.
3. Identify specific job titles within the hospitality, food service, or tourism industry and describe the responsibilities of the positions as well as the outlook for future job growth.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description: The course sequence is designed to develop and build skills related to a career pathway in leadership in the Hospitality and Tourism Industry. The purpose of this course is for students to gain overall knowledge about leadership roles in the hospitality industry, along with more-detailed understanding of management roles within the guest experience cycle, human resources, operational finance, front office, security, as well as food and beverage services. The goal of this course is to explore the hospitality industry through a leadership context with a strong focus on business and marketing management. Students will explore career opportunities and responsibilities within the Hospitality Industry. Students will develop professional skills in management of housekeeping operations, facilities management, operational finance management, and management of banquets and catered events. There is also an emphasis on industry financial trends such as sales to global audiences, developing marketing plans, budgeting, and management of sales teams. This course satisfies the Capstone course requirement for Hospitality and Tourism and leads to industry level certification as a certified Hospitality and Tourism Management Professional.

Outline of High School Course Content:
Hospitality, Tourism and Recreation 3 Course Outline:
Lesson 1: Chapter 1 Preparing for a Leadership Career pp. 2-10 Sections 1.1-1.3
Lesson 2: Chapter 1 Preparing for a Leadership Career pp. 11-19 Sections 1.4-1.7
Lesson 3: Chapter 2 Hospitality and Tourism Leadership pp. 22-29 Sections 2.1-2.3.
Lesson 4: Chapter 2 Hospitality and Tourism Leadership pp. 30-41 Sections 2.4-2.7.
Lesson 5: Chapter 1 test and Chapter 2 test.
Lesson 6: Chapter 3 Leadership and the Guest Cycle pp. 44-51 Sections 3.1-3.2.
Lesson 7: Chapter 3 Leadership and the Guest Cycle pp. 52-57 Sections 3.3-3.4
Lesson 8: Chapter 4 Managing the Guest Experience Cycle pp. 60-67 Sections 4.1-4.3.
Lesson 9: Chapter 4 Managing the Guest Experience Cycle pp. 68-73 Sections 4.4-4.6.
Lesson 10: Chapter 3 test and Chapter 4 test.

Lesson 11: Chapter 5 Leadership, Employees, and Communication pp. 76-85 Sections 5.1-5.4.
Lesson 12: Chapter 5 Leadership, Employees, and Communication pp. 86-97 Sections 5.5-5.8.
Lesson 13: Chapter 6 Front Office Leadership pp. 100-110 Sections 6.1-6.3.
Lesson 14: Chapter 6 Front Office Leadership pp. 111-119 Sections 6.4-6.7.
Lesson 15: Chapter 5 test and Chapter 6 test.
Lesson 16: Chapter 7 Managing Housekeeping Operations pp. 122-130 Sections 7.1-7.3.
Lesson 17: Chapter 7 Managing Housekeeping Operations pp. 131-139 Sections 7.4-7.7.
Lesson 18: Chapter 8 Leadership and Facilities Management pp. 142-150 Sections 8.1-8.3.
Lesson 19: Chapter 8 Leadership and Facilities Management pp. 151-157 Sections 8.4-8.6.
Lesson 20: Chapter 7 test and Chapter 8 test.

Hospitality, Tourism and Recreation 4 Course Outline:
Lesson 1: Chapter 9 Food and Beverage Service Leadership pp. 160-174 Sections 9.1-9.4
Lesson 2: Chapter 9 Food and Beverage Service Leadership pp. 175-185 Sections 9.5-9.8
Lesson 3: Chapter 10 Managing Banquets and Catered Events pp. 188-199 Sections 10.1-10.3
Lesson 4: Chapter 10 Managing Banquets and Catered Events pp. 200-205 Sections 10.4-10.5
Lesson 5: Chapter 9 test and Chapter 10 test
Lesson 6: Chapter 11 Human Resources pp. 210-217 Sections 11.1-11.3
Lesson 7: Chapter 11 Human Resources pp. 218-223 Sections 11.4-11.5
Lesson 8: Chapter 12 Managing Operational Finance pp. 226-235 Sections 12.1-12.3
Lesson 9: Chapter 12 Managing Operational Finance pp. 236-243 Sections 12.4-12.6
Lesson 10: Chapter 11 test and Chapter 12 test
Lesson 11: Chapter 13 Marketing pp. 248-257 Sections 13.1-13.3
Lesson 12: Chapter 13 Marketing pp. 258-261 Sections 13.4-13.6
Lesson 13: Chapter 14 Sales pp. 264-271 Sections 14.1-14.3
Lesson 14: Chapter 14 Sales pp. 272-279 Sections 14.4-14.6
Lesson 15: Chapter 13 test and Chapter 14 test
Lesson 16: Chapter 15 Safety pp. 282-289 Sections 15.1-15.2
Lesson 17: Chapter 15 Safety pp. 290-293 Sections 15.3-15.4
Lesson 18: Chapter 16 Security pp. 296-301 Sections 16.1-16.2
Lesson 19: Chapter 16 Security pp. 302-305 Sections 16.3-16.4
Lesson 20: Chapter 15 test and Chapter 16 test
Lesson 21: End of course exam.

High School Comptencies:

Hospitality Management 1

Module 1:

1. List the advantages and disadvantages of a career in hospitality and tourism, and list the benefits of choosing a career in this industry.
2. Describe segments of the hospitality and tourism industry, and explain the process for selecting an industry segment in which to work.
3. Identify the types of leadership positions available in the hospitality and tourism industry.
4. Identifying 21st century leadership styles.
5. Identify why leaders must create leadership development goals and a path for meeting those goals.
6. Define power and empowerment, and describe how these concepts tend to play out in centralized and decentralized organizations.

Module 2:

1. Identify the leadership skills and processes that lead to a seamless guest cycle.
2. Describe how employee empowerment contributes to effective guest recovery.
3. Explain how problem solving contributes to leader process in hospitality and tourism.
4. Describe why modeling inclusive behavior is an important skill for hospitality and tourism managers.
5. Identify how managers should apply property standards to the guest experience.

6. Identify the role of the guest service measurement (GMS) in managing the guest experience.

Module 3:

1. Describe the purpose of a mission statement.
2. Explain the importance of communicating the purpose and role of their job positions to employees.
3. Identify the steps involved in setting performance goals and ensuring that employee performance meets property standards.
4. Identify the key duties and responsibilities of the front office manager.
5. Identify the reports attached to the night audit process.
6. Describe how labor costs are managed by the front office.

Module 4:

1. Identify which positions report to the executive housekeeper.
2. Identify the duties and responsibilities of the executive housekeeper.
3. Explain how the housekeeping department manages the budget process.
4. Summarize the duties and responsibilities of the chief engineer.
5. Analyze how ADA improvements affect the budgetary process.
6. Identify various measures facilities managers can take to manage and conserve energy.

Hospitality Management 2

Module 1:

1. Identify the organizational structures of various food and beverage operations, and describe how restaurants attract and retain staff.
2. Explain the steps involved in menu planning and menu design, and explain the value of periodic menu evaluation.
3. Describe procedures and issues involved with purchasing, receiving, storing, issuing, and controlling food and beverage operation supplies and equipment.
4. Outline the types of positions available to event planners, and describe the benefits of banquets and catered events for food and beverage operations.
5. Explain how banquets and catered events are booked and planned, and describe function books, contracts or letters of agreement, and function sheets.
6. Summarize how banquet and catering operations prepare to provide service to clients during an event, from setting up function rooms to scheduling staff members, and preparing, plating, and storing food.

Module 2:

1. Identify the four basic rules in preparing for interviews, assess the strengths and weaknesses of different types of interview approaches, and differentiate between closed ended and open ended questions.
2. Identify the employment laws that impact the hospitality and tourism industry and the role of human resources managers in applying these laws.
3. Discuss how revenue centers and cost centers are managed to ensure a property's profitability.
4. Identify the components of income statements and balance sheets.
5. Distinguish between operations and capital budgets and explain how to use each appropriately.
6. Explain the purpose of revenue management in the hospitality and tourism industry.

Module 3:

1. Describe the organization of marketing departments, and explain management's role in marketing.
2. Summarize the marketing mix: the four Ps and the four Cs.
3. Identify the steps of a marketing plan.
4. Describe training techniques managers can use to build an effective sales team.
5. Identify the methods used to manage an effective sales team.
6. List the tools and processes used to sell to global audiences.

Module 4:

1. Describe why workplace safety is a significant responsibility of the hospitality and tourism manager.
2. Explain the benefits of a workplace safety committee, its goals, and its communication processes.
3. Define risk management, and identify the steps of the risk management process.
4. Describe how security should be used as a management tool.
5. Explain how surveillance, safe deposit boxes, and access control measures are used to protect guests and assets.
6. Summarize the nature of employee security issues, and identify the role of human resources in dealing with them.

Textbooks or Other Support Materials: Hospitality and Tourism Management Program Year 2 (2016/The American Hotel & Lodging Educational Institute)

III. CRITERIA FOR AWARD OF COLLEGE CREDIT

Credit for the articulated course listed above may be received if all of the following criteria are met:

1. This high school teacher, or school district designee, has provided course rosters to MiraCosta.
2. The student has completed an Application for Admission to MiraCosta College, has obtained a college SURF ID number, and has submitted a petition for credit via the process administered by the college to manage students applying for credit by exam (CBE) via high school articulation agreement(s).
3. The student has completed the articulated high school course(s) listed in this agreement with a credit-by-exam and course grade of "B" or better. NOTE: Credit-by-exam does not necessarily involve only a written exam. It is a demonstration of proficiency. A portfolio, an oral interview, a demonstration project, a modified final examination, etc. may also be acceptable as determined by the lead college faculty and/or college department chair.
4. The final exam grade is transcripted and noted as CREDIT BY EXAM on the MiraCosta College transcript.
5. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a timely manner.
6. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary to validate course enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.
7. Due to FERPA laws, MiraCosta College staff are prohibited from sharing information regarding a student's record with anyone besides the student and designated K12 educators and staff. This includes, but is not limited to, parents and guardians.

Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this articulation, the agreement remains in effect as long as none of the course content, including final exam, project, or presentation, changes. High school administration is responsible to ensure that the new instructor is aware of the articulation agreement and follows all procedures and criteria explained in this agreement.

SIGNATURES ON NEXT PAGE

Upon the expiration of the term of this agreement, this articulation is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the articulation for another two-year term.

ALTUS SCHOOLS

David Delbrueck — May 6, 2024

David Delbrueck — Date
Hospitality Department Co-Chair

Kelli Weyant — May 6, 2024

Kelli Weyant — Date
Hospitality Department Co-Chair

Alaura Dorociak — May 6, 2024

Alaura Dorociak — Date
Counselor

Allison Fleck — May 6, 2024

Allison Fleck — Date
School Coordinator

Cathryn Rambo — May 6, 2024

Cathryn Rambo — Date
Dean of Academic Affairs & Altus Studies

MIRACOSTA COMMUNITY COLLEGE

Annie Ngo (May 6, 2024 10:11 PDT) — May 6, 2024

Annie Ngo — Date
Faculty & Department Chair

Al Taccone (May 6, 2024 10:24 PDT) — May 6, 2024

Al Taccone — Date
Dean Career Education

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CREDIT BY EXAM/ARTICULATION AGREEMENT

MiraCosta College, in cooperation with Altus Charter School locations in San Diego and San Bernadino Counties has agreed to grant Credit for Prior Learning: Credit by Exam to students meeting the grade requirements and completing the registration process for the following specific articulated course:

Altus Charter Schools'
Teacher Education 1 & 2
10 HS Credits

with

MiraCosta College's
*EDUC 115: Foundations of Teaching as a Profession
3 units

This articulation agreement applies to the following academic years:

Year1: 2025-2026
Year 2: 2026-2027

I. COLLEGE COURSE INFORMATION

College Course Description: This course introduces teaching careers in primary and secondary education and involves 15 hours of supervised fieldwork in community K-12 settings. Topics include the historical, sociological, and philosophical foundations of education; contemporary issues in public education; teaching pedagogy, curriculum, and instruction; teacher and student roles in the teaching/learning process; teacher qualifications and dispositions, California schools, and the credentialing system; and the contributions of culture, ethnicity, race, language, age, gender, sexual orientation, motivation, and learning styles.

Outline of College Course Content:
I. The development of teaching, current research, and education systems
A. The instrument of education
B. Historical, sociological, and philosophical foundations of education
C. Contemporary issues in education.

II. The teaching profession
A. The art and science of teaching
B. Teacher dispositions and competencies
C. Professional development.

III. Teaching pedagogy
A. Facilitating learning
B. Instructional techniques
C. Classroom management
D. Grading and assessment
E. Noninstructional tasks and responsibilities.

IV. Student and family diversity
A. Culture, ethnicity, and race

B. Language and reading ability
C. Gender and sexual orientation
D. Learning, sensory, and physical diversity
E. Self-concept, motivation, and learning styles.

V. Curriculum content and standards
A. Influences on the curriculum
B. State and national standards
C. Issues in curriculum.

VI. Educational organization and structure
A. Federal, state, and local roles
B. School governance
C. Funding sources.

VII. Teaching as a profession
A. Licensing and credentialing
B. Teaching in public, private, and charter schools
C. Teaching positions and job searches
D. Performance appraisals.

College Student Learning Outcomes:

1. Examine historical and contemporary influences in public education.
2. Appraise theoretical models, curriculum methods and the role of the teacher.
3. Describe the contributions of culture, race and class within the education system.

College Performance Objectives:

1). Analyze the roles of schools in society.
2). Examine the historical, sociological, and philosophical foundations of education.
3). Explore contemporary influences in primary and secondary education.
4). Appraise critical issues in teaching pedagogy, curriculum, and instruction.
5). Evaluate the contributions of culture, ethnicity, race, language, class, gender, sexual orientation, age, and ability in schools.
6). Assess the personal qualities and professional competencies needed by successful teachers.
7). Examine educational organization, structure, and governance models.
8). Compare and contrast the teaching profession in public, private, and charter schools.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description: This two-part course provides an in-depth introduction to the field of education, equipping students with the foundational knowledge, skills, and professional dispositions essential to becoming effective educators. Emphasizing diversity, equity, and inclusion, the course explores how the intersections of culture, ethnicity, race, language, gender, sexual orientation, and ability influence teaching and learning. Students examine historical, philosophical, and sociological foundations of American education and analyze how contemporary issues shape today's schools. Through observations, projects, and interactive assignments, students will explore human development, learning theories, instructional strategies, assessment, classroom management, and educational policy. The course includes professional development and the creation of a teaching philosophy to support college and career readiness in education.

Outline of High School Course Content:
Teacher Education 1 Course Outline

Unit 1: You – The Teacher of Tomorrow
Lesson 1: Textbook sections "Personal Qualities of Effective Teachers," "A Teacher's Typical Day," "The Teacher's Workplace," and "Other opportunities in Education"
Lesson 2: Textbook sections "Employment Needs and Trends" and "Teacher Salaries and Benefits"
Lesson 3: Textbook sections "Teaching Roles," "Developing Professional Qualities," "Working Effectively Within a School," and "Subject Knowledge and Teaching Skills"
Lesson 4: Textbook sections "Communicating Effectively" and "Resolving Conflicts"
Lesson 5: Textbook sections "The Process for Becoming a Teacher," "College Preparation and Teacher Training," "Getting Started" and "Analyzing a Philosophy of Teaching"
Lesson 6: Textbook sections "Preparing for College Success," "Choosing a College or University," "Keeping Your Life in Balance," "Creating your Portfolio," "Succeeding as a Professional Educator" and "Ongoing Professional Development"

Unit 2: The School
Lesson 7: Textbook sections "The American Colonial Period (1600-1776)," "The American Early National Period (1776-1840)," and "The American Common School Period (1840-1880)," "The American Progressive Period (1880-1921)," and "The 1920s and the Great Depression Era (1921-1940)"
Lesson 8: Influential Person in Education Multimedia Project
Lesson 9: Textbook sections "American Education During the 1940s and 1950s," "American Education During the 1960s," "American Education During the 1970s," "American Education During the 1980s," "American Education During the 1990s," "American Education During the 2000s," "American Education During the 2010s,' and "American Education During the 2020s"
Lesson 10: American Education Through the 1940s to Present Day Timeline
Lesson 11: Textbook sections "Who is Responsible for Schools?" "Funding for Education," and "Communities and Schools"
Lesson 12: Textbook section "Social Problems Affect Schools" and "Bostock v Clayton County, Georgia"

Unit 3: The Learner
Lesson 13: Textbook sections "Areas of Development," "Principles of Human Development," "Theories of Development" and "Behaviorist Theories." Developmental Theory Multimedia Presentation
Lesson 14: Textbook sections "Physical Characteristics and Growth," "Cognitive Characteristics and Growth" and "Socio-Emotional Characteristics and Growth." Observation: Ages 3-5
Lesson 15: Textbook sections "Using Developmentally Appropriate Guidance," "Special Needs" and "School Readiness Skills." Preschool book evaluation flip grid.
Lesson 16: Textbook sections "Beginning School" and "Children Ages Five to Seven." Observation: Ages 5-7.
Lesson 17: Textbook sections "Children Ages Eight and Nine" and "Children Ages 10 to 12." Observation: Ages 8-9 or 10-12.
Lesson 18: Textbook sections "Physical Growth and Development" and "Cognitive Development"
Lesson 19: Textbook sections "Socio-Emotional Development" and "Moral Development"
Lesson 20: End of Course Exam: Growth and Development Multimedia Project

Teacher Education 2 Course Outline
Unit 4: The Teacher: Planning for Instruction
Lesson 1: Textbook sections "Learning Styles and Multiple Intelligences" and "Tapping Individual Learning Strengths"
Lesson 2: Textbook sections "Exceptional Learners," "Cultural Diversity," "Language Diversity" and "The Challenge of Teaching Diverse Learners"
Lesson 3: Textbook sections "Standards: What Should Students Know?" and "Curriculum: What Will Be Taught?

Lesson 4: Textbook sections: "Course Planning: How Will Learning Be Organized?" "Lesson Plans: How Will Learning Take Place?" "Elements of a Lesson Plan," Instructional Objectives," "Finding Ideas and Inspiration," "Making Lesson Plans Come Alive" and "Evaluating the Lesson"

Unit 5: The Teacher: Instructional Materials
Lesson 5: Textbook sections "Engaging Learners in Critical Thinking," "Key Instructional Skills," "Basic Instructional Methods" and "Choosing Appropriate Teaching Strategies"
Lesson 6: Teaching Strategies Project
Lesson 7: Textbook sections "Teaching and Learning in the Digital Age," "Technology: Making Learning More Accessible" and "Technology: Providing Tools for Teachers"
Lesson 8: Textbook Sections "Technology: Enhancing Learning Opportunities" and "Research Activities" Virtual Field Trip or Simulated Experience Plan.

Unit 6: The Teacher: The Role of Assessment
Lesson 9: Textbook sections "The Purpose of Assessment," "What Can Be Measured?" and "Using Tests to Assess Learning"
Lesson 10: Textbook sections "Using Alternative Assessment Strategies," "Choose Assessment Strategies," "Determining Grades and Providing Feedback" and "Course Evaluation"

Unit 7: The Teacher: Classroom Management
Lesson 11: Textbook sections "Creating the Classroom Environment" and "Keeping Students Involved in Learning"
Lesson 12: Textbook sections "Managing Behavior" and "Handling Problem Behavior" Classroom Rules Project.

Unit 8: The Challenges of Teaching
Lesson 13: Textbook sections "Maintaining Teacher Health and Wellness" and "Work Life Balance for Teacher Health and Wellness"
Lesson 14: "Creating a Healthy Environment" and "The Classroom Impact of Low Socioeconomic Status (SES)"
Lesson 15: Textbook sections "The Impact of Child Abuse and Neglect" and "When You Suspect Child Abuse or Neglect"
Lesson 16: General Child Abuse Training
Lesson 17: School Personnel Mandated Reporter Training
Lesson 18: Textbook section "18.7 Creating an Inclusive Classroom: Equity and Empathy" and listen to UnErasing LBGTQ History and Identities: A Podcast for Teachers"

Unit 9: You – The Teacher of Tomorrow
Lesson 19: Philosophy of Teaching Rough Draft
Lesson 20: Philosophy of Teaching Final Draft

Key Assignments: Teacher Education 1 and 2

Current Research: While the course is rich in research-based content, several standout lessons focus on analyzing current trends such as DEI initiatives, teacher retention, and post-pandemic recovery (2020–2025). Students also explore digital equity gaps that emerged following COVID-19 and examine case studies from the Collaborative for Academic, Social, and Emotional Learning (CASEL) to deepen their understanding of social-emotional learning in modern education.

Philosophical Foundations in Education: The course weaves in philosophical foundations including essentialism, progressivism, constructivism, social reconstructionism, and humanism, although they are not always labeled formally. These philosophies show up naturally through lessons on instructional methods, curriculum reform, student diversity, and educational technology.

Contemporary Issues Examples:

- Diversity, Equity, and Inclusion (DEI): Students learn about diversity in educational settings, cultural competence, and inclusive practices. They also reflect on how to create inclusive classrooms.
- Special Education and Differentiated Instruction: Students study IEPs, 504 plans, accommodations, and strategies for supporting exceptional learners and English Language Learners (ELLs).
- Impact of Tecnology in Education: Students analyze online learning models, hybrid classrooms, learning management systems (LMS), and accessibility tools.
- Digital Equity and Access: Students reflect on how technology affects different student populations, especially post-pandemic, and discuss solutions to close digital divides.
- Social-Emotional Learning (SEL): Students study CASEL-based case studies and recognize the importance of addressing students' emotional needs alongside academics.
- Teacher Retention and Shortages: Students explore employment trends, salary challenges, and factors impacting teacher recruitment and retention today.
- Post-Pandemic Recovery: Students examine how education is adapting to learning loss, trauma, and remote learning challenges resulting from COVID-19.
- Curriculum Reform and Standards Movements: Students research Common Core, STEM/STEAM, and Next Generation Science Standards (NGSS), discussing modern curriculum changes and controversies.
- Restorative Practices and Trauma-Informed Instruction: Students research conflict resolution, communication, and restorative justice in schools.

Professional Development: Professional development is an intentional and recurring theme across both Teacher Education 1 and Teacher Education 2. In Teacher Education 1, professional development is introduced through career exploration activities, where students research teacher credentialing pathways, continuing education requirements, and the importance of certifications such as CPR, First Aid, and coursework. In Teacher Education 2, the focus on professional development deepens significantly. Students attend or research professional development opportunities such as workshops, webinars, or school-based trainings (this is often embedded in observation assignments). They reflect on best practices for different student populations, including strategies for differentiated instruction, supporting ELLs, and integrating technology. Throughout both courses, students are introduced to the idea that professional development is not a one-time event, but a career-long process linked to educational effectiveness, leadership, and advocacy for equity and innovation in schools.

Culture, Ethnicity, and Race: Throughout the two-part Teacher Education course, students critically examine how culture, ethnicity, and race shape student experiences, influence teacher-student relationships, and impact educational outcomes. They reflect on cross-cultural communication styles and explore strategies teachers can use to prevent cultural and ethnic misunderstandings in the classroom. A key focus is helping students distinguish between language acquisition needs and the broader needs tied to ethnic identity, an essential skill for creating truly inclusive and equitable learning environments. In Teacher Education 2, the Philosophy of Teaching assignment requires students to directly address these concepts by answering the reflection question: *"How will you support students from diverse ethnic and cultural backgrounds in your classroom?"* Through these experiences, students develop the foundational understanding necessary to teach in today's diverse and multicultural schools.

Sensory and Physical Diversity: Students develop a comprehensive understanding of how to support learners with diverse needs, including those with sensory impairments (such as visual and hearing disabilities) and physical disabilities. Teacher Education 2 provides direct instruction on types of disabilities, assistive technologies (such as screen readers, hearing aids, and adaptive seating), and effective accommodations through IEPs and 504 Plans. Students explore strategies for differentiation

and adaptation of instructional materials, ensuring lessons are accessible to all learners. Through classroom observations and interviews with special education professionals, students encounter real-world practices that promote inclusion and accessibility. Reflection prompts guide students to think critically about how multimodal instruction, classroom accessibility, and inclusive practices can be implemented to meet the needs of learners with sensory and physical challenges.

Self-concept and Motivation: Self-concept is primarily explored through developmental theories, with a strong emphasis on Erikson's work. Students investigate various stages of development, focusing on emotional and social growth. Erikson's stages, such as identity vs. role confusion, directly address the evolution of self-concept during childhood and adolescence. Motivation is examined in the context of understanding student learning needs and implementing differentiated instruction. Lessons touch on intrinsic and extrinsic motivation, and students explore motivational theories like those proposed by Maslow or Deci & Ryan.

Curriculum Issues: Students explore the historical evolution of curriculum from religious instruction to progressive education and standards-based models, examining how social, political, and economic factors influenced these changes. They study major curriculum movements like Progressivism and Standards-Based Reform, and their impact on teaching practices. Modern curriculum initiatives such as CCSS, STEM/STEAM, and NGSS are analyzed, highlighting tensions between creativity and accountability, and national standards versus local control. Lessons on diversity and inclusion emphasize the need for accessible and representative curricula. Additionally, students learn to adapt and differentiate curriculum to support diverse learners, including those with IEPs, ELLs, and culturally diverse needs.

Local Roles: In Teacher Education 1, students learn about school organization, including the roles of local school boards, districts, site administration, and leadership teams, and how local decision-making occurs. They research career opportunities and understand how hiring and personnel decisions are made locally. In Teacher Education 2, students discuss the impact of local communities and school boards on curriculum decisions, recognizing how local needs can differ from national or state standards. They gain insight into how local governance structures shape educational experiences and policies, with school boards, district leadership, principals, teachers, and community input all playing significant roles.

Teaching in Public, Private, and Charter Schools: In Teacher Education 1, students explore various types of educational institutions—public, private, charter, and parochial—along with career opportunities and differing roles and expectations in each setting. They learn key vocabulary like nonsectarian and paraprofessional, reinforcing distinctions between public and private environments. Students also examine hiring processes, recognizing that standards, salaries, and work environments vary across these school types.

Performance Appraisals: Students explore the role of teacher performance appraisals in supporting instructional effectiveness and professional growth. Teacher Education 2 introduces the evaluation process, including formal observations, student engagement measures, and instructional delivery assessments. Students reflect on the importance of ongoing feedback and identify potential areas for their own future development as educators. Understanding performance appraisals prepares students for real-world expectations in educational careers.

Gender and Sexual Orientation: Gender and sexual orientation are thoughtfully addressed in the Teacher Education 2 course through lessons on diversity, inclusion, and creating affirming classroom environments. Students explore how gender identity and expression impact student experiences and reflect on strategies for supporting all learners. Using the *UnErasing LGBTQ History and Identities* podcast provides students with direct insight into the importance of recognizing and affirming LGBTQ+ students in educational settings. Through reflection and discussion, students develop practical approaches for fostering safe, inclusive spaces for diverse gender identities and sexual orientations.

Teacher Education 1, Lesson 8: Influential Person in Education Multimedia Project: Students select an influential historical or contemporary educator and research their contributions to education. Through multimedia presentations, students analyze how these figures shaped educational philosophy, access, and reform efforts, particularly regarding equity and innovation. The project encourages students to connect individual leadership to broader educational movements.

Teacher Education 1, Lessons 10: History of American Education Timeline/Presentation: Students research key events and movements that shaped the American education system, from early colonial schooling to modern reform initiatives. They create a timeline and presentation that illustrates how historical, political, and social forces influenced curriculum, school structure, and access to education. This project helps students connect past developments to contemporary educational challenges.

Teacher Education 1, Lesson 13: Developmental Theory Multimedia Project: Students choose a major developmental theory, such as those by Piaget, Vygotsky, or Erikson, to research in depth. They create a multimedia presentation that explains the theory's key ideas and its application to student growth and classroom practices. This project emphasizes the connection between understanding child development and designing effective, age-appropriate instruction.

Teacher Education 1, Lesson 20: Growth and Development Multimedia Project: In this project, students select a major developmental theory and research its influence on student learning and behavior. Using a multimedia format of their choice, students create a visual narrative that connects theory to teaching practices across developmental stages. This assignment highlights how knowledge of child development informs effective instructional planning.

Teacher Education 2, Lesson 2: Special Education, Diversity, and Inclusion Reflections: Students examine how schools support students with disabilities, language barriers, and diverse cultural backgrounds. Through classroom observations, interviews, and reflections, students analyze the importance of inclusive practices and differentiated instruction. The assignment highlights how educators can meet the varied needs of all learners.

Teacher Education 2, Lesson 3: Curriculum Development Research Project: Students investigate major curriculum models and current education initiatives, such as Common Core, STEM/STEAM programs, and Next Generation Science Standards (NGSS). They evaluate how curriculum design impacts teaching strategies and student outcomes. Through research and presentation, students gain a deeper understanding of the relationship between curriculum planning and effective instruction.

Teacher Education 2, Lesson 6: Teaching Strategies Project: Students explore a variety of instructional models, including cooperative learning, project-based learning, and learner-centered approaches. They evaluate the strengths and challenges of different methods and develop a sample lesson or activity that applies a specific strategy. This project helps future educators build practical skills in planning and adapting instruction to meet diverse student needs.

Teacher Education 2, Lesson 8: Virtual Field Trip or Simulated Experience Plan: Students plan and "lead" a virtual field trip experience for an elementary classroom, integrating technology, curriculum standards, and student engagement strategies. They design activities that extend learning beyond the classroom while addressing logistics, safety, and instructional goals. This project helps students understand the role of experiential learning and instructional planning.

Teacher Education 2, Lesson 16–17: General Child Abuse Mandated Reporter Training: Students complete seven hours of mandated reporter training (4 hours on General Child Abuse and 3 hours on School Personnel Mandated Reporter) from mandatedreporterca.com. Upon scoring 80% or higher on the final exam, they earn a certificate of completion. This training teaches them to recognize, respond to, and report signs of child abuse and neglect, covering legal responsibilities, reporting procedures, and ways to protect vulnerable students in school settings.

Teacher Education 2, Lesson 18: UnErasing LGBTQ History and Identities Podcast Reflection: Students listen to selected episodes from the *UnErasing LGBTQ History and Identities* podcast to learn how educators can create inclusive environments for LGBTQ+ students. After engaging with the material, students reflect on strategies for affirming diverse gender identities and sexual orientations in classroom settings. The lesson emphasizes culturally responsive teaching and equity in education.

Purposeful Observations: Throughout the course, students complete 45 hours of structured classroom observations across multiple developmental stages, including preschool, middle childhood, and adolescence. They observe both general education and special education teachers, focusing on specific instructional strategies and professional practices introduced in the coursework. Guided observation forms help students document what they see, while reflective prompts encourage them to connect theory to real-world teaching experiences. This hands-on learning deepens their understanding of effective teaching across diverse educational settings.

Professional Interviews: Students conduct interviews with both general education and special education professionals to gain deeper insights into the daily responsibilities and decision-making processes of educators. Working closely with their instructor, students develop targeted questions around key topics such as school organizational structures, the IEP process, instructional planning, and classroom management. These interviews help bridge the gap between coursework and professional practice, building students' confidence and knowledge about the field of education.

Philosophy of Teaching: Students utilize what they've learned throughout the course and reflect on their personal experiences, beliefs, and values to write their own philosophy of teaching. Students understand that this is an evolving document and be updated or revised to reflect changes in their thinking over time.

Student Learning Outcomes and Assignment Alignment:

Student Learning Outcome (SLO)	Teacher Education 1 and 2 Assignment	Description
Examine historical and contemporary influences in public education	Teacher Education 1, Lessons 10: History of American Education Timeline / Presentation Teacher Education 2, Lesson 3: Curriculum Development Research Project	Students research key historical educational movements and contemporary reforms (e.g., Common Core, NGSS) to understand the evolution of public education.
Appraise theoretical models, curriculum methods, and the role of the teacher	Teacher Education 1, Lesson 20: Growth and Development Multimedia Project Teacher Education 2, Lessons 6: Teaching Strategies Project Teacher Education 2, Lesson 20: Philosophy of Teaching Paper	Students evaluate major developmental theories, curriculum strategies (e.g., project-based learning, cooperative learning), and critically reflect on the evolving role of teachers.
Describe the contributions of culture, race, and class within the education system	Teacher Education 1, Lesson 8: Influential Educator Research Project	Students explore how cultural, racial, and socioeconomic factors influence educational

	Teacher Education 2, Lesson 2: Special Education, Diversity, and Inclusion Reflections Teacher Education 2, Lesson 18: UnErasing LGBTQ History and Identities Podcast Reflection	access and success, and reflect on strategies for creating inclusive classrooms.

Assessment Methods: Final Exam, End of Course Project, Presentation, Projects, Written Assignments and Reflections, Research Project, Tests and Quizzes

***Instructor Qualifications:**
The Child Development, Education, Family Services CTE Department at Altus Schools is comprised of 13 teachers who have designated **CTE Teaching Credentials in Education, Child Development, and Family Services**, as well as relevant **California Teacher Credentials.** Department Lead Members have Master's Degrees in Education.

Department Members have work experience as Center Directors, Staffing Advisors, and Teachers. The department is responsible for developing and updating the Teacher Education curriculum, which is aligned to CTE standards and Common Core State Standards for Science and Technical Areas. The department has an Advisory Council, which is comprised of key educational partners, including teachers, faculty, students, parents, industry partners, and college partners. The Advisory Council meets twice a year to review curriculum, identify industry trends and standards, and obtain feedback from all council members.

Additionally, each department member is required to attend professional development within their industry sector. This department, along with the curriculum administrator and school administrators, ensures that the Teacher Education course is taught to effectively address standards and student learning outcomes while engaging students in work-based learning.

High School Student Learning Outcomes:

Course Title: Teacher Education 1

Unit 1: You – The Teacher of Tomorrow

1. Students will summarize the personal qualities of effective teachers.
2. Students will summarize the employment opportunities in schools, factors that impact these opportunities, and educational requirements for teachers at various levels.
3. Students will summarize other career opportunities for teachers outside schools, including administrative and support services and professional support services.
4. Students will distinguish relevant employment needs and trends in teaching.
5. Students will analyze teacher salary and benefits.
6. Students will describe the major roles that perform.
7. Students will infer how to work effectively within a school, including developing an understanding of a school's organizational culture.
8. Students will summarize the importance of subject-matter knowledge and effective teaching skills for teachers and how they can stay up-to-date.
9. Students will demonstrate the ability to communicate effectively verbally, nonverbally, and through clear, professional, written communication.
10. Students will resolve conflicts constructively.

11. Students will analyze the process for becoming a teacher.
12. Students will analyze the requirements for admission to a teacher education program.
13. Students will develop a personal career plan, including a career goal.
14. Students will apply effective techniques for comparing potential colleges and universities.

Unit 2: The School

1. Students will summarize the main influences on education in the American Early National Period.
2. Students will summarize how historical and social events changed education during the American Common School Period.
3. Students will analyze how education in the American Progressive Period responded to a rapid changing social climate.
4. Students will summarize how education was impacted by the economics of the 1920's.
5. Students will analyze the effect influential person/s had on the formation of education in America.
6. Students will analyze the impact of federal education legislation, the civil rights movement, and the back-to-basics movement has had on American education from the 1940s to present day.
7. Students will summarize how educational reform has affected American education.
8. Students will create a timeline depicting changes in American education.
9. Students will analyze the organization and control of education in California.
10. Students will summarize how public schools are governed and funded.
11. Students will compare examples of how schools and communities interact and share resources.
12. Students will analyze societal problems that impact schools and learning, along with possible outcomes.

Unit 3: The Learner

1. Students will summarize the main types of human development.
2. Students will define developmental theories and analyze how they impact teaching.
3. Students will create a multimedia presentation depicting one developmental theory's impact on teaching practices.
4. Students will analyze the physical characteristics and growth and socio-emotional development in preschoolers, ages three through five.
5. Students will explain the cognitive development of children ages three through five.
6. will identify developmentally appropriate guidance techniques for preschoolers.
7. Students will identify how to screen for developmental milestones preschoolers should achieve.
8. Students will describe how the preschool years prepare children to enter school.
9. Students will analyze the physical, cognitive, socio-emotional, and moral development of children ages 5 to 7, ages 8 to 9, and 10 to 12.
10. Students will analyze the cognitive skills commonly required of teams in school.
11. Students will summarize the socio-emotional skills teens need to develop for adult success and devise strategies for teaching one such skill.
12. Students will identify the various influences on the moral development and personal values of teens.

Course Title: Teacher Education 2

Unit 4: The Teacher – Planning for Instruction

1. Students will analyze how learning styles and multiple intelligences influence teaching.
2. Students will describe to how engage with students who have varied strengths.
3. Students will identify strategies schools can use to help gifted and talented learners and students who have special needs reach their potential.
4. Students will develop classroom strategies that embrace cultural diversity and ensure an atmosphere of respect for all students.
5. Students will analyze the challenges English learners face and how classroom teachers can help.

6. Students will analyze ways that teachers use differentiated instruction to teach diverse learners.
7. Students will analyze the types of information included in the educational standards.
8. Students will analyze initiatives that influence educational standards and curriculum development.
9. Students will summarize the relationship between instructional units and course plans.
10. Students understand the purpose of lessons plans and can analyze the key parts of a lesson plan and how they relate to each other.
11. Students will write an educational objective that includes all necessary components.
12. Students will analyze factors that inspire teachers as they create lessons and summarize ways to enliven learning for students using lesson plans.
13. Students will summarize why evaluating lessons is important.

Unit 5: The Teacher – Instructional Materials

1. Students will summarize the role of all teachers in the development of critical-thinking skills.
2. Students can analyze a lesson, identifying the use of questioning, examples, and closure.
3. Students will identify the characteristics and uses of specific types of instructional methods.
4. Students will summarize teachers' considerations when deciding which teaching strategies to use.
5. Students will identify what technology makes learning more accessible.
6. Students will describe technology tools that assist teachers in planning, teaching, communicating, and managing information.
7. Students will summarize ways teachers use technology to enhance learning opportunities.
8. Students will evaluate websites for teaching and learning.
9. Students will plan a virtual field trip or simulated experience.

Unit 6: The Teacher – The Role of Assessment

1. Students will understand the purpose of assessment.
2. Students will describe types of information assessments can measure.
3. Students will summarize the use of tests in assessing learning.
4. Students will write test questions that are used to demonstrate competency of a specific standard.
5. Students will describe how alternative assessment strategies help demonstrate student learning.
6. Students will summarize how teachers choose the appropriate assessment strategies.
7. Students will analyze the importance of grading and providing effective feedback to students.
8. Students will create a rubric that clearly identifies the criteria for assessing performance.

Unit 7: The Teacher – Classroom Management

1. Students will create an organized classroom environment in effective classroom management.
2. Students will research and summarize their school's plans for emergency procedures.
3. Students will create class rules to enhance the learning environment and prevent behavior problems
4. Students will implement appropriate behavior management strategies in response to common behavior problems.

Unit 8: The Challenges of Teaching

1. Students will identify ways that teachers can maintain their health and wellness.
2. Students will analyze aspects of having a healthy work-life balance for teacher health and wellness.
3. Students will describe how teachers can create a healthy environment for their students.
4. Students will identify the key role of the teacher in providing security in the classroom.
5. Students will identify characteristics of child abuse and neglect.
6. Students will summarize the actions to take when teachers suspect child abuse or neglect, including mandated reporting.
7. Students will analyze factors involved in creating an inclusive classroom, including diversity, equity, and cultural competence.

Unit 9: You – The Teacher of Tomorrow
1. Students will write their own philosophy of teaching, considering their own thoughts, beliefs, and values regarding teaching pedagogy, assessment methods, and classroom diversity.

Textbooks, Software, and Equipment:
- Teaching (4th Edition/Goodheart-Willcox)
- Open Educational Resources (Lesson Guide, Online videos and articles, etc.)

III. CRITERIA FOR AWARD OF COLLEGE CREDIT

Credit for the articulated course listed above may be received if all of the following criteria are met:

1. The high school instructor will utilize MiraCosta faculty approved exams, projects, or portfolios to assess student learning outcomes.
2. This high school teacher, or school district designee, has provided course rosters to MiraCosta.
3. The student has completed an Application for Admission to MiraCosta College, has obtained a college SURF ID number, and has submitted a petition for credit via the process administered by the college to manage students applying for credit by exam (CBE) via high school articulation agreement(s).
4. The student has completed the articulated high school course(s) listed in this agreement with a credit-by-exam and course grade of "B" or better. NOTE: Credit-by-exam does not necessarily involve only a written exam. It is a demonstration of proficiency. A portfolio, an oral interview, a demonstration project, a modified final examination, etc. may also be acceptable as determined by the lead college faculty and/or college department chair.
5. The final exam/assessment grade is transcripted and noted as CREDIT BY EXAM on the MiraCosta College transcript.
6. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a timely manner.
7. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary to validate college enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.

Family Educational Rights and Privacy Act (FERPA)
Due to FERPA laws, MiraCosta College staff are prohibited from sharing information regarding a student's record with anyone besides the student and designated K12 educators and staff. This includes, but is not limited to, parents and guardians.

Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this articulation, the agreement remains in effect if none of the course content, including final exam, project, or presentation, changes. High school administration is responsible for ensuring that the new instructor is aware of the articulation agreement and follows all procedures and criteria explained in this agreement.

When there are changes to High School courses during the two-year articulation window, the high school liaison shall immediately contact the Career Education Pathways coordinator, who shall inform the MiraCosta College discipline faculty and articulation officer of changes and/or additions to high school articulated courses that may impact university articulations, ADTs, and/or common numbered courses. Discipline faculty may rescind the articulation agreement if there are changes that move the High School course out of alignment.

Upon the expiration of the term of this agreement, this articulation is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the articulation for another two-year term.

ALTUS CHARTER SCHOOLS

05/26/2025
Date

Allison Fleck
School Coordinator

05/29/2025
Date

Cathryn Rambo
Dean of Academic Affairs and
Altus Schools

MIRACOSTA COLLEGE

Claudia Flores
Claudia Flores (May 23, 2025 13:31 PDT)
05/23/2025
Date

Claudia Flores
Faculty & Department Chair

Al Taccone (May 23, 2025 13:33 PDT)
05/23/2025
Date

Al Taccone
Dean, School of Career Education

Altus EDUC 115 ArticulationAgreement 25-27

Final Audit Report 2025-05-29

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CREDIT BY EXAM/ARTICULATION AGREEMENT

MiraCosta College, in cooperation with Altus Charter School locations in San Diego and San Bernadino Counties, has agreed to grant Credit for Prior Learning: Credit by Exam to students meeting the grade requirements and completing the registration process for the following specific articulated course:

Altus Charter Schools'
Retail, Sales & Marketing 1 and 2
10 HS Credits – 180 Hours

with

MiraCosta College's
BUS 132: Marketing
3 units

This articulation agreement applies to the following academic years:

Year 1: 2025-2026
Year 2: 2026-2027

I. COLLEGE COURSE INFORMATION

College Course Description: This course introduces students to the principles of marketing. Topics include segmenting, targeting, market research, buyer behavior, distribution, retailing, promotional mix elements, and digital media issues. Students gain an understanding of the marketing mix (product, distribution, promotion, and price) for a defined target market.

Outline of College Course Content:
I. World of marketing
A. Overview of marketing
B. Strategic planning
C. Ethics and social responsibility
D. Marketing environment
E. Global vision.

II. Analyzing market opportunities
A. Consumer decision-making
B. Business marketing
C. Segmenting and targeting markets
D. Marketing research.

III. Product decisions
A. Product concepts
B. Developing and managing products
C. Service and non-profit marketing.

IV. Distribution decisions
A. Marketing channels
B. Causes of channel conflict
C. Retailing

D. Supply chain management.

V. Promotion decisions
A. Integrated marketing communications
B. Advertising and public relations
C. Sales promotion and personal selling.

VI. Pricing decisions
A. Pricing concepts
B. Setting the right price
C. Customer relationship management.

College Student Learning Outcomes:

1. Apply contemporary marketing principles to create a marketing plan for a new product or service idea.

College Performance Objectives:

1). Relate fundamental marketing terms, concepts, and principles to their real-world applications.
2). Explain how the marketing function fits within an organization; evaluate ethical issues and corporate social responsibility initiatives within organizations.
3). Research and apply market segmentation techniques to define and quantify a target market.
4). Identify and apply market research techniques to make informed marketing decisions.
5). Examine the product life cycle, innovation, and steps in the product development process.
6). Discuss principles of marketing distribution and causes of channel conflict; evaluate potential distribution channels for a specific good or service.
7). Analyze effective communication strategies for developing a promotional mix.
8). Distinguish among pricing strategies and evaluate the factors for setting price.
9). Examine how the customer journey/customer experience (CX) process and consumer behavior principles influence product and service offerings and promotional messages.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description:

Retail, Sales and Marketing is a year-long course in which students will study marketing fundamentals and principles, including marketing research, business basics, buyer behavior, distribution, global trade, retailing, advertising, selling, and global issues regarding business and the marketplace. Additionally, students will come to understand the marketing mix for a specific target market. Activities are designed to develop marketing concepts, such as product promotion, distribution, price, advertising, branding and visual displays. Other topics include soft skills, job acquisition skills, basic economics, and human relations. Students will demonstrate their understanding of the marketing mix through a variety of projects, speeches and a portfolio. Students will research employers and industries, gain experience with public speaking, become familiar with real- world retail, sales and marketing scenarios and strengthen reading, writing and speaking skills.

Outline of High School Course Content:

Module 1: Marketing Dynamics

- Overview of Marketing: Marketing Defined and Marketing Basics
- Marketing Plan: Researching and Developing a Marketing Plan
- Identifying the Market
- Analyzing Market Opportunities and Evaluating the Competition
- Real-World Connections and Critical Thinking Questions
- College and Career Connection: Deca Emerging Leaders

❖ **Project:** "Hitting the Target"- Marketing Environment: Segmenting and Targeting a Market
1-1 Conduct a SWOT Analysis

1-2 Develop a new, innovative product that meets the needs/wants of a selected target market
1-3 Develop the product, price, place and promotion strategies for your new product that will appeal to a selected target market *(utilize the four Ps of the Marketing Mix)*

- ➢ **Building Your Marketing Plan:** Select and research a company for which, as a marketing manager, you will write a marketing plan.

Module 2: Business and Our Society

- Business Basics: Business Marketing
- Laws, Regulations, and Ethics
- Social Responsibility
- Real-World Connections and Critical Thinking Questions
- Apply Your Knowledge Prompts
- ❖ **Project** - Conduct research about a historical case related to unethical business practices.
  - Record your findings/opinions, and outline recommended action plan
- ❖ **Presentation** - Business Action Plan: Solutions to Solve an Unethical Dilemma
- ➢ **Building Your Marketing Plan:** Conduct a Competitive Analysis (using a competitive analysis matrix) and Determine the Product Positioning Strategy

Module 3: Economics

- Economic Principles
- Global Trade and Global Vision
- Real-World Connection and Critical Thinking Questions
- Global Business Environment and Global Marketplace
- Global Environmental Scan and Global Marketing Strategies
- ➢ **Building Your Marketing Plan:** Business Environment Assessment, Conduct a SWOT Analysis, and Conduct a PESTLE Analysis

Module 4: Marketing- Information Management

- Marketing Research Process and Data
- Conducting Marketing Research
- Real-World Connections- Apply Your Math Skills and Critical Thinking Questions
- Understanding the Customer: Consumer Behavior and Consumer Decision-Making Process
- Buying Motives and Buying Decisions: Factors that Influence buying
- Business-to-Consumer and Business-to-Business
- ➢ **Building Your Marketing Plan:** Marketing Goals and Identify the Target Market for your Product
  - Determine market segmentation information for your typical target market customer.

Module 5: Marketing Mix (*the Four Ps*): Product

- Product Decisions and Product Concepts
- New Product Development Process: Using Prototype for Feedback on Customer Experience
- Product Branding
- Real-World Connection and Critical Thinking Questions
- Research Activity: History of Labeling, Branding Strategies and Rebranding
- ❖ **Final Project (Semester 1):** "Developing the Product" – Project and Presentation
  1. Perform the steps of the new product development process
  2. Design branding elements and strategies for a new product
  3. Evaluate and test the feasibility of a new product
  4. Plan and present a new product proposal
- ➢ **Building Your Marketing Plan:** Product Descriptions and Branding
  - Describe your company's product mix. Propose modifications to your product to meet the newly developed sales and marketing goals. Analyze the company's branding strategies and make recommendations to improve brand identity.

Retail, Sales and Marketing 2 Course Outline:

Module 1: Marketing Mix (*the Four Ps*): Price

- Price and Pricing Product
- Importance of Price
- Price Influencers: Factors for Setting Price
- Price Influencers: How Customer Perception and the Product Life Cycle Influence Price
- Pricing Strategies
- Real-World Connection and critical Thinking Questions
- ❖ **Project & Presentation:** "Pricing the Product"- Price new product appropriately and strategically
  - Prepare a professional business report outlining the suggested price mix strategy for the new product to acquire company approval
- ➢ **Building Your Marketing Plan:** Price Influencers and Pricing Strategies
  - Determine the base price of the new product proposed in the marketing plan. Use pricing strategies to determine the new product's selling price.

Module 2: Marketing Mix (*the Four Ps*): Place

- Purchasing Process and Types of Organization Buyers
- Inventory: Inventory Management and Techniques, and Inventory-Control Systems
- Real-World Connection and Critical Thinking Questions
- ❖ **Project:** "Distributing the Product" - Determine new product's supply chain and inventory management
  - Construct a flowchart of the product's channel of distribution and marketing channels
- ❖ Presentation: Proposal on Supply Chain and Inventory Management
- ➢ **Building Your Marketing Plan:** Select Location and Supply Chain

Module 3: Marketing Mix (*the Four Ps*): Promotion

- Promotion Basics: Goals, Strategies, Promotional Messages, and Marketing Strategies
- Developing a Promotional Plan
- Elements of the Promotional Mix
- Advertising and Public Relations
- Creating an Advertising Campaign
- ❖ **Marketing Management Performance Task:** Based on customer target, develop a sales and marketing strategy with a clear promotional message (*presentation)
- Social Media Marketing Fundamentals and Planning
- Real-World Connections: Critical Thinking Questions and Apply Your Math Skills
- ❖ **Project:** "Promoting the Product" - Develop a Campaign for a Marketing Plan using effective Promotional Messages to Increase Customer Engagement
- ❖ **Presentation:** Marketing Plan Proposal
- ➢ **Building Your Marketing Plan:** Promotional Plan, Promotional Mix, Budget, Timeline and Metrics
  - Write a promotional plan, create the budget, create a timeline for the promotional activities to be conducted by your marketing team, and determine the metrics that will be used to evaluate the success of your promotional plan.

Module 4: Essential Marketing Skills

- Customer Experience: Customer Relationship, Customer Service & Support, Customer Data
- Integrated Marketing Communication: Types, Effective Communication, Barriers, Ethics
- Persuading an Audience
- Read the Real-World Connection and Critical Thinking Questions
- Delivering a Marketing Pitch and Target Audience
- ❖ **Project:** "Mastering the Pitch"- Based on consumer behavior and customer experience feedback, develop a new product design; promote through effective communication

- **Presentation:** Product Presentation and Persuasive Marketing Pitch
- **Final Portfolio Project and Presentation: The Marketing Plan-** Write your marketing pitch and present your marketing plan in a visually appealing and engaging digital slideshow.
  - Utilize research conducted in your *Building a Marketing Plan* activities throughout Retail Sales and Marketing 1 and 2 to compile your complete and final Marketing Plan.
  - Present your final marketing plan to your teacher for completion of the course.

High School Course Objectives:

1. Understand marketing terms, principles, and concepts as related to real-world application
2. Evaluate ethical marketing practices and corporate social responsibility
3. Apply market segmentation to real-world scenarios that meet the needs/wants of target markets
4. Discuss principles of marketing distribution and evaluate potential distribution channels for specific products and services
5. Perform steps for the new product development process such as branding strategies, tests for feasibility and successful presentation of a new product
6. Explore and discuss examples of promotional strategies and effective communication for promotion
7. Determine the appropriate price for a product by evaluating all factors that influence price
8. Apply marketing research techniques to make informed decisions
9. Based on customer target, develop a sales and marketing strategy with promotional messages
10. Examine how customer experience and consumer behavior influences a marketing approach
11. Apply marketing principles to create a marketing plan for a new product or service

High School Student Learning Outcomes:

Student Learning Outcomes: Retail, Sales, and Marketing 1

Module 1: Marketing Dynamics

1. Define marketing terms, principles, and concepts
2. Explore the opportunities within the Marketing Field
3. Explain the Marketing Mix and develop a Marketing Mix for a new product
4. Define *situation analysis* and identify its components
5. Explain a Target Market and a Competitive Analysis
6. Understand marketing strategy
7. Identify components of a Marketing Plan, including the opening section and analysis section
8. State the purpose and the action plan for a Marketing Plan

Module 2: Business and Our Society

1. Differentiate between Mass Marketing and Target Marketing
2. Define variables used for Market Segmentation
3. Identify types of competition and socially responsible marketing activities
4. Summarize the concept of business ethics
5. State examples of ethical marketing practices
6. Find solutions to unethical issues
7. Explain the importance of corporate social responsibility
8. Explain the importance of a Customer Profile and Product Positioning for a Marketing Plan
9. Identify steps taken to create a Competitive Analysis and a Sales Analysis for a Marketing Plan

Module 3: Economics

1. Understand the global marketplace and describe global marketing strategies
2. Discuss the importance of an environmental plan
3. Identify types of data gathered through marketing research
4. Summarize trend research
5. Identify market research techniques for informed marketing decisions
6. List the steps of a SWOT Analysis and a PESTLE Analysis for the Marketing Plan

Module 4: Marketing-Information Management
1. Understand the purpose of a marketing-information system
2. Identify steps in the marketing-research process
3. Describe common factors that influence consumer buying behavior
4. Define categories of consumer buying motives
5. Summarize steps and describe each level in the consumer decision-making process
6. Identify a target market and marketing goals for the Marketing Plan.

Module 5: Marketing Mix: Product
1. Define product as one primary P of the marketing mix
2. Understand the difference between products for the B2C and B2B markets
3. Describe Product Planning and New Product
4. Define the goal of product/service management
5. Identify the steps in new-product development process
6. Explain the stages of the product life cycle
7. Describe product mix and analyze branding strategies for a Marketing Plan

Student Learning Outcomes: Retail, Sales, and Marketing 2

Module 1: Marketing Mix: Price
1. Explain price as one of the four Ps of marketing
2. Identify categories of pricing objectives
3. Understand how the following factors influence price: 1. Demand/Competition, 2. Supply, 3. Product Life Cycle, and 4. Costs
4. Discuss how customer perception and consumer behavior principles influence price
5. List examples of product-mix pricing strategies
6. Identify examples of psychological pricing strategies and discount pricing
7. Cite examples of pricing practices regulated by the government
8. Understand how to price a new product for a Marketing Plan based on pricing strategies

Module 2: Marketing Mix: Place
1. Discuss types of organizational buyers
2. List steps of the purchasing process
3. Explain inventory management and inventory-control systems
4. Identify common inventory management techniques
5. Identify the role of sales forecasting and supply chain in inventory management
6. Discuss principles of marketing distribution
7. Evaluate potential distribution channels for a business' product in a Marketing Plan

Module 3: Marketing Mix: Promotion
1. Cite examples of promotional strategies and digital marketing strategies
2. Describe advertising, sales promotions and public relations (PR)
3. Describe each element of the promotional mix
4. Summarize how an advertising campaign is developed
5. Identify benefits and risks for businesses that use social media
6. Explain how effective promotional messages can increase customer engagement.
7. Identify how the customer base can influence promotional messages of a product or service
8. Explain the purpose and components of a Promotional Plan as part of a Marketing Plan

Module 4: Essential Marketing Skills
1. Examine the importance of customer relationships in marketing
2. Understand the factors that influence the customer experience
3. Analyze effective communication strategies and describe barriers to effective communication

4. Explain communication ethics
5. Explain how writing is used for marketing purposes
6. Describe types of electronic communications used in marketing
7. List key elements and structural components of a marketing pitch
8. Define target audience and techniques for persuading an audience to take action
9. Apply contemporary marketing principles to create a marketing plan for a new product or service idea (final project)

Textbooks, Software, and Equipment:
- Marketing Dynamics 5th Edition (Goodheart-Wilcox/2023-2024)
- Open Educational Resources (Lesson Guide, Online videos and articles, etc.)

III. CRITERIA FOR AWARD OF COLLEGE CREDIT

Credit for the articulated course listed above may be received if all of the following criteria are met:

1. The high school instructor will utilize MiraCosta faculty approved exams, projects, or portfolios to assess student learning outcomes.
2. This high school teacher, or school district designee, has provided course rosters to MiraCosta.
3. The student has completed an Application for Admission to MiraCosta College, has obtained a college SURF ID number, and has submitted a petition for credit via the process administered by the college to manage students applying for credit by exam (CBE) via high school articulation agreement(s).
4. The student has completed the articulated high school course(s) listed in this agreement with a credit-by-exam and course grade of "B" or better. NOTE: Credit-by-exam does not necessarily involve only a written exam. It is a demonstration of proficiency. A portfolio, an oral interview, a demonstration project, a modified final examination, etc. may also be acceptable as determined by the lead college faculty and/or college department chair.
5. The final exam/assessment grade is transcripted and noted as CREDIT BY EXAM on the MiraCosta College transcript.
6. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a timely manner.
7. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary to validate college enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.

Family Educational Rights and Privacy Act (FERPA)
Due to FERPA laws, MiraCosta College staff are prohibited from sharing information regarding a student's record with anyone besides the student and designated K12 educators and staff. This includes, but is not limited to, parents and guardians.

Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this articulation, the agreement remains in effect if none of the course content, including final exam, project, or presentation, changes. High school administration is responsible for ensuring that the new instructor is aware of the articulation agreement and follows all procedures and criteria explained in this agreement.

When there are changes to High School courses during the two-year articulation window, the high school liaison shall immediately contact the Career Education Pathways coordinator, who shall inform the MiraCosta College discipline faculty and articulation officer of changes and/or additions to high

school articulated courses that may impact university articulations, ADTs, and/or common numbered courses. Discipline faculty may rescind the articulation agreement if there are changes that move the High School course out of alignment.
Upon the expiration of the term of this agreement, this articulation is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the articulation for another two-year term.

ALTUS CHARTER SCHOOLS		MIRACOSTA COLLEGE	
05/26/2025		Nate Scharff 05/26/2025	
Allison Fleck School Coordinator	Date	Nate Scharff MiraCosta College Faculty & Department Chair	Date
Cathryn Rambo 05/29/2025		Al Taccone (May 27, 2025 05:59 PDT) 05/27/2025	
Cathryn Rambo Dean of Academic Affairs and Altus Schools	Date	Al Taccone Dean, School of Career Education	Date

Altus Bus 132 ArticulationAgreement 25-27

Final Audit Report 2025-05-29

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ARTICULATION AGREEMENT

MiraCosta College, in cooperation Atlus Schools has agreed to grant articulated credit to students completing the following specific articulated course:

High School
Information and Communication Technology 1 & 2
10 HS Credits – 180 Hours

with

MiraCosta College
CSIT 101 - Introduction to Computers
3 units

This articulation agreement applies to the following academic years:

Year 1: 2024-2025
Year 2: 2025-2026

I. COLLEGE COURSE INFORMATION

College Course Description: This course is intended for students wishing to develop or strengthen their basic computer skills. Topics include basic computer techniques and literacy in computer concepts, Windows, working with files and folders, word processing, spreadsheets, browsing and searching the web, safe and ethical computer and Internet practices, email, computer maintenance, security, purchasing a computer, and academic online course management systems, such as Canvas.

Top Code: 0701.00 Computer and Information Sciences General

Outline of College Course Content:

I. Understanding the computer
A. Brief computer history
B. Computer components, specifications, and operations
C. Using the mouse and keyboard
D. Setting up a new computer
E. Software installation basics
F. Ergonomic best practices
G. Energy efficiency issues
H. Turning computer off/on properly.

II. Desktop and Windows basics
A. Desktop
B. Taskbar and start menu
C. Open, close, resize, and move windows
D. Menus, buttons, bars, and boxes
E. Arranging and organizing icons and shortcuts
F. Notification area and task manager
G. User accounts
H. Multiple windows; multitasking

I. Customizing display and mouse settings
J. Windows help system.

III. Applications, files, and folders basics
A. Open and close and uses of various applications
B. Folder and file organization overview
1. Folder and subfolder hierarchy and paths
2. Working with multiple folders, subfolders, and files
3. Best practices in file organization.
C. My documents
D. Moving, copying, deleting, and restoring files
E. USB and Cloud storage device overview
F. Basic security
G. Antivirus
H. Backup techniques.

IV. Internet and Web browser basics
A. Brief Internet history and how it works
B. Connection types and choices
C. Internet service providers
D. Address bar and hyperlinks
E. Keyword searches, bookmarks, history
F. Search engines and search strategies
G. Downloading files and software
H. Safe and ethical practices.

V. Sending and receiving email basics
A. Various email platforms
B. Inbox; outbox
C. Basic security overview
D. Downloading files
E. Attachments
F. Address books and organization
G. File compression
H. Spam, viruses, and phishing
I. Group email and collaboration
J. Professional email etiquette standards.

VI. Word processing basics
A. Open and close document
B. Typing text and cut, copy, and paste
C. Save; save as
D. Basic text formatting
E. Basic paragraph and page formatting
F. Line spacing
G. Margins
H. Modifying the quick access toolbar.
I. Printing
J. Word processing help system.

VII. Spreadsheet basics
A. Navigation
B. Ranges, columns, and rows
C. Cutting, copying, and pasting cell contents

D. Basic addition and subtraction formulas
E. Functions: SUM, AVG
F. Basic spreadsheet formatting
G. Basic column and pie chart creation
H. Saving and printing and help system.

VIII. Academic computing basics
A. Course management systems and tools
B. Course notification settings
C. Assignment submission methods
D. Checking grades
E. Discussion board use
F. Interacting effectively with instructors and classmates in an online environment
G. Academic system course registration and search tools
H. On-campus print systems and accounts
I. On-campus help desk.

IX. Computer maintenance and security; purchasing a computer
A. Installing, uninstalling, and running software
B. Disk clean up and defragmentation
C. Antivirus software, spyware, and firewalls
D. New computer purchase considerations.

College Student Learning Outcomes:

1. Explain the audio chain from input to output.
2. Create a diagram of the audio chain in a basic signal path.
3. Identify and explain the different types of microphones and their intended application.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description: Information and Communication Technology 1, 2 is a year long CTE concentrator course. This course is designed for students who are interested in the Information Technology Industry Sector. ICT exposes students to a broad overview of careers in this industry sector, while focusing on the knowledge and skills useful to students interested in careers in this field. Students will create their own professional portfolio highlighting their strengths and plan for a career within this industry. Students also learn about IT and Computer Hardware, including legal and ethical issues, wireless IT, and computing basics and system maintenance/computer hardware. Also covered throughout this course is operating systems and application software development, network administration, copyright and programming, and coding. Students will need access to the course on Edgenuity; word processing, presentation, and spreadsheet software; and Python.

Outline of High School Course Content:

Module 1: Introduction to Information Technology

- The Four Areas of Information Technology Employment
- Compare and Contrast Careers in IT
- Entrepreneurship
- Assessment
- Lifelong Learning Skills

- Create a Professional Portfolio
- Planning Your Career

Module 2: IT and Computer Hardware

- Information Technology
- Job-Specific Math Skills
- IT Legal and Ethical Issues
- Wireless IT
- Computing Basics
- The Evolution of the Computer
- Hardware Input and Output
- Sound, Graphics, and Network Cards
- System Maintenance
- Upgrade Computer Hardware

Module 3: Operating Systems and Application Software

- Software Overview
- Software Development
- Computer Operating Systems
- File Management
- File Management Tools
- Web Browsers

Module 4: Networks and the Internet

- Network Basics
- Evolution of Networks
- Wireless Networks
- Network Administration
- Ethical Issues on the Internet
- Copyright and IP
- Search on the Internet
- Risks on the Internet
- Improving Network Security

Module 5: HTML and the Web

- Web Pages
- Investigate Web Design
- HTML Basics
- Create a Web Page
- Use CSS to Design a Web Page
- Add Images to a Web Page
- Publish to the Web
- Risks on the Internet
- Improving Network Security

Module 6: General Workplace Skills

- Communication Skills
- Positive Personal Qualities in the Workplace
- Diversity in the Workplace
- Positive Work Ethic
- Teamwork and Collaboration

- Project Management Skills
- Parts of an Email Message
- Appropriate Email Use
- Organizations
- Organizational Responsibilities
- Cumulative Exam

Information and Communication Technology 2 Course Outline:

Module 7: Spreadsheets and Presentations

- Spreadsheet Basics
- Create and Use a Spreadsheet
- Use Spreadsheet Functions and Formulas
- Advanced Spreadsheet Features
- Create Advanced Spreadsheets
- Spreadsheets and Data Management
- Presentation Software
- Create a Presentation

Module 8: Creating Multimedia

- Digital Images
- Create and Edit Images
- Digital Audio
- Audio Editing Techniques
- Digital Video
- Create a Multimedia Presentation
- Create and Format a Letter
- Format a Research Paper
- Create a Business Card and a Flyer

Module 9: Introduction to Programming

- Programming Overview
- Algorithms
- Programming Design
- Logic Problems
- Writing a Problem Statement
- Exploring a Problem and Communicating a Solution
- Using Flowcharts and Pseudocode

Module 10: Writing and Testing Code

- Variables and Data Types
- Functions, Procedures, Arguments and Parameters
- Conditional Statements
- Iteration
- Internal Data Representation
- Integrated Development Environments
- Resources for Programmers
- Program with Variables
- Program with Functions and Arguments
- Testing and Fixing Code

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Module 11: Programming with Lists and Loops

- Use Conditional Statements
- Use Data Structures
- Use Iteration
- Readable Code
- Encode and Decode Text
- Types Of Errors
- Debugging a Program
- Cumulative Exam

Information and Communication Technology Course Projects

HTML and the Web: Students learn how to:

- Create a web page
- Add images to a web page
- Use CSS to design a web page.

Spreadsheets and Presentations: Students learn how to:

- Create a presentation
- Create and use a spreadsheet
- Create advanced spreadsheets
- Use spreadsheets functions and formulas

Creating Multimedia: Students learn how to:

- Create a Business Card and a Flyer
- Create a multimedia presentation
- Create and edit images
- Create and format a letter
- Format a research paper

Writing and Testing Code: Students learn how to:

- Program with Functions d Arguments
- Program with Variables

Programming with Lists and Loops: Students learn how to:

- Encode and Decode Text
- Use conditional statements
- Use data structures
- Use iteration

Student Learning Outcomes

1. The student will be able to demonstrate logical ordering of files and folders.
2. The student will be able to apply professional standards to documents and messages.
3. The student will be able to plan and create a basic word processing document using word processing software.

Textbooks or Other Support Materials: Edgenuity (e2021 and Giant Campus); Word Processing, Presentation, and Spreadsheet Software; Python

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III. CRITERIA FOR AWARD OF COLLEGE CREDIT

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1. This high school teacher, or school district designee, has provided course rosters to MiraCosta.
2. The student has completed an Application for Admission to MiraCosta College, has obtained a college SURF ID number, and has submitted a petition for credit via the process administered by the college to manage students applying for credit by exam (CBE) via high school articulation agreement(s).
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5. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a timely manner.
6. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary in order to validate course enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.
7. Due to FERPA laws, MiraCosta College staff are prohibited from sharing information regarding a student's record with anyone besides the student and designated K12 educators and staff. This includes, but is not limited to, parents and guardians.

SIGNATURES ON THE FOLLOWING PAGE

Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this articulation, the agreement remains in effect as long as none of the course content, including final exam, project, or presentation, changes. High school administration is responsible to ensure that the new instructor is aware of the articulation agreement and follows all procedures and criteria explained in this agreement.

Upon the expiration of the term of this agreement, this articulation is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the articulation for another two-year term.

ATLUS HIGH SCHOOL

Apr 25, 2024

Paul Backus — Date
High School Instructor

Apr 25, 2024

Alaura Dorociak — Date
Counselor

Apr 25, 2024

Allison Fleck — Date
School Coordinator

Cathryn Rambo Apr 25, 2024

Cathryn Rambo — Date
Dean of Academic Affairs and Altus Schools

MIRACOSTA COMMUNITY COLLEGE

Steve Isachsen Apr 30, 2024

Steve Isachsen (Apr 30, 2024 13:02 PDT)

Steve Isachsen — Date
MiraCosta College Faculty & Department Chair

Al Taccone (Apr 25, 2024 09:20 PDT) Apr 25, 2024

Al Taccone — Date
Dean of Career Education

Altus CSIT 101 Articulation Agreement 24-26

Final Audit Report 2024-04-30

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Altus Schools to
Victor Valley Community College District
CTE Articulated Course Credit
for 2025/26 Academic Year
Memorandum of Understanding

The list of courses contained within Appendix A of this agreement represents the mutually agreed upon comprehensive course list between Victor Valley Community College District, hereinafter referred to as Victor Valley College or VVC, and the Altus Schools for the 2025/26 academic year. Articulation agreements are conducted on a district-to-district basis and include the list below.

Altus Schools agrees to and will:

1. Ensure that each course named in the memorandum of understanding will meet the academic rigor of a college level course taught at Victor Valley College.
2. Ensure that each course meets with students at least the minimum hours for each specific class listed in the MOU as determined by Victor Valley College approved curriculum.
3. Ensure that each articulated course covers the content agreed upon as reflected within the approved course outline and final exam.
4. Ensure that only appropriately qualified instructors instruct articulated courses at the secondary school site if they are to be articulated with Victor Valley College.
5. Ensure the integrity of data being submitted to Victor Valley College. Data integrity shall be certified by the school site or district registrar.
6. Ensure that students submitting for articulation credit are informed that courses articulated with VVC may or may not be awarded credit at California State University, University of California or other institutions to which a student may transfer.
7. Ensure that all students that are to receive articulated course credit have successfully completed the VVC application process.
8. Ensure that articulation grades are submitted only for students who have both earned an A or B in the articulated course and an "A" or "B" on the VVC-approved final exam.
9. Submit the "A" or "B" earned grade on the VVC-approved final exam for the credit award.
10. All final grades must be submitted to VVC no later than the 3rd Friday in June *(2025/26 Academic Year - June 19, 2026)*.

Victor Valley Community College agrees to and will:

1. Award college credit to high school and adult education students for all final exam grades as described above.
2. All grades submitted via the appropriate grade submission protocol shall be awarded and transcribed credit to the Victor Valley College transcript no later than the 3rd Friday in July *(2025/26 Academic Year - July 17, 2026)*.

3. Victor Valley College transcripts will identify high school articulated CTE courses as "Credit by Exam," as required by California Code of Regulations Title 5. High school courses articulated with VVC may or may not be awarded credit at California State University, University of California or other institutions to which a student may transfer.

Executed by:

Mary Searcy Bixby
Superintendent, Altus Schools

May 7, 2025
Date

Signature: Daniel Walden (Apr 13, 2025 21:13 PDT)

Email: daniel.walden@vvc.edu

Superintendent/President, Victor Valley College

Date

MT Todd Scott Eric Wagman

Appendix A – List of Courses

Altus Schools
Articulation Agreements for 2025-26

HS Course Title		VVC Course ID	VVC Course Title	Renewal or New
Veterinary Science 1		AGNR 106	Veterinary Terminology and Technology	New

Appendix EE

MENTAL HEALTH PLAN

2025 - 2026

COMPREHENSIVE MENTAL HEALTH PROGRAM

Altus SCHOOLS

VISION

To create an inclusive and positive environment where every student has equitable access to comprehensive, evidence-based mental health support. We empower students to achieve emotional well-being, resilience, and academic success. Our goal is to foster a supportive learning environment where students feel prioritized and are empowered to advocate for mental health within their community.

MISSION

We provide accessible mental health services tailored to each student and family. By integrating multi-tiered supports and engaging the community, we remove barriers and increase equitable access to mental health services. We respond urgently to student needs, fostering a stigma-free school culture that promotes well-being. Through collaboration with families, educators, and community partners, we connect students to resources and support networks, continuously enhancing our services to meet the evolving needs of our diverse student population.

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Section I: Introduction

In recent years, there has been a growing recognition of the critical role that mental health plays in the overall well-being and academic success of students. Schools, as primary settings where young minds develop and flourish, have a unique opportunity to address the mental health needs of their students. A comprehensive school-based mental health program is an essential component of a comprehensive approach to education that values the mental and emotional well-being of every student.

This comprehensive school-based mental health program plan aims to outline a systematic and evidence-based approach to promoting mental health and providing support to students within the school environment. It is grounded on best practices identified by the National Center on Safe Supportive Learning Environments from the U.S. Department of Education, the Mental Health Technology Transfer Network, and the School Health Assessment and Performance Evaluation (SHAPE) System developed by the National Center for School Mental Health at the University of Maryland School of Medicine.

This program plan recognizes the importance of a multidisciplinary approach, involving collaboration between educators, mental health professionals, families, and the broader community. It emphasizes the need for training and capacity building among school staff to identify and respond to mental health concerns effectively. Moreover, it acknowledges that mental health extends beyond individual students and should be addressed at the systemic level through strategic planning, implementation, and evaluation.

Within this program plan, specific initiatives and interventions will be outlined, such as the utilization of a multi-tiered system of support to address mental health and wellness needs, implementation of safe and supportive school environments, provision of mental health services, and access to curricular and instructional supports. Additionally, it will address crisis response protocols, coordination with external mental health services, and evaluation mechanisms to ensure the effectiveness and continuous improvement of the program.

Section II: Theoretical Frameworks

Altus Schools' Comprehensive Mental Health program implements research-based practices that seek to build an effective and sustainable approach to prevention, identification, and treatment of mental health in schools. In alignment with the National Center on Safe and Supportive Learning Environment's Best Practices in Action, Altus Schools:

1. Provide a continuum of services through Multi-Tiered Systems of Support (MTSS)
2. Obtain and incorporate educational partner input
3. Engage leadership in implementation planning and support
4. Build staff mental health capacity
5. Use data to inform program improvement
6. Establish community partnerships

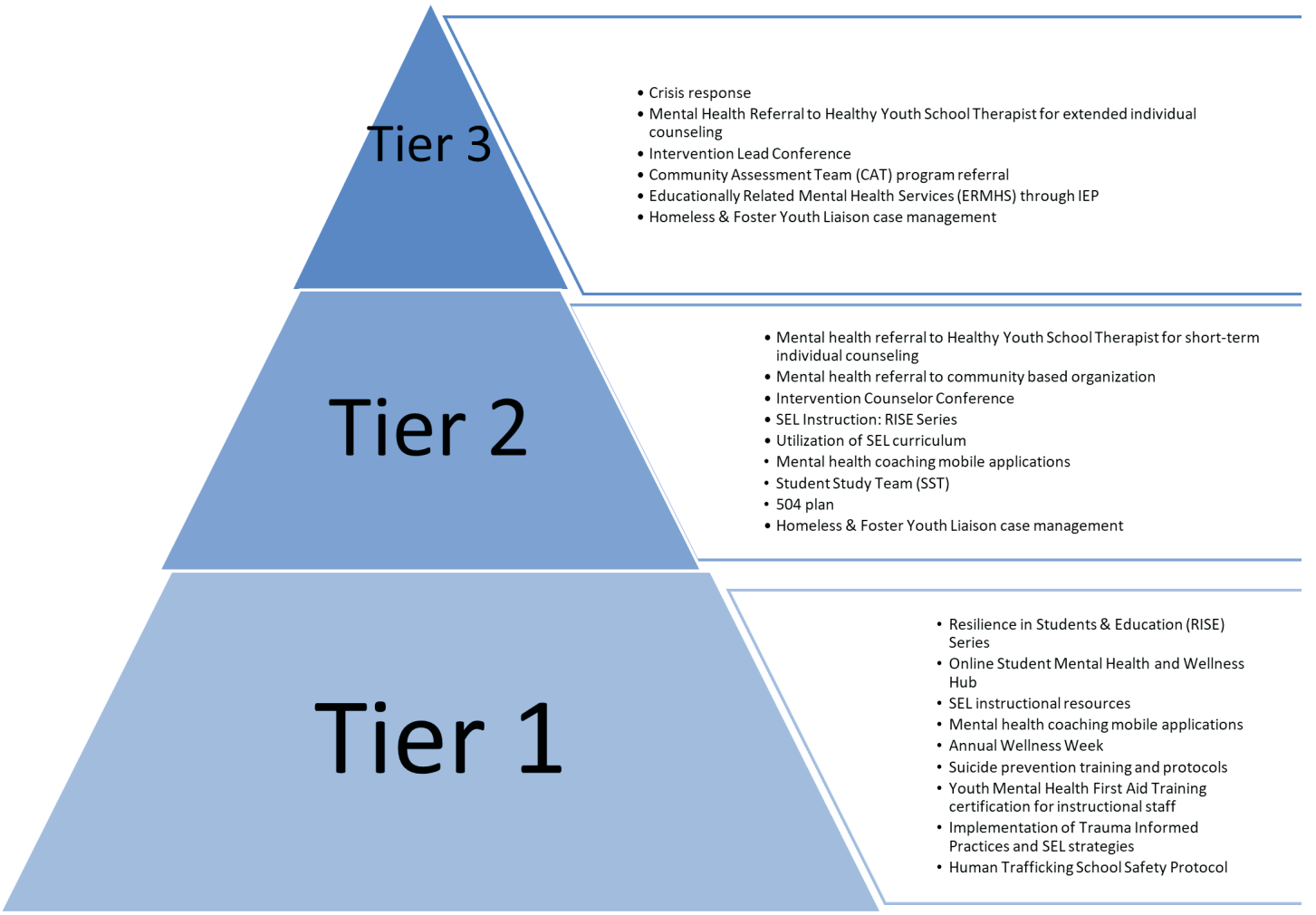
By aligning school systems, integrating strategic planning, and obtaining quality data to inform programs, we are able to provide a variety of supports and services to promote a positive school climate, social emotional learning, and address students' mental health and wellness needs through prevention, identification and intervention. Our comprehensive program builds on a strong foundation of professionals with specialized training including school psychologists, licensed marriage and family therapists, credentialed counselors, and school nurses to provide universal and targeted supports and harnesses key community partnerships with health and mental health providers to deliver services.

Multitiered System of Supports

Altus Schools use a Multi-Tiered System of Support (MTSS) to address the academic, socio-emotional and behavioral needs of students. The system is composed of layered interventions from universal approaches

that benefit all students with common needs, to targeted, individualized programming that addresses individual student needs (Appendix A). Mental health supports are embedded within the three tiers of intervention to provide a continuum of services that are aligned and designed to improve student outcomes.

A pyramid of interventions is commonly used to outline the services and supports offered at each tier of intervention. Tier 1 notes the universal supports available to all students, Tier 2 supports are more targeted and are usually implemented for a short term, and Tier 3 are more intensive, individualized interventions that address significant needs. Below is a pyramid of interventions that specifically outline the mental health supports within the Altus Schools MTSS framework:



Evidence- Based Services and Supports

Evidence-Based Practices (EBPs) include any therapeutic technique proven to be effective by peer-reviewed scientific experiments. According to the American Psychiatric Association EBP's are: "best practice and one of the 'preferred' approaches for the treatment of psychological symptoms." Within our Altus Schools comprehensive mental health program, Healthy Youth School Therapists (HYSTs) utilize several EBPs to meet students' individual needs, including:

- Cognitive Behavioral Therapy (CBT)
- Dialectical Behavioral Therapy (DBT)
- Motivational Interviewing (MI)
- Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems (MATCH-ADTC)

Examples of Cognitive Behavioral Therapy techniques include teaching about cognitive triangles, cognitive distortions, cognitive restructuring and fact checking, as well as deep breathing, progressive muscle relaxation, and journaling to cope with stressors. Dialectical Behavioral Therapy techniques include mindfulness (mindful breathing, grounding techniques), distress tolerance skills (self- soothing skills, pros/ cons skills, problem solving skills, and radical acceptance), emotional regulation skills (STOP skill, positive self- talk, opposite action skill), and interpersonal effectiveness (boundary building, GIVE skill). Examples of Motivational Interviewing include asking open-ended questions, active listening, highlighting discrepancies, building motivation to change, strengthening commitment to change, affirming, providing reflective listening, and summarizing conversations. MATCH-ADTC is a program that combines 33 procedures—drawn from the most successful evidence-based treatments—into a single, flexible sys-

tem. Comprehensive flowcharts guide the process of care, streamlining treatment to fit the child's needs while fostering individualization to address comorbidity or therapeutic roadblocks.

Community-Defined Evidence Practices (CDEPs)

Altus Schools provide culturally competent services to address disparities in behavioral health. We focus on providing culturally competent services by implementing annual training to staff to understand and respect the cultural backgrounds, beliefs, and values of diverse communities. By integrating cultural sensitivity into mental health services, Altus Schools aim to provide more equitable care. Our schools engage the community, particularly marginalized and underserved populations by supporting students' individual needs to help them graduate high school, and by collaborating with community organizations to ensure that the needs of all educational partners are addressed. Altus Schools have also implemented policies that promote health equity by addressing systemic barriers to behavioral health services, such as issues related to access. We have purposefully located each resource center to be accessible in the heart of the communities we serve, near public transportation to help reduce barriers to accessing their education and mental health resources and continually utilize several communication platforms to provide information and access to the educational program and student services. We further collaborate with community providers to provide education and awareness to students and families through several methods, including presentations at the resource center, school events, community events, and online webinars including the Altus Family Learning and RISE series.

Cultural Responsiveness and Equity

Altus Schools value the diversity of our student population and are purposeful in being responsive to the values, beliefs and behaviors of students and families. With an equity-driven approach, we strive to ensure that each student has equitable access to mental health supports and services and seek to collaborate with all educational partners to meet the mental health and wellness needs of every student.

Through our unique Pathways Personalized Educational Plan (PPEP) process, each student and family have access to a trusted adult in school and instructional team who actively monitor student engagement and performance, partner with family to identify barriers to academic engagement including mental health and wellness challenges, and connect family to school-based supports and community resources. Through the PPEP, each student receives an individualized educational program through highly trained adults that demonstrate care about their learning as well as about them as individuals, a key component of building school connectedness. Research demonstrates that school connectedness is an important factor in adolescent health and link directly to better mental health, and decreased sexual health risks, substance use and violence (School connectedness helps students thrive 2022). This is particularly important for students who have been historically marginalized, racial and ethnic minority groups and youth who identify as LGBTQIA+.

In alignment with principles from the Equity in Mental Health Framework, Altus Schools:

- **Train staff on trauma-informed practices and cultural competence:** Altus University provides several opportunities to staff for professional learning on culturally-responsive teaching, trauma-informed practices, student and family engagement strategies.
- **Provide accessible and safe communication:** Students and families have access to several avenues to inquire about mental health supports and express needs, including direct communication to the student's teacher, case manager if the student has an IEP, school

counselor, and learning lead/school coordinator. Each school's web site outlines key contact information for special programs. The Altus Schools Mental Health and Wellness Hub, an online resource with a collection of resources, embeds a feedback form that website visitors can submit to request support. Additionally, school personnel can connect students and families to mental health support staff via the school's mental health referral process.

- **Provide culturally and linguistically appropriate services and supports:** Through the diversity of our school personnel, careful selection of vendors, and intentional partnerships with community organizations, Altus Schools provide culturally relevant and linguistically accessible information and services to our school community through consultation for effectiveness and by making information and school events accessible in languages needed.
- **Disaggregate data:** With an equity-lens in practice, student performance measures are monitored for all students, as well as disaggregated for targeted student groups that school personnel can act on to match students to appropriate services and supports, as well as analyze to inform program improvement.

Data-Informed Decision Making

Altus Schools use multiple sources of actionable and meaningful data and input from educational partners to monitor student engagement, assess student mental health needs, develop mental health and wellness goals and action plans, activate the MTSS, and measure program effectiveness.

PPEP Storybook data: The PPEP Storybook contains detailed results related to student progress and engagement that are reviewed by various staff members across school systems. Some of the indicators included are school participation, credit completion, chronic absenteeism, interventions reports, and PPEP survey completion. The Storybook serves as a real-time monitoring tool to activate interventions for students who are demonstrating disengagement or inadequate progress. With an equity-lens at the forefront, the data is disaggregated by the different school sites and by student groups including Hispanic/Latino, Black or African American, White, Two or more races, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Homeless, Foster Youth, and Pregnant and Parenting. This allows staff to quickly activate supports and services, facilitates trends analysis, and supports prioritization of resource allocation.

Leadership engagement: As part of the annual strategic planning process and through cycles of continuous improvement, leadership at various levels are involved in the design, planning, implementation and evaluation of mental health programming, supports,

and services. This ensures that school systems are aligned to support mental health and wellness initiatives, involves a diversity of inputs and perspectives, supports resource maximization and prevents duplicate efforts thus maximizing efficiency and effectiveness.

Needs Assessment: Annually, mental health team members and school leadership engage in conducting a collaborative needs assessment to identify system strengths, gaps between current and desired conditions, clarify priorities, inform quality improvement, and advance action planning. The needs assessment evaluates the coordination of mental health services, mental health promotion, student mental health referral processes, mental health services and supports for students, and suicide prevention, intervention, and postvention.

Resource Mapping: In conjunction with the needs assessment, mental health team members engage in the identification, visual representation, and resource sharing of the internal and external supports and services in the schools and the community that are available to meet the mental health needs of all students and build on program strengths.

Section III: Student and Family Engagement

Part of the Altus Schools' vision is to develop a personalized instructional program with intensive parental engagement to support positive outcomes for each student. In this effort, there are several ways in which the perspectives of our students and families are incorporated into the development and implementation of our mental health program.

The California Healthy Kids Survey (CHKS)

The CHKS is a research-based, anonymous survey that is sponsored by the California Department of Education to collect student data on measures of school climate, health risks and behaviors, and youth resiliency. Students in grades five, seven, nine and eleven are invited to take the survey confidentially, with active parental consent for 5th grade students and passive parental consent for students in middle and high school. The survey helps schools collect and analyze data on students' school connectedness, protective factors, risk behaviors, mental health wellness, and school safety, among other indicators. There are several modules available within the survey. Besides the required Core module, students at Altus Schools take mental health-related additional modules to effectively incorporate student input in our comprehensive mental health program.

Local Control Accountability Plan (LCAP) Surveys

All students and parents/guardians are invited to take their Altus School's LCAP survey throughout the year, which is used to obtain input on the school's plan for improving student outcomes. Aligned to California's State priorities for student success, the LCAP survey obtains input on the eight priority areas, which include school climate and engagement of students and parents.

Pathways Personalized Educational Plan (PPEP) Surveys

Upon enrollment, every student takes the PPEP survey which is designed to obtain a student's immediate input on several indicators, including feelings about school, access to mental health care, feelings of despair and hopelessness, and experience with bullying. Survey results are reviewed by teachers and used to personalize the instructional program and connect the student and family to relevant support services. The data is also evaluated at a systems level to inform mental health programming and supports.

Parent Committees and School Events

In addition to PPEP meetings, parents, guardians, and educational partners of each Altus school have many opportunities and are encouraged to be involved and participate in the decision-making process of the school, as well as identification and refinement of needs, goals, targets, activities, and resource allocation. Opportunities to provide input on school programs include:

- School Site Council meetings
- English Learner Advisory Committee (ELAC) meetings
- Open House
- Senior Nights
- Family Learning Series

Through these various methods, our schools are able to obtain and incorporate our youth and family input in the development of mental health initiatives.

Section IV: School-Based Mental Health

Altus Schools' mental health program adheres to the Family Educational Rights and Privacy Act (FERPA) and the Schools' Education Records and Student Information Board Policies, ensuring the confidentiality and protection of students' information and education records. In addition, the program follows the guidance and legal requirements established by the U.S. Department of Health and Human Services, the U.S. Department of Education, and the California School-Based Health Alliance. These guidelines provide a framework for creating effective systems to refer youth to mental health service providers while ensuring adherence to both FERPA and the Health Insurance Portability and Accountability Act (HIPAA) regulations. By upholding these standards, we ensure that all student information is managed securely and in compliance with state and federal laws as we connect students and families to essential behavioral health services.

Healthy Youth School Therapists

Under the direct supervision of the Equity and Inclusion Administrator, Healthy Youth School Therapists (HYSTs) are responsible for providing individual counseling to students and families with mental, social-emotional, and behavioral health needs. Services may be delivered in-person at the student's resource center, virtually through virtual meeting platforms, or via phone call. Additionally, the HYST is responsible for:

- Assisting in the development and implementation of programs and initiatives aimed at promoting mental health awareness, prevention, and early intervention. This might involve conducting psychoeducational workshops for students, staff, and parents, and implementing school-wide initiatives to create a positive and supportive mental health environment.
- Performing screenings, evaluation, assessments, and recommendations for services.
- Designing and conducting trainings on the Schools' suicide prevention, intervention and postvention protocols, trauma-informed practices, and socio-emotional instructional strategies.
- Supporting the Healthy Youth Department with student social-emotional learning education and activities.
- Supporting parent and family engagement and education initiatives.
- Acting as a crisis intervention therapist for students and staff by responding to and managing mental health crises or emergencies that arise within the school setting. This could involve assessing risk, providing immediate support, coordinating with external resources, and implementing safety measures.
- Collaborating with teachers, case managers, counselors, Special Education and Equity & Inclusion staff, and administrators on providing mental health services and referrals to community organizations.
- Documenting and maintaining accurate and confidential records of student assessments, interventions, progress notes, and communications, adhering to legal and ethical guidelines regarding the storage, access, and sharing of sensitive information.

Students with a 504 Plan

Students with a 504 plan demonstrating mental health needs will have the opportunity to speak with a school-based mental health professional. This is

modeled after the same tiered support structure that is available to all students. The HYST will meet with the student for up to five meetings, conduct analysis, and make their professional recommendations on best ways to support. Upon completion of the meetings with the student, the HYST will recommend to the 504 team whether further meetings are needed, a referral to outside mental health services is recommended, or in the case of demonstrated school-based need, the student is recommended for longer term school-based services. 504 plans provide the opportunity for the student to receive services on a schedule. In the case that a student will need access to mental health support services via the 504, it is recommended that the team convene more frequently than the yearly plan to determine efficacy of the service and determine if furthermore formalized evaluation needs to take place with the school psychologist.

Students with an IEP

Students with Individualized Educational Plans (IEP) demonstrating mental health need have a variety of pathways to access services. The primary reasons that students with IEPs may need access to mental health services are temporary events (grief, community-based trauma i.e., school shootings, social issues such as online bullying), new mental health diagnosis, a sudden change in behavior, or prolonged feelings of depression and/or anxiety that are affecting the students' educational progress.

Response to Temporary Events

In the event of a student with an IEP expressing a need for mental health support on the temporary scale, the mental health team will respond with a tiered intervention system of support. A teacher or student may submit a referral expressing that the concern is not one necessitating ongoing mental health support but rather a need to meet with a professional for a short amount of time. This is modeled after the same tiered support structure that is available to all students. The HYST will meet with the student for up to five mental health sessions, conduct a needs assessments, screenings, and make their professional recommendations on best ways to support. Following the analysis, the HYST will communicate with the student's IEP team either detailing that no further meetings are needed, a referral to outside mental health services is recommended, or in the case of demonstrated school-based need the student is recommended for further social emotional assessment to determine ERMHS (Educationally Related Mental Health Services) qualification.

New Mental Health Diagnosis

If a student receives a diagnosis from a doctor or other qualified mental health professional, the school will follow the following protocol:

1. The case manager will provide the parent or guardian with a ROI (Release of Information) that allows the school to request copies of the medical records and use the information within for the purposes of educational planning.

2. The case manager will share with the IEP team the results of the diagnosis, and request that the school psychologist look at the recent diagnosis to determine if additional testing is warranted, or if the student would benefit from a full triennial re-evaluation to determine new baselines.

3. The IEP team will convene to determine changes or next steps to the IEP. This could include but is not limited to recommendations for additional and supplemental mental health assessments, recommendations for additional mental health services under the ERMHS umbrella of services (individual counseling, parent counseling, psychological services), recommendations for additional supports and services available on the IEP (i.e., health ser-

vices, occupational therapy, speech therapy.)

Sudden Changes in Behavior or Prolonged Feelings of Depression and Anxiety Affecting Educational Progress

If a student presents with sudden changes in behavior (i.e., attacking parents/guardian, attacking authority figures, expressing homicidal ideation), the IEP and mental health team will convene an emergency meeting to determine the best possible steps. As the IEP team is not an emergency response team, the school will most likely conduct a meeting to offer additional mental health or behavioral assessment. The school will also encourage the family to pursue whatever medical recommendations that might be given by the treating doctors. If the student or parent/guardian reports that there are prolonged feelings of depression or anxiety, the IEP team will convene to determine the best possible steps in the least restrictive environment for a school setting. This may result in students being assessed for ERMHS services, an increase in available service minutes for ERMHS services, or an increase in behavioral support services.

All students with 504s and IEPs will be evaluated on a case-by-case basis to ensure that their safety and mental health are at the forefront of decision making. These procedures and protocols are intended to be a recommendation but can be adapted anytime to meet the student's needs.

Student Mental Health Sessions

The HYST will utilize a five-session model to provide school-based mental health services to students who have been referred.

Session 1 - Assessment and Psychoeducation: This session includes introductions and building rapport with the student, conducting a needs assess-

ment to understand the student's current mental health concerns, history, and goals for therapy, providing psychoeducation about common mental health conditions, symptoms, and available treatment options, and collaboratively identify the student's specific areas of focus and establishing therapeutic goals for the sessions.

Session 2 - Psychoeducation and Skill Building: In this session, the HYST will continue to build rapport with the student and deepen their understanding of the student's mental health concerns. The HYST will provide further psychoeducation to enhance the student's knowledge about common mental health conditions, symptoms, and treatment options. Building on this foundation, the HYST will introduce and teach coping strategies tailored to the student's needs and goals, such as stress reduction techniques, cognitive restructuring, and mindfulness exercises.

Session 3 - Skill Building and Coping Strategies: This session will focus on reviewing, learning, and practicing coping strategies based on the student's needs and goals (i.e., emotion regulation, time management, etc.) The HYST and student will collaboratively explore and identify unhelpful thinking patterns or behaviors that contribute to the student's difficulties, practice and reinforce new coping skills through role-plays, homework assignments, or experiential exercises, and address any questions or concerns the student may have regarding the strategies and techniques discussed.

Session 4 - Coping Strategies and Goal Review: In this session, the HYST and the student will continue to build on and practice previously discussed coping strategies, tailoring them to the student's needs and goals. Collaboratively, they will identify and address unhelpful thinking patterns or behaviors, practicing and reinforcing new coping skills through role-plays, homework assignments, and experiential exercises. They will review progress, discuss challenges or successes, and reflect on the student's goals, adjusting as needed.

Session 5 - Goal Review and Relapse Prevention: This session includes reviewing the progress made since the previous session and discussing any challenges or successes the student has experienced. The HYST will reflect on the student's goals and assess their level of achievement or adjustment as needed. This session also includes collaboratively developing a relapse prevention plan to help the student maintain their progress after therapy concludes, as well as discussing potential resources or support systems the student can utilize in the future to continue their mental health journey.

The five-session model may be extended at the discretion of the HYST based on the student's individual circumstances (i.e., crisis level, hospitalization, trauma, access to resources), and service capacity.

Once the HYST or mental health program support staff receives a mental health referral, they will call the parents/ guardians within one week of receiving the referral. The staff member will make three attempts to contact the family and determine next steps. If contact attempts are unsuccessful after three attempts, the referral will be closed, and the referring party will be notified. After successful parent/guardian contact, the HYST or support staff member will email the referrer, parent/guardian, and student with relevant community resources, the Altus Schools Student Mental Health and Wellness Hub, and confirm next steps. During the initial contact with parents/ guardians, the HYST will inform that there will be up to five, forty-five minute sessions to provide mental health services to their student. If a student is unable to attend session, student or parent/guardian can let the HYST know to excuse the student or reschedule the session. Re-

scheduling will be accommodated as best as possible up to three times. For any referrals that were closed due to lack of response or attendance, the referring party may submit another referral when student and family have re-engaged.

Telehealth Services

Altus Schools maintain a focus on providing flexibility to students and families in accessing mental health support, including delivering services virtually or remotely. Also known as teletherapy, the HYST may provide services and support using electronic information and telecommunication technologies through video conferencing, audio, and text messaging while being in a separate physical location from the student. HYSTs are committed to utilizing best practices in delivering virtual school-based counseling that ensure a high-quality session and positive student engagement to achieve successful session outcomes. In accordance with the National Association of School Psychologists Considerations for Delivery of School Psychological Telehealth Services, HYSTs follow the recommendations to:

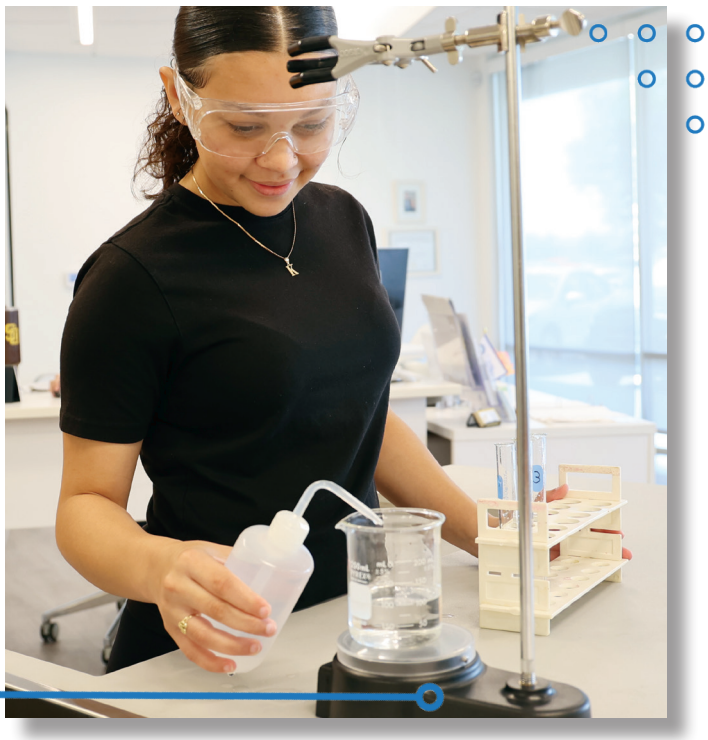
- Adhere to all professional ethics, standards, policies, and positions.
- Ensure access to high-quality technology.
- Obtain appropriate professional development to ensure their own competence in the delivery of telehealth services.
- Use validated assessment tools and methods.
- Maintain thorough documentation and professional record-keeping practices.
- Ensure high degrees of privacy, confidentiality, informed consent, and security.
- Consider whether telehealth services are safe, effective, and appropriate.

Section V: Community-Based Mental Health

Altus Schools establish purposeful community partnerships to increase access to mental health education and services and provide a broader spectrum of supports. By partnering with culturally responsive and verified organizations in our students' communities, we are able to maintain a student-centered and family-centered approach in overcoming barriers to our students' learning and wellness. School-community partnerships may be established to deliver services directly to students, provide professional learning to staff, or provide community-based learning opportunities to students.

The HYSTs and Equity and Inclusion support staff members are the primary members involved in making referrals to community based mental health organizations, although any instructional member working with the student has the capacity to do so. This includes the teacher, case manager, counselor, instructional lead, school nurse, and homeless foster youth liaison. Referrals will be documented in the Student Information System's Contact Manager, internal program trackers, and communicated to the student and parent/guardian.

HYSTs and Equity and Inclusion support staff will maintain updated lists of mental health community providers and key contacts by reviewing at least annually and updating as needed. Considering that each community partner has its own referral requirements, all appropriate measures will be taken to protect student confidentiality, document referral details, and ensure the referral was received.



Section VI: Referrals

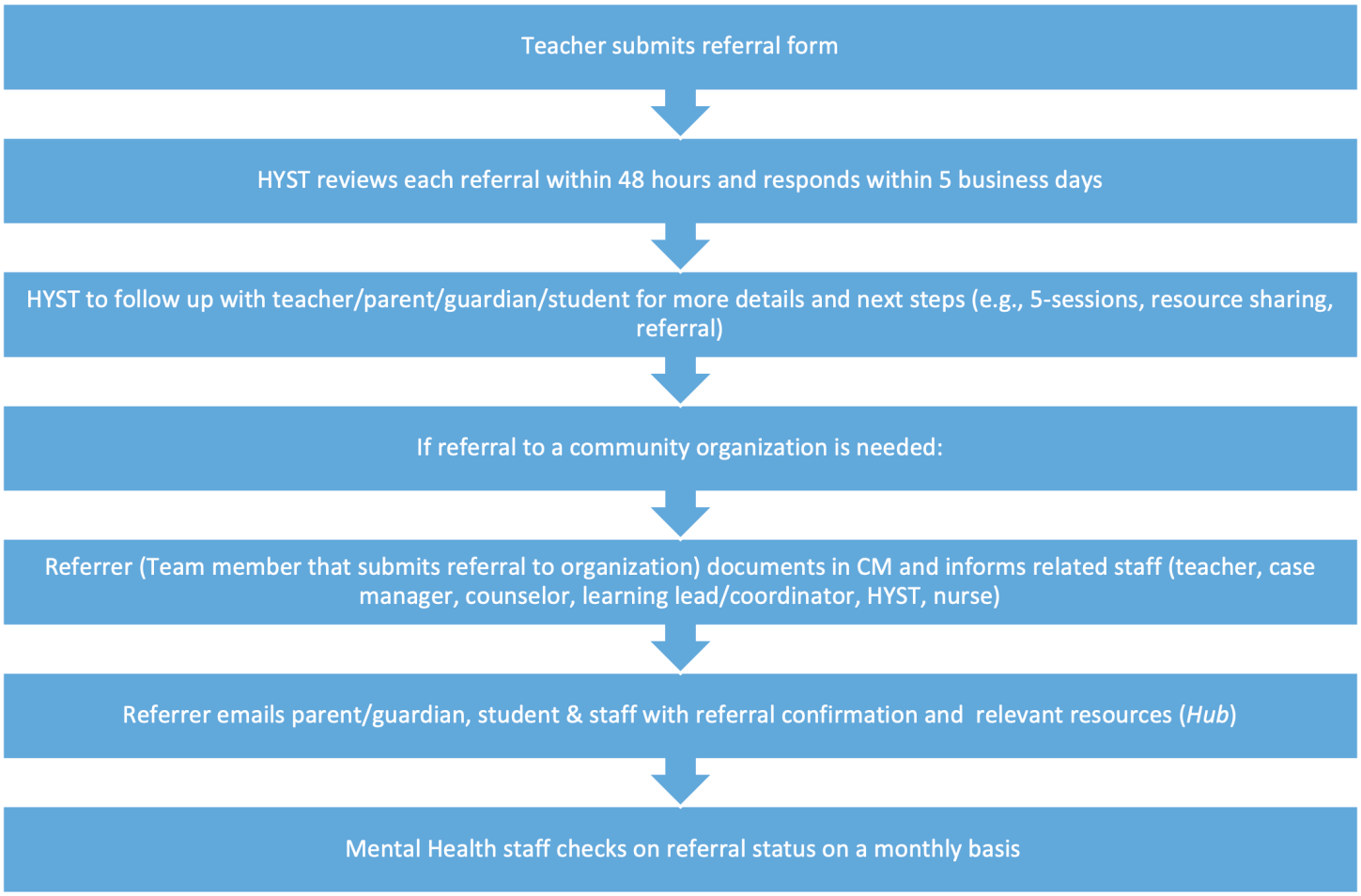
A consistent internal referral process will be utilized when a member of the student's PPEP team recognizes the need to refer a student for mental health services. Whether the referral is for non-emergency mental health services or crisis intervention, the priority rests in connecting the student to mental health services as promptly and effectively as possible.

Referral Process for Non-Emergency Mental Health Services

Instructional staff are encouraged to refer any student for mental health services who demonstrates needs, especially in Tiers 2 and 3 of the MTSS, who are experiencing any of the following:

- Depression
- Risk of harm to self or others
- Suicidal Ideation
- Hospitalization after suicide attempt
- Homelessness
- Anxiety
- Family and/or community violence
- Family stress
- Oppositional behavior
- Significant change in behavior or functioning
- Bullying
- Poor peer relationships
- Bereavement and loss
- School refusal
- Withdrawal/isolation from others
- Abuse or neglect
- Low self-esteem
- Academic and/or attendance problems
- Exposure to substance misuse
- Eating disorder

To initiate a referral, the staff member will complete a Mental Health Referral Form (Appendix B) that is reviewed by the designated HYST or support staff member. The form will collect data to inform prioritization, the student's access to health care, student schedule and a description of the mental health need. The following process is utilized:



Data from the referral forms will be reviewed and broken down by student demographics to identify patterns, areas of greatest need, and ensure equitable access to services. This analysis will be used to enhance the mental health program and guide continuous improvement.

Mental Health Reporting Protocols for Emergencies

Instructional staff are trained annually in mental health reporting protocols that account for emergencies taking place both at the resource center and away.

Any emergencies will be addressed and debriefed with a team approach, keeping the students' safety and wellness in mind as a top priority.

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Type and Level of Concern/Crisis

In the event of an emergency, do not leave the student unattended. Student shall remain at the RC until proper authorities and/or parent/guardian arrives.

24/7 Support Lines

Suicide and Crisis Lifeline: Call or text 988
Crisis Text Line: Text "HOME" to 741741
CA Youth Crisis Line: 800-843-5200
The Trevor Project Crisis Line: 866-488-7386
SAMHSA National Helpline: 800-662-HELP
Altus Schools Mental Health & Wellness Hub: Altusgo.com/hub

Child Welfare Concern: (abuse, neglect)

Call Child Welfare Services
San Diego (858)560-2191
Riverside (800)442-4918
San Bernardino (909) 384-9233

Follow CWS reporting procedures
Location:
WAVE\COMMON\FORMS\CPS Procedures SS8572Form

Mental Health Concern:

-Refer to YMHFA Guide for steps to assist with general depression, anxiety, eating disorders, substance use, disruptive behaviors, etc.
- Submit Mental Health Referral (discuss with student/family before submitting)

STUDENT IS AT RC
Perform Suicide Risk Screening/Call or text HYST/and If immediate concern call 988
Notify your supervisor immediately by phone

Submit Mental Health Referral

Mental Health Crisis:

(Concerns about Suicidal Ideation or potential harm to self or others)

STUDENT IS NOT AT RC
Confirm student location
Perform Suicide Risk Screening
Call 988 or Non-Emergency Police & ask for PERT to conduct a Welfare Check
San Diego (619)531-2000
Notify your supervisor immediately by phone

Submit Mental Health Referral

Physical Health Concern:

Diabetes, Seizures, Vision, Dental or General Health

Contact School Nurse

Mental or Physical Health Emergency

(Immediate threat to safety of self or others)

Call 988 for Mental Health emergencies and 911 for all others.
Notify your supervisor immediately by phone

Rev 04.09.2024

Section VII: Suicide Prevention

Altus Schools recognize that it is critically important that schools have policies and procedures in place to prevent, assess the risk of, intervene in, and respond to suicidal behavior in youth. As part of the comprehensive mental health program, the Schools' ***Suicide Intervention and Prevention Policy Manual with Postvention Toolkit*** is updated annually to ensure that all staff who directly support students and families have research-based information, strategies and protocols in the prevention, intervention and postvention of youth suicide. In alignment with the school's Board approved policy, Altus Schools' suicide prevention program elements include:

- ***Prevention and Instruction:*** Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with their Altus School and is characterized by caring staff and harmonious interrelationships among students. The instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The School may offer parents/guardians education or information which describes the severity of the youth suicide problem, the School's suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or school and community resources that can help youth in crisis.
- ***Staff Professional Learning:*** Suicide prevention training for staff is designed to help staff identify and find help for students at risk of suicide. Materials approved by the School for training shall include how to identify appropriate mental health services, at school facilities and within the larger community, and when and how to refer youth and their families to those services. The training is conducted annually and may include information on research identifying risk factors, warning signs that may indicate suicidal intentions, research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health, school and community resources and services for students and families in crisis and ways to access them, and school procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.
- ***Crisis Intervention:*** Staff will be trained to follow the mental health protocol for emergencies as noted above, in which the student's safety is prioritized, appropriate support staff, parents/guardians and law enforcement are contacted, referrals to appropriate services are initiated, and access to counselors and support staff is provided to all who were directly or indirectly involved in the incident.

A full description of the policies, procedures and best practices that Altus Schools adheres to protect the health and safety of all students can be found in the Schools' Suicide Prevention, Intervention, and Postvention Manual, available upon request.

Section VIII: Social-Emotional Learning

Altus Kids Homeschool TK-5 Program

In the TK-5 setting, social-emotional learning (SEL) is emphasized to support the holistic development of students with the understanding that fostering social and emotional skills is essential for overall well-being and academic success. Social-emotional learning is integrated into the daily homeschool curriculum, weekly family check-ins, and weekly enrichment sessions. Through explicit instruction and parent/guardian coaching grounded in the CASEL Framework, students learn essential skills such as self-awareness, self-management, responsible decision-making, social awareness, and relationship-building. We recognize that parents/guardians are crucial in supporting their children's SEL skills and creating a nurturing home environment that promotes emotional well-being.

Altus Kids supports homeschooling families to create a positive and supportive environment where students feel safe to express their emotions and thoughts. Following the Collaborative for Academic, Social and Emotional Learning (CASEL) Framework, teachers make research-based recommendations to incorporate activities and discussions promoting empathy, respect, and student collaboration. Teachers are purposeful in modeling positive social and emotional behaviors during enrichment sessions, providing students with real-life examples to learn from while supporting families to do the same at home. By implementing SEL in the TK-5 setting, we aim to equip students with the necessary tools to navigate their emotions, develop healthy relationships, and become responsible and compassionate individuals.

Resilience in Students and Education (RISE) Series

Led by the Healthy Youth Department and in collaboration with the school nurses and HYSTs, the RISE series are student-centered, monthly, one-hour webinars designed to support the social-emotional needs of students, as well as specific needs for students with disabilities. RISE series promote social emotional learning by nurturing the five core SEL competencies: self-awareness, self-management, responsible decision making, social awareness, and relationship skills. Students are able to participate both virtually and in-person, complete age-appropriate assignments, have peer-to-peer interaction, and connect their learning to both school and personal lives. Staff are also able to assess students who need additional mental health support and refer students to the Healthy Youth School Therapists.

Curriculum Supports

Advancement Via Individual Determination (AVID)

AVID is an academic support program designed to prepare students for college and success. The elective courses are available to middle and high school students. The program incorporates the core SEL competencies from CASEL, which promote students' intrapersonal, interpersonal, and cognitive competence. AVID curriculum incorporates core strategies and professional learning modules to advance students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Comprehensive Health

This one semester course teaches students how to care for their bodies. Units covered in this course are: consumer and community health, injury prevention, alcohol, tobacco and other drugs, nutrition, environmental health, family living, and communicable and chronic diseases.

Career and Life Management

Students examine resiliency, locus of control, how to respond to difficult life events, social media, healthy relationships, bullying, wellness and nutrition, per-

sonal finance, and explore careers within the Family Services Career Pathway.

California Healthy Youth Act Instruction

In accordance with the California Healthy Youth Act (CHYA), Altus Schools provide students with integrated, comprehensive, accurate, and inclusive comprehensive sexual health education and HIV prevention education, at least once in high school and once in middle school. The purpose of the law is to provide students with the knowledge and skills necessary to: protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy; develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; have healthy, positive, and safe relationships and behaviors; promote understanding of sexuality as a natural part of human development; and to ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.

Students at Altus Schools receive CHYA instruction during "Wellness Week" each year, proctored by credentialed teachers and nursing staff during age-appropriate middle and high school workshops.

Human Trafficking Prevention

As part of Project Safe from Exploitation (SaFE), a human trafficking prevention education program, students in middle and high school are invited to participate in small group tutoring with age-appropriate curriculum that provides social and emotional learning opportunities and specific tools and strategies to prevent human trafficking. The curriculum for seventh and eighth grades equips students with knowledge that will enhance their personal boundaries and protective skills. The curriculum addresses key health-related concepts, encourages creative expression, and allows students to practice positive decision-making strategies. Students will learn about the different forms of abuse and human trafficking, as well as how to look out for one another. The curriculum for ninth and tenth grades provides social and emotional learning opportunities to equip students with knowledge that will enhance their personal boundaries and protective skills. This curriculum focuses on teaching students about healthy relationships, unhealthy relationships, and the different forms of human trafficking. Students will be empowered with the tools they need to recognize potentially unsafe situations and implement healthy decision-making strategies.

Section IX: Professional Learning

Well trained school personnel are foundational in a comprehensive school mental health system as they are key to promoting student mental health, identifying and referring students who need mental health supports, and training on how to support students' mental health in the school setting. Altus Schools offer systematic and robust professional learning opportunities designed to support social-emotional learning, as well as the prevention of suicide and human and labor trafficking.

First Aid Youth Mental Health

Each year, teachers new to the Schools will complete a required training in youth mental health first aid, which teaches a five-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer/ social, or self-help care. The eight-hour certification course teaches participants the risk factors and warning signs of a variety of mental health challenges common among adolescents, including anxiety, depression, psychosis, eating disorders, ADHD, disruptive behavior disorders, and substance use disorder. Participants do not learn to diagnose, nor how to provide any therapy or counseling. Rather, participants learn to support a youth developing signs and symptoms of a mental illness or in an emotional crisis by applying a core five-step action plan.

Trauma Informed Practices in Schools (TIPS)

TIPS training is offered through the Altus University professional learning system and the Equity and Inclusion department. The training teaches about the psychological impacts of trauma on the brain and the emotional, behavioral, and social impacts on students. Topics include definitions and types of traumas, and how they expand across the lifespan of the student. Teachers learn strategies for responding to the impacts of trauma and how to support students to optimize learning.

Social-Emotional Learning (SEL)

SEL training is offered multiple times a year through the Altus University professional learning system and the Equity and Inclusion department. Teachers, case managers and instructional support staff learn about how to integrate key SEL concepts and instructional materials to build resiliency and build relational capacity with their students.

Human Trafficking Prevention and Curriculum: As part of Project Safe from Exploitation (SaFE), a human trafficking prevention education program, instructional and support staff receive training and curriculum about human trafficking and labor exploitation. Staff training provides critical information about human trafficking and trauma, including the vulnerabilities and risk factors, so that educators and office staff are equipped to use a trauma-informed approach when working with youth that may be experiencing exploitation. Additionally, teachers are trained on delivering human trafficking prevention curriculum to students in 7th -10th grade.

Signs of Suicide

Our Healthy Youth School Therapists provide an annual Signs of Suicide (SOS) training to educational staff, which outlines the importance of having suicide prevention, intervention, and postvention processes in place. The training helps staff members further understand the content of the Suicide Prevention, Intervention, and Postvention Manual resources and strategies. During the training, staff members have the opportunity to ask questions, engage in discussions, share experiences, practice risk screening, determine risk level, and create safety plans. Trainings include role play scenarios focused on risk factors, warning signs,

protective factors, common myths, "Dos and Don'ts," suicide risk screening, safety planning, and utilizing the Suicide Prevention, Intervention, and Postvention resources and toolkit. The purpose of the training is to help staff members become more comfortable when discussing the topic of suicide, familiarize them with the screening process, better understand relevant research and best practices, and the importance of suicide prevention and intervention.

Section X: Program Evaluation

In order to evaluate the impact of the comprehensive mental health program, Altus Schools will utilize several data sources to gauge the outcomes of mental health program elements, including educational impact measures that may include student engagement and academic indicators, health impact that may include measures of wellness, impact on school climate with measures including students' school connectedness and safety, as well as fiduciary solvency associated with program implementation. By measuring the impact of mental health initiatives, we are able to describe program successes and challenges, inform quality improvement, and adjust for program maintenance, growth and change. Program evaluation elements include:

- Clear objectives
- Baseline data collection
- Program implementation monitoring
- Impact on educational and functional outcomes
- Educational partner feedback

Data Collection and Evaluation

The evaluation of a school's comprehensive mental health program is best understood as a process that occurs along a continuum of stages that grows in comprehensiveness and impact on student outcomes. In alignment with the National Center for Healthy Safe Children's continuum of implementing a comprehensive school mental health program, Altus Schools will implement data collection and evaluation practices that ultimately lead to the most advanced stage of program evaluation.

- ***Stage 1: Novice*** - Program evaluation at this stage focuses on describing the program and its services. This includes descriptions of the tiered services of support, staff who provide the services, sources and reasons for referrals. Cost evaluation may describe staffing structure and staff costs.
- ***Stage 2: Beginner*** - Program evaluation grows to describe the characteristics of students served and preliminary progress or outcomes. Cost evaluation analyzes costs of program features and staffing.
- ***Stage 3: Intermediate*** - Program evaluation includes the tracking of student progress and outcomes over time. Cost evaluation involves tracking costs and revenues.
- ***Stage 4: Advanced*** - Program evaluation evolves to examine long-term outcomes for students and compare them to similar students who did not receive services. Fiscal evaluation may link costs to outcomes to demonstrate return on investment.

Considering the various mental health program elements, several data measures will be collected to evaluate process, impact and outcome, including:

- California Healthy Kids Survey
- Student participation and outcomes in RISE series
- Suicide prevention, intervention and postvention screenings and outcomes
- Quantity and typology of mental health referrals
- Quantity and typology of referrals to community based mental health organizations
- Functional and clinical outcomes measures
- Behavioral screening results
- Utilization and outcomes of Tier 2 and Tier 3

services and supports

- Qualitative feedback from students, families and school staff
- Staff professional learning participation and engagement
- Mental Health Services Satisfaction Surveys
- Impact of mental health services on academic indicators

Continuous Quality Improvement

In order to systemically evaluate and improve the quality and impact of the Altus Schools' comprehensive mental health program, the School Health Assessment and Performance Evaluation (SHAPE) system will be utilized to assess and reassess strengths and needs, establish priorities for improvement, and engage in "real time" change management to establish and meet quality improvement targets. SHAPE uses seven domains to assess system quality using national performance measures, and it is designed to assess the comprehensiveness of the school mental health system and identify priority areas for improvement. The seven domains evaluated are:

- Teaming
- Needs Assessment/Resource Mapping
- Screening
- Mental Health Promotion, Services & Supports
- Early Intervention and Treatment Services & Supports
- Funding & Sustainability
- Impact

Mental Health Team

A team of individuals in several roles within the school system will champion the evaluation and quality improvement processes of the mental health program. This team will be comprised of school mental health staff, administrators, teachers, school psychologist, school nurse and academic counselors. Students and families will also be invited to participate, as well as community health and mental health partners as appropriate.

School Mental Health Quality Assessment

Every two years during the fall semester, the mental health team is responsible for completing the School Mental Health Quality Assessment which addresses the seven domains identified above and provides a score report that evaluates program areas as Emerging, Progressing, or Mastery. After the assessment is completed, the team will utilize the summary report provided by the SHAPE system to identify program strengths and areas for improvement.

Improvement Areas

The mental health team will identify areas for improvement by targeting the program areas that obtained Emerging or Progressing scores in the Quality Assessment. The team will then select one to two areas of focus for one to two school years by utilizing a strategic planning guide and relevant School Mental Health Quality Guides provided by the National Center for School Mental Health. From these guides, the team will design and implement an action plan that includes goals, measures of success, action steps, staff member roles and responsibilities, and implementation timeline.

Implementation and Reassessment

The mental health team will implement the action plan and reassess quality improvement in the targeted domains at the end of each school year. Using the SHAPE system, score reports will be used to measure impact and determine next steps in the continuous quality improvement cycle.

The development, implementation, and evaluation of the Altus Schools Comprehensive Mental Health Program is an essential component of our vision to create

instructional, service, organizational, and governance models that can serve as prototypes for educational reform. The well-being and mental health of our students have a profound impact on their academic success, personal growth, and overall quality of life. By integrating comprehensive mental health services and supports into the educational setting, we can create a nurturing environment that promotes resilience, emotional well-being, and success for all students, thus fulfilling our core competency to Transform Lives.

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Section XII: Appendices

Appendix A: Altus Schools Multi-Tiered System of Support (MTSS)

Altus Schools Multi-Tiered System of Support			
Tiered System	**Academic**	**Behavior**	**Social-Emotional**

<u>Tier 1</u>:
All Students
Universal/Comprehensive
Strategies, Interventions, and Supports
	• Pathways Personalized Education Plan (PPEP)
	• Altus Connect Program- Chromebook and internet services
	• College and Career Pathways:
	  ○ Four-Year College and University
	  ○ Community College
	  ○ Military
	  ○ Career
	• Early College Credit Program
	• Blended Learning
	• Small group tutoring
	• Individualized and personalized instruction
	• Universal Design Learning Curriculum
	• Virtual Reality learning experiences
	• Designated and Integrated ELD instruction for all English Learner students
	• School Pathways Student and Parent Portal
	• Altus Math Resource Site for students, parents, and family members
	• Data Integration Systems:
	  ○ NWEA- diagnostic and growth assessments
		• Altus Schools Mental Health and Wellness Hub
		• Character and Leadership Development Program with Cadet Corps
		• Meal Program
		• Supervised learning environment
		• Small learning communities
		• Flexible scheduling and seating
		• AI Ethical and Responsible Use Lessons
		• Regular progress reporting to parents, caregivers, and family members
		• Behavior conferences, including teacher, student, parent, and family member
		• Home and/or work visits
		• Review of annual school paperwork:
		  ○ Student & Parent Handbook
		  ○ Master Agreement & Acknowledgment of Responsibilities
		  ○ Academic Integrity Protocols
		• Contact Manager and Monthly Storybook monitoring and intervention
		• Healthy Youth Department:
		  ○ Specialized Instructional Staff
		  ○ School Nurses
			• Altus Schools Mental Health and Wellness Hub
			• Youth Mental Health First Aid Training certification for instructional staff
			• Implementation of Trauma Informed Practices to support mental health needs
			• Annual staff training on suicide prevention and intervention
			• Human Trafficking School Safety Protocol
			• Review of PPEP Needs Assessment results upon enrollment to identify need for school and community resources
			• Intake Survey
			• Suicide Intervention/Prevention Protocols
			• Character and Leadership Development Program with Cadet Corps
			• Resilience in Students & Education (RISE) Series
			• Utilization of SEL instructional resources
			• Mental health online coaching application systems

<u>Tier 1</u>:
All Students
Universal/Comprehensive
Strategies, Interventions, and Supports
(Continued)
	○ Renaissance Learning- instructional data warehouse of assessments and data
	○ College and Career Planning Tools
	○ Ellevation- progress monitoring system for English Learner and RFEP students
	• Annual school events:
	  ○ Open House Events
	  ○ Senior Night Events
	  ○ College and Career Week
	  ○ Wellness Week
	  ○ Workplace Readiness Week
	  ○ Middle School Promotion
	  ○ High School Graduation
	• Field trips aligned to student interests, curriculum topics, and individual student college/career plans
	• Family Learning Series: training and education designed for parents and family members
	• Annual GATE assessment opportunities for grades 2-5, 7, and 9
	• Culturally and linguistically responsive instructional strategies
		○ Healthy Youth School Therapists
		○ Equity & Inclusion Administrator
		• Human Trafficking School Safety Protocol
		• Culturally and linguistically responsive instructional strategies
			• Family Learning Series
			• Access to Mental Health Bi-annual Parent Notifications
			• Promotion of Parent Education Opportunities via Parent Square
			• Administration of California Healthy Kids Survey (CHKS) to measure school climate needs and inform programs
			• Staff training on contemporary topics impacting youth wellness (e.g. substance misuse, healthy lifestyle choices, cultural responsiveness.)
			• Universal mental health screening
			• Calming Carts with self-regulation tools

Altus Schools Multi-Tiered System of Support			
Tiered System	**Academic**	**Behavior**	**Social-Emotional**
Tier 2: **Some Students** **Targeted/Supplemental** Strategies, Interventions, and Supports	• Intervention Counselor Conference • AVID instructional strategies that promote student engagement and academic confidence • Supplemental academic tutoring programs • IXL Math to rapidly develop student math skills • Desmos Math Classroom platform for small group instruction • Achieve 3000 to increase literacy skills • Empower ELA and Math support electives • BrainPOP tutorials to support student comprehension of course content • Khan Academy, instructional tutorials, and interactive activities • Utilization of Strategies for Academic Success curriculum • Refinement of GATE plan if applicable • Incorporation of Prescriptive Testing (PT) coursework to increase motivation and credit completion for qualifying students • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management	• Intervention Counselor Conference • Behavior Intervention Plan • AI Ethical and Responsible Use Protocols • Community-based partnerships to support student needs • Recommendation to participate in Service Learning and/or Work Experience • Student mentoring opportunities • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management	• Intervention Counselor Conference • AVID social-emotional curriculum • Community-based partnerships to support student needs • SEL Instruction: RISE Series • Utilization of SEL Curriculum • Utilization of Life Skills related courses • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management • Mental health online coaching application systems • Healthy Youth School Therapist referral for short-term counseling • School Nurse outreach and support for pregnant/parenting students
Tier 3: **Few Students** **Intensive** Strategies, Interventions, and Supports	• Intervention Lead Conference • Individualized math and writing intervention and tutoring • Literacy groups • Ascend literacy intervention for Students with Disabilities	• Intervention Lead Conference • Community Assessment Team (CAT) Program Referral • Bus Pass Program for qualifying students • Healthy Youth Therapist Referral for individual counseling	• Intervention Lead Conference • Community Assessment Team (CAT) Program Referral • Healthy Youth Therapist Referral for individual counseling • Crisis response protocols

Appendix B: Mental Health Referral Form

Therapist Referral Form

* Referral Type

Mental Health

* Student First Name

* Student Last Name

Mental Health Referral Section

* Student Local ID

* Student Phone

* Student Email

* Does student/family have health insurance? Medi-Cal?

○ Medi-Cal ○ Health insurance other than Medi-Cal ○ No insurance ○ I don't know ○ Other

* Altus School (LEA)

○ Audeo ○ Audeo II ○ North County ○ Audeo Valley ○ CSSD ○ East County ○ Mirus ○ South Bay

* Resource Center

* Mental Health Therapist/Designee

* Does student have a 504 or IEP?

○ 504 ○ IEP ○ None

* Please choose the area that best describes reason for referral:

○ Suicide Attempt ○ Suicide Screening ○ Mental Health Hospital visit or stay ○ Depression ○ Anxiety ○ Grief/loss ○ School Stressors ○ Family Stressors ○ Drug and Alcohol ○ Eating Disorder ○ Othe

* Student's RC Schedule

* Notes: family language, best contact information for parent/guardian, anything else that may help us schedule contact.

* What Tier 1 MH supports Have been utilized with this student?

☐ Shared Hub resources

☐ Shared Soluna/ Brightlife App for MH Coaching

☐ Participated in RISE/assigned recorded lesson

☐ Assigned BrainPop Lesson

☐ Assigned SEL or MH Lesson from curriculum

☐ Select All

* Teacher/Staff Referring (Full Name)

* Preference: Hybrid or in-person (if possible)

○ Hybrid ○ In Person ○ No Preference

* Brief description of why you are referring the student

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Appendix FF

WORK EXPERIENCE APPROVAL LETTER

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

January 27, 2024

Cathryn Rambo,
Administrator Curriculum, Professional Learning, and Accreditation
The Charter School of San Diego
10170 Huennekens Street
San Diego, CA 92121

Dear Cathryn,

The Secondary District Plan for Work Experience Education (WEE) is approved. The administrator and the Work Experience Education teacher in your local educational agency are responsible for meeting the standards outlined in the Plan. This includes teaching the classroom component, establishing partnerships with employers and visiting jobsites, evaluating students and maintaining records as well as applying the criteria for granting credit as described in the Plan for each semester. The WEE teacher/coordinator and the administration should make sure that all applicable child labor laws and Education Code are followed so as to remain in compliance and prepared for Labor Commission and/or California Department of Education inspections.

This plan will remain in force until the next renewal occurs (normally every three years).

Sincerely,

Erle Hall

Erle Hall, M.S.
CTE Leadership Office
Career and College Transition Division

Appendix GG

MIDDLE SCHOOL SAMPLE CURRICULUM SCOPE AND SEQUENCE

Scope, Sequence & Assignments- English 8

Discipline: English

Grade level: 8th

Title of course: English 8-1, 8-2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core State Standards: English 8

Textbook & Materials: California my Perspectives Grade 8 (2021)

Course Overview:

In this two-semester course, the students will explore many concepts, such as growing up, the Holocaust, and human intelligence, to address Essential Questions like, “Are inventions realized through inspiration or perspiration? How do we remember the past?” They will examine reflection questions that activate prior knowledge, personal experiences, and engage them with the required readings. Activities will focus on analysis, making historical connections with classic literature, as well as developing reading, vocabulary, and writing skills that are aligned with the California Common Core Standards. Students will grapple with the themes using a variety of content including poetry, short stories, novel excerpts, videos, and online resources.

This course is required for all students in grade eight. The course content includes the thematic study of literature throughout various genres. Activities interrelate reading, writing, oral communication, and language study, which includes grammar, usage, and standard forms of American English. A variety of writing types are emphasized throughout the course, so students can write and speak using conventions of English grammar and usage correctly.

Scope, Sequence & Assignments- English 8

English 8-1

Module 1: Rites of Passage

Objectives:

1. Students will determine the meanings of words by using the strategies they have learned and by thinking about what they have read.
2. Students will use details from the text to determine the theme or message of a story and explain how characters, setting and plot interact to support and develop the theme.
3. Students will explain how a character's actions can develop the plot and reveal more about the character.
4. Students will use details from the text to determine the theme or message of a story and explain how characters, setting and plot interact to support and develop the theme.
5. Students will figure out the deeper meanings of words and phrases as they are used in a story.
6. Students will show that they understand standard English in their speech and in their writing.
7. Students will explain the difference between active and passive verbs and use them in sentences.
8. Students will use what they know about the English language to write, speak, read, and listen.
9. Students will use verbs in the active and passive voice in their writing to achieve different effects. Students will use the conditional and subjunctive moods to create specific effects in their writing.
10. Students will refer to the text and find specific examples that strongly support their thoughts and inferences about a story.
11. Students will explain how structural differences of two or more texts contribute to their meaning and style.
12. Students will analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
13. Students will identify several ways to present on a topic and evaluate the advantages and disadvantages of presenting information in various formats.
14. Students will figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used and analyze the impact of the author's word choice on the meaning and tone of the text.
15. Students will use context clues to figure out what words or phrases mean.

16. Students will use verbs in the active and passive voice in their writing to achieve different effects
17. Students will use the conditional and subjunctive moods to create specific effects in their writing.
17. Students will use print and digital reference sources to help them find the pronunciations of words and to clarify meanings and parts of speech for new words or phrases.
18. Students will make a guess about a word or phrase's meaning and then check their understanding using reference materials.

Assignments:

- Activity 1.1: Achieve3000 Level Set & 5-Step Article – Complete all activities assigned in the student guide.
- Activity 1.2: "The Medicine Bag" – Complete all activities assigned in the student guide.
- Activity 1.3: "The Medicine Bag" – Complete all activities assigned in the student guide.
- Activity 1.4: "The Medicine Bag" – Complete all activities assigned in the student guide.
- Activity 1.5: "Apache Girl's Rite of Passage" – Complete all activities assigned in the student guide.
- Activity 1.6: Compare and Contrast Paragraph – Complete all activities assigned in the student guide.
- Grade 8 Illuminate Learning Check 1

(CCSS: RL.8.1, 8.2, 8.3, 8.4, 8.5, 8.6; RI.8.4, 8.7; L.8.1.B, 8.3.A-B, 8.4.A-D)

[ELD: Part 1, A, 1, 2, 3; Part 1, B, 5, 6, 7, 8; Part 1 C, 9, 10, 11; Part 2, A, 1, 2; Part 2, B, 3, 4, 5; Part 2, C, 6, 7]

Module 2: The Holocaust

Objectives:

1. Students will figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used and analyze the impact of the author's word choice on the meaning and tone of the text.

2. Students will use various sources to complete short research projects to answer an assigned question or a question they have created themselves. Students will research a topic and develop more related questions about that topic for further exploration.

3. Students will identify several ways to present on a topic and evaluate the advantages and disadvantages of presenting information in various formats.

4. Students will write arguments and use clear reasons and relevant evidence to support their claims.

5. Students will determine if a source is credible and accurate when they gather new information from books or technology. Students will quote or paraphrase from print and digital sources without plagiarizing and correctly site sources within or at the end of their writing.

6. Students will gather evidence from fiction or informational text to support their investigation, thinking and research.

7. Students will show that they understand standard English in their speech and in their writing.

8. Students will explain how a character's actions can develop the plot and reveal more about the character.

9. Students will analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

10. Students will understand and use these verb forms: indicative, imperative, interrogative, conditional and subjunctive.

11. Students will refer to the text and find specific examples that strongly support their thoughts and inferences about a story.

12. Students will use details from the text to determine the theme or message of a story and explain how characters, setting and plot interact to support and develop the theme.

13. Students will explain how a character's actions can develop the plot and reveal more about the character.

Assignments:

- Activity 2.1: *The Diary of Anne Frank* (Background)– Complete all activities assigned in the student guide.
- Activity 2.2: *The Diary of Anne Frank* (Diary entries 1-2) – Complete all activities assigned in the student guide.
- Activity 2.3: *The Diary of Anne Frank* (Play) – Complete all activities assigned in the student guide.
- Activity 2.4: *The Diary of Anne Frank* (Diary entries 3-4) – Complete all activities assigned in the student guide.
- Grade 8 Illuminate Learning Check 2

(CCSS: RL.8.1, 8.2, 8.3, 8.7; RI.8.4, 8.7; W.8.1, 8.7, 8.8, 8.9; L.8.1.A-C)
[ELD: Part 1 A, 3; Part 1, B, 5, 6, 7, 8; Part 1, C, 9, 10, 11; Part 2, A, 1, 2; Part 2 B, 3, 4, 5; Part 2, C, 6, 7]

Scope, Sequence & Assignments- English 8

Module 3: What Matters

Objectives:

1. Students will cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Students will determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
4. Students will analyze how a text makes connections among and distinctions between individuals, ideas, or events.
5. Students will analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Assignments:

- Activity 3.1: Speaking Truth to Power – Complete all activities assigned in the student guide.
- Activity 3.2: The Importance of Relevant Representation – Complete all activities assigned in the student guide.
- Activity 3.3: My Personal Narrative Part 1– Complete all activities assigned in the student guide.
- Activity 3.4: My Personal Narrative Part 2 – Complete all activities assigned in the student guide.
- Grade 8 Illuminate Learning Check 3

(CCSS: RI.8.1, 8.2, 8.3, 8.4, 8.5)
[ELD: Part 1, B, 6, 7, 8; Part 2, A, 1, 2]

Module 4: Explanatory Writing

Objectives:

1. Students will show that they understand standard English in their speech and in their writing.
2. Students will show that they know how to write sentences accurately.

3. Students will use context clues to figure out what words or phrases mean.

4. Students will outline and explain specific claims and supportive evidence in an argument. Students will locate and judge arguments or claims in a text and determine whether there is enough relevant evidence to support the argument.

5. Students will analyze two or more texts on the same topic to identify examples of conflicting facts or interpretation.

6. Students will read and understand literary nonfiction at their grade level and above (with help where needed).

7. Students will organize their writing with a clear introduction and use appropriate strategies and formats to help explain and expand their topic. Students will use formatting (ex: headings), graphics (ex: charts & tables) and multimedia to add clarification to their writing.

8. Students will develop a topic using appropriate facts, definitions, details, quotations or other information and examples.

9. Students will use appropriate and different transitions to present clear connections between their ideas and concepts.

10. Students will use precise wording and specific vocabulary to teach others about a topic.

11. Students will establish and maintain a formal style in presenting written information.

12. Students will write a conclusion that follows from and supports the information and explanations they presented.

13. Students will change their way of speaking for a variety of situations and tasks and show that they can use formal English when necessary and appropriate.

14. Students will use what they know about the English language to write, speak, read, and listen.

15. Students will learn and use new vocabulary appropriate for eighth grade. Students will show new knowledge of vocabulary when they think about how words or phrases are important to the meaning or expression.

16. Students will give a presentation that makes claims using relevant evidence, details and reasons while using appropriate eye contact and volume.

17. Students will give a presentation using interesting multimedia and visual displays to strengthen their claims and make their point clearly.

18. Students will use different forms of technology to create and publish their writing and to effectively present the relationship between their ideas and information. Students will use technology to interact and collaborate with others.

Assignments:

- Activity 4.1: Unpacking the Prompt – Complete all activities assigned in the student guide.
- Activity 4.2: Research and Evidence – Complete all activities assigned in the student guide.
- Activity 4.3: Outline and Rough Draft – Complete all activities assigned in the student guide.
- Activity 4.4: Revising/Editing and Final Draft – Complete all activities assigned in the student guide.
- Activity 4.5: Multimedia Presentation – Complete all activities assigned in the student guide.
- Grade 8 Illuminate Learning Check 3
- End of Course Exam – Ask your teacher for Illuminate access code and complete Illuminate Final Exam.

(CCSS: RI.8.8, 8.9, 8.10; W.8.2.A-F, 8.6; SL.8.4, 8.5, 8.6; L 8.1, 8.2, 8.3, 8.4.A, 8.6)
[ELD: Part 1, A, 1, 2, 3; B, 5, 6, 7, 8; C, 9, 10, 11, 12; Part 2, A, 1, 2; B, 3, 4, 5; C, 6, 7]

English 8-2

Module 1: Rites of Passage

Objectives:

1. Students will determine the meanings of words by using the strategies they have learned and by thinking about what they have read.
2. Students will find a central idea of a text and explain how it develops throughout the text, including its relationship to supporting ideas. Students will give an unbiased summary of a piece of informational text.
3. Students will compare and contrast individuals, ideas and events in a text.
4. Students will determine an author's point of view in a piece of informational text and explain how the author acknowledges and responds to others' opinions.
5. Students will determine the meanings of unknown words by using what they know about common Greek and Latin prefixes, suffixes and roots.
6. Students will figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used and analyze the impact of the author's word choice on the meaning and tone of the text.
7. Students will show that they understand standard English in their speech and in their writing.

8. Students will understand and use these verb forms: indicative, imperative, interrogative, conditional and subjunctive.
9. Students will write narratives to develop real or imagined experience or event using effective technique, relevant descriptive details, and well-structured even sequences.
10. Students will use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
11. Students will with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Assignments:

- Activity 1.1: Achieve3000 Level Set & 5-Step Article – Complete all activities assigned in the student guide.
- Activity 1.2: First Read of "You are the Electric Boogaloo" and "Just Be Yourself"– Complete all activities assigned in the student guide.
- Activity 1.3: Close Read of "You are the Electric Boogaloo" and "Just Be Yourself"– Complete all activities assigned in the student guide.
- Activity 1.4: "You are the Electric Boogaloo" and "Just Be Yourself" cont. – Complete all activities assigned in the student guide.
- Activity 1.5: Write Informal Letter to Future Self: Rough Draft – Complete all activities assigned in the student guide.
- Activity 1.6: Write Informal Letter to Future Self: Final Draft– Complete all activities assigned in the student guide.
- Grade 8 Illuminate Learning Check 1

(CCSS: RI.8.2, 8.3, 8.4, 8.6; W.8.3, 8.3.C, 8.5; L.8.1, 8.1.C, 8.4.B)

[ELD: Part 1, B, 5, 6, 7, 8; C, 9, 10, 11; Part 2, A, 1, 2; B, 3, 4, 5; C, 6, 7]

Module 2: Human Intelligence

Objectives:

1. Students will use commas, ellipses and dashes correctly to show a pause or break in a sentence.

2. Students will use an ellipsis to show that words or phrases have been left out (omitted).

3. Students will understand the slight differences between words with very similar definitions.

4. Students will effectively participate in different types of discussions and with different people about 8th grade topics, texts and issues. Students will build on others' ideas and express their own ideas clearly in discussions with others.

5. Students will identify a purpose behind information presented visually, in numbers or orally and evaluate whether the purpose for presenting information in various formats is motivated by social, commercial or political reasons.

6. Students will give a presentation that makes claims using relevant evidence, details and reasons while using appropriate eye contact and volume.

7. Students will give a presentation using interesting multimedia and visual displays to strengthen claims and make point clearly.

Assignments:

- Activity 2.1: *Theory of Multiple Intelligences* by Howard Gardner– Complete all activities assigned in the student guide.
- Activity 2.2: "The More you Know, the Smarter You Are?" – Complete all activities assigned in the student guide.
- Activity 2.3: "Why Is Emotional Intelligence Important for Teens?" – Complete all activities assigned in the student guide.
- Activity 2.4: Final Project – Complete all activities assigned in the student guide.
- Grade 8 Illuminate Learning Check 2

(CCSS: SL.8.1.A-C, 8.2, 8.4, 8.5; L.8.2.A-B, 8.5.C)
[ELD: Part 1, A, 1, 2, 3; B, 5, 6, 7, 8; C, 9, 10, 11, 12; Part 2, A, 1, 2; B, 3, 4, 5; C, 6, 7]

Module 3: Inventions

Objectives:

1. Students will refer to the text and find specific examples that strongly support my thoughts and inferences about a story.

2. Students will use details from the text to determine the theme or message of a story and explain how characters, setting and plot interact to support and develop the theme.

3. Students will interpret figures of speech (e.g. verbal irony, puns) in context.

4. Students will use the relationship between particular words to better understand each of the words.

5. Students will explain how a character's actions can develop the plot and reveal more about the character.

6. Students will find a central idea of a text and explain how it develops throughout the text, including its relationship to supporting ideas. Students will give an unbiased summary of a piece of informational text.

7. Students will compare and contrast individuals, ideas and events in a text. Students will spell correctly.

8. Students will evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Assignments:

- Activity 3.1: "Uncle Marcos" Mood and Tone – Complete all activities assigned in the student guide.
- Activity 3.2: "Uncle Marcos" Character Study– Complete all activities assigned in the student guide.
- Activity 3.3: Neil deGrasse Tyson Author Study– Complete all activities assigned in the student guide.
- Activity 3.4: Who Really Invented the Light Bulb?– Complete all activities assigned in the student guide.
- Grade 8 Illuminate Learning Check 3

(CCSS: RL.8.1, 8.2, 8.3; RI.8.2, 8.3, 8.7; L.8.2.C, 8.5.A,B)
[ELD: Part 1, B, 6, 7, 8; C, 10, 11, 12; Part 2, A, 1, 2; B, 3, 4, 5; C, 2, 6, 7]

Module 4: Argumentative Writing

Objectives:

1. Students will show that they understand standard English in their speech and in their writing.

2. Students will show that they know how to write sentences accurately.

3. Students will use what they know about the English language to write, speak, read and listen.

4. Students will write arguments and use clear reasons and relevant evidence to support their claims.

5. Students will write a claim and distinguish it from opposing views. Students will logically organize reasons and evidence to support a claim.

6. Students will support their claims with logical reasoning, relevant evidence and appropriate sources to show that they understand the topic.

7. Students will use words, phrases and clauses to show clearly how claims, opposing claims, reasons and evidence fit together.

8. Students will establish and maintain a formal style in presenting their written arguments.

9. Students will write a conclusion that follows from and supports the arguments they presented.

10. Students will produce clear writing with appropriate development, organization, and style to suit their task, purpose and audience.

11. Students will plan, revise, edit, rewrite, or try a new approach in my writing with some help from peers and adults.

12. Students will use different forms of technology to create and publish their writing and to effectively present the relationship between their ideas and information. Students will use technology to interact and collaborate with others.

13. Students will change their way of speaking for a variety of situations and tasks and show that they can use formal English when necessary and appropriate.

14. Students will learn and use new vocabulary appropriate for eighth grade. I can show new knowledge of vocabulary when I think about how words or phrases are important to the meaning or expression.

15. Students will give a presentation that makes claims using relevant evidence, details and reasons while using appropriate eye contact and volume.

16. Students will give a presentation using interesting multimedia and visual displays to strengthen their claims and make their point clearly.

Assignments:

- Activity 4.1: Unpacking the Prompt – Complete all activities assigned in the student guide.
- Activity 4.2: Research and Evidence – Complete all activities assigned in the student guide.
- Activity 4.3: Argumentative Outline and Rough Draft – Complete all activities assigned in the student guide.
- Activity 4.4: Revising/Editing and Final Draft – Complete all activities assigned in the student guide.
- Activity 4.5: Multimedia Presentation – Complete all activities assigned in the student guide.

- End of Course Exam – Ask your teacher for Illuminate access code and complete Illuminate Final Exam.

(CCSS: W.8.1, 8.1.A-E, 8.4, 8.5, 8.6; SL.8.4, 8.5, 8.6; L.8.1, 8.2, 8.3, 8.6)
[ELD: Part 1, A, 1, 2, 3; B, 5, 6, 7, 8; C, 9, 10, 11, 12; Part 2, A, 1, 2; B, 3, 4, 5; C, 6, 7]

Scope, Sequence & Assignments- Mathematics 8

Discipline: Mathematics

Grade level: 8th

Title of courses: Mathematics 8-1, 8-2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core 8th grade Mathematics Standards

Textbook & additional resources: Go Math! Middle School Grade 8 (2017)

Course Overview:

This two semester course is designed for grade 8 students establishing and building the fundamental skills necessary for success in the high school college preparatory algebra 1 or Integrated Math courses. The course is organized around five major strands: number sense, algebra and functions, measurement and geometry, Algebra 1, and mathematical reasoning. It reinforces the skills and concepts needed to meet the standards on which these students will be assessed. Students will study an array of principles including: Operations and properties; solving one-step equations and inequalities; working with ratios, proportions and percents; solving linear functions; graphing; analyzing data; and probability. Algebraic skills and concepts are developed in various real world problem-solving situations with symbolic reasoning and calculations with symbols serving as the focus of the course.

Scope, Sequence & Assignments- Mathematics 8

Math 8-1

Module 1: Real Numbers, Exponents, and Scientific Notation. Textbook: Go Math! Middle School Grade 8

Objectives:

1. Learn to rewrite rational numbers and decimals
2. Learn to find square roots and cubed roots
3. Learn to approximate irrational numbers
4. Learn to describe relationships between sets of real numbers
5. Learn to order a set of real numbers
6. Develop and learn to use the properties of integer exponents
7. Learn to use scientific notation to express very large and very small quantities
8. Learn to add, subtract, multiply, and divide using scientific notation
9. Use tables, graphs, and equations to represent proportional situations
10. Learn to find a rate of change and slope
11. Learn to interpret the unit rate as slope

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*

- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*

- **Lesson 1:** 1-1, 1-2, 1-3: Rational and Irrational Numbers; Sets of Real Numbers; Ordering Real Numbers.

- **Lesson 2:** 2-1, 2-2: Integer Exponents; Scientific Notation with Positive Powers of 10.

- **Lesson 3:** 2-3, 2-4: Scientific Notation with Negative Powers of 10; Operations with Scientific Notation.

- **Lesson 4:** Unit 1 Project, and Unit 1 Assessment Readiness.
- **Lesson 5:** 3-1, 3-2, 3-3: Representing Proportional Relationships; Rate of Change and Slope; Interpreting the Unit Rate as Slope.

California Common Core State Standards: EE 8.EE.3, 8.EE.5, 8.EE.6, 8.EE.4, 8.EE.1; TNS 8.NS.2, 8.NS.1; F 8.F.4.

Module 2: Proportional and Nonproportional Relationships and Functions. Textbook: Go Math! Middle School Grade 8.

Objectives:

1. Use tables, graphs, and equations to represent linear nonproportional situations
2. Learn to determine the slope and y-intercept of a line
3. Learn to graph a line using the slope and y-intercept
4. Learn to distinguish between proportional and nonproportional situations
5. Learn how to write an equation to model a linear relationship given a graph, a description, or a table
6. Learn how to contrast linear and nonlinear sets of bivariate data

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*
- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*
- **Lesson 6:** 4-1, 4-2: Representing Linear Nonproportional Relationships; Determining Slope and y-intercept.
- **Lesson 7:** 4-3, 4-4: Graphing Linear Nonproprtional Relationships Using Slope and y-intercept; Proportional and Nonproprtional Situations.

- **Lesson 8:** Midterm Exam - Ask your teacher for the midterm exam and complete it in class.
- **Lesson 9:** 5-1, 5-2: Writing Linear Equations from Situations and Graphs; Writing Linear Equations from a Table.
- **Lesson 10:** 5-3: Linear Relationships and Bivariate Data.

California Common Core State Standards: EE 8.EE.6; SP 8.SP.1; F 8.F.4, 8.F.3, 8.F.2.

Module 3: Solving Equations and Systems of Equations. Textbook: Go Math! Middle School Grade 8.

Objective:

1. Learn how to identify and represent functions
2. Learn how to tell if a function is linear or not
3. Learn how to use tables, graphs, and equations to compare functions
4. Learn how to describe a relationship given a graph and sketch a graph given a description
5. Learn how to represent and solve equations with the variable on both sides
6. Learn how to solve equations with rational number coefficients and constants
7. Learn how to use the Distributive Property to solve equations
8. Learn how to give examples of equations with a given number of solutions

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*
- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*
- **Lesson 11:** 6-1, 6-2: Identifying and Representing Functions; Describing Functions.

- **Lesson 12:** 6-3, 6-4: Comparing Functions; Analyzing Graphs.
- **Lesson 13:** Unit 2 Project, and Unit 2 Assessment Readiness.
- **Lesson 14:** 7-1, 7-2: Equations with the Variable on Both Sides; Equations with Rational Numbers.
- **Lesson 15:** 7-3, 7-4: Equations with the Distributive Properties; Equations with Many Solutions or No Solution.

California Common Core State Standards: EE 8.EE.7, 8.EE.7b, 8.EE.7a; F 8.F.1, 8.F.5, 8.F.2.

Module 4: Textbook: Go Math! Middle School Grade 8.

Objective:

1. Learn how to solve a system of equations by graphing
2. Learn how to solve a system of linear equations by substitution
3. Learn how to solve a system of equations by adding or subtracting
4. Learn how to solve a system of linear equations by elimination with multiplying
5. Learn how to solve systems of equations that have no solution or infinitely many solutions

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*
- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*
- **Lesson 16:** 8-1, 8-2: Solving Systems of Linear Equations by Graphing; Solving Systems by Substitution.

- **Lesson 17:** 8-3, 8-4, 8-5: Solving Systems by Elimination; Solving Systems by Elimination with Multiplication; Solving Special Systems.
- **Lesson 18:** Unit 3 Project and Unit 3 Assessment Readiness.
- **Lesson 19:** Study Guide - Ask your teacher for the study guide and complete it in class.
- **Lesson 20:** End of Course Exam - Ask your teacher for the End of Course Exam code on Illuminate and complete it in class.

California Common Core State Standards: EE 8.EE.8a, 8.EE.8b.

Scope, Sequence & Assignments- Mathematics 8

Math 8-2

Module 1: Transformational Geometry. Textbook: Go Math! Middle School Grade 8.

Objectives:

1. Learn how to describe the properties of translations and their effect on the congruence and orientation of figures
2. Learn how to describe the properties of reflections and their effect on the congruence and orientation of figures
3. Learn how to describe the properties of rotations and their effect on the congruence and orientation of figures
4. Learn how to describe the effect of a translation, rotation, or reflection on coordinates using an algebraic representation
5. Learn how transformations can be used to verify that two figures have the same shape and size
6. Learn how to describe the properties of dilations
7. Learn how to describe the effect of a dilation on coordinates using an algebraic representation
8. Learn the connection between transformations and the orientations of similar figures

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*
- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*
- **Lesson 1:** 9-1, 9-2: Properties of Translations; Properties of Reflections.
- **Lesson 2:** 9-3, 9-4: Properties of Rotations; Algebraic Representations of Transformations.
- **Lesson 3:** 9-5: Congruent Figures.
- **Lesson 4:** 10-1, 10-2: Properties of Dilations; Algebraic Representations of Dilations.

- **Lesson 5:** 10-3: Similar Figures.

California Common Core State Standards: G 8.G.1, 8.G.2, 8.G.4, 8.G.3.

Module 2: Measurement Geometry. Textbook: Go Math! Middle School Grade 8.

Objectives:

1. Draw conclusions about the angles formed by parallel lines that are cut by a transversal
2. Draw conclusions about the measures of the angles of a triangle
3. Determine when two triangles are similar
4. Learn how to prove the Pythagorean Theorem and use it to solve problems
5. Learn how to test the converse of the Pythagorean Theorem and use it to solve problems
6. Learn how to use the Pythagorean Theorem to find the distance between two points on a coordinate plane

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*
- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*
- **Lesson 6:** Unit 4 Project, and Unit 4 Assessment Readiness.
- **Lesson 7:** 11-1, 11-2: Parallel Lines Cut by a Transversal; Angle Theorems for Triangles.
- **Lesson 8:** 11-3: Angle-Angle Similarity.
- **Lesson 9:** Midterm Exam - Ask your teacher for the midterm exam and complete it in class.

- **Lesson 10:** 12-1, 12-2: The Pythagorean Theorem; Converse of the Pythagorean Theorem.

California Common Core State Standards: G 8.G.5, 8.G.7, 8.G.6.

Module 3: Statistics. Textbook: Go Math! Middle School Grade 8.

Objective:

1. Learn how to find the volume of a cylinder
2. Learn how to find the volume of a cone
3. Learn how to find the volume of a sphere
4. Learn to construct and interpret scatter plots
5. Learn how to use a trend line to make a prediction from a scatter plot

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*
- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*
- **Lesson 11:** 12-3: Distance Between Two Points.
- **Lesson 12:** 13-1, 13-2: Volume of Cylinders; Volume of Cones.
- **Lesson 13:** 13-3: Volume of Spheres.
- **Lesson 14:** Unit 5 Project and Unit 5 Assessment Readiness.
- **Lesson 15:** 14-1, 14-2: Scatter Plots and Association; Trend Lines and Predictions.

California Common Core State Standards: G 8.G.9, 8.G.8; SP 8.SP.3, 8.SP.1.

Scope, Sequence & Assignments- Mathematics 8

Module 4: Textbook: Go Math! Middle School Grade 8

Objective:

1. Learn to construct and interpret two-way frequency tables
2. Learn how categorical data can be organized and analyzed

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*
- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*
- **Lesson 16:** 15-1: Two-Way Frequency Tables.
- **Lesson 17:** 15-2: Two-Way Relative Frequency Tables.
- **Lesson 18:** Unit 6 Project and Unit 6 Assessment Readiness.
- **Lesson 19:** Study Guide - Ask your teacher for the study guide and complete it.
- **Lesson 20:** End of Course Exam - Ask your teacher for the End of Course Exam code on Illuminate and complete it in class.

California Common Core State Standards: SP 8.SP.4.

Scope, Sequence & Assignments –

Discipline: Science

Grade level: 8th

Title of courses: Integrated Science 8-1, 8-2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Next Generation Science Standards, Common Core, ELD

Textbook & additional resources: 6-8 CA Inspire Science, Grade 8

Course Overview:

Integrated Science 8 is a two-semester course which offers a dynamic exploration of key scientific concepts across life, physical and earth and space science. The first semester investigates Change Over Time, covering geologic history and evolution, followed by Energy and Motion, examining forces and energy principles through labs and STEM projects. The second semester transitions to Understanding Waves, focusing on wave properties and information technology, and concludes with Humans & Their Place in the Universe, exploring human impact and our cosmic context. Engaging activities, laboratory work, STEM projects utilizing McGraw-Hill resources, and regular assessments, including unit and end-of-course exams, ensure a comprehensive understanding of integrated science.

Integrated Science 8-1

Module 1: **Change Over Time:** Textbook: 6-8 CA Inspire

Science, Grade 8

Objectives:

1. Understand evolution by natural selection and adaptation.
2. Analyze geological data (rocks and fossils) to understand geologic time.
3. Develop lab skills and communicate findings in reports.

Assignments:

- Lesson 1: Geologic Time: Analyzing the Rock and Fossil Records, Building a Timeline. Read Pgs 2-53 and Complete Guided Practice for #1 – #5, and Performance Task Problems.
- Lesson 2: Natural Selection and Adaptations: How Traits Change, The Theory of Evolution by Natural Selection, Artificial Selection. Read Pgs 54-125 and Complete Guided Practice #1 – 8, and Performance Task Problems.
- Lesson 3: Lab: Bird Beak. Complete the lab guide.
- Lesson 4: Project 1: STEM Module Project: History of Rock. Complete all parts of the project.
- Lesson 5: Evidence of Evolution: Fossil Evidence of Evolution. Read Pgs 126-146 and Complete Guided Practice #1 – #6, and Performance Task Problems.
- Lesson 6: Evidence of Evolution Continued: Biological Evidence of Evolution. Read Pgs 147-169 and Complete Guided Practice for: 1.7: Biological Evidence of Evolution #1 – #5. And Performance Task Problems.
- Lesson 7: Unit Test. Complete the unit test in the student guide.
- Lesson 8: Lab: Dichotomous Key. Complete the lab guide.
- Lesson 9: Lab Report: Version A or Version B. Complete a lab report using either version A or B.

MS-ESS1-4, MS-LS3-1, MS-LS4-4, MS-LS4-5, MS-LS4-6, MS-LS4-1, MS-LS4-2, MS-LS4-3

Module 2: Energy and Motion: Textbook: 6-8 CA Inspire

Science, Grade 8

Objectives:

1. Understand the fundamental concepts of forces, motion, and their relationship (position, speed, acceleration).
2. Investigate different types of forces, including gravitational, magnetic, and electric forces, and explore force pairs.
3. Explain mechanical energy (kinetic and potential) and the principle of conservation of energy.
4. Apply these concepts through laboratory experiments, a STEM project on crash dynamics, and a writing assignment relating forces and motion to everyday life.

Assignments:

- Lesson 10: Forces and Motion: Position and Motion, Force and Acceleration, Force Pairs, Gravitational Force. Read Pgs 2-94 and Complete Guided Practice #1-5, and Performance Task problems.
- Lesson 11: Mechanical Energy: Kinetic Energy, Potential Energy, Conservation of Energy. Read Pgs 108-160 and Complete Guided Practice #1-14, and Performance Task problems.
- Lesson 12: Lab: Speeding up Vernier Lab. Complete the lab guide.
- Lesson 13: Project 2: STEM Module Project: Crash Course. Complete the project.
- Lesson 14: Electromagnetic Forces: Magnetic Forces, Electric Forces. Read Pgs 170-216 and Complete Guided Practice #1-5 and Performance Task problems.
- Lesson 15: Electromagnetic Forces Continued: Simple Circuits, Electromagnetism. Read Pgs 217-267 and Complete Guided Practice #1-9.
- Lesson 16: Unit Test. Complete the Unit Test.
- Lesson 17: Lab: Magnetic Lab. Complete the lab guide.
- Lesson 18: Lab Report: Version A or Version B. Complete a lab report using either version A or B.
- Lesson 19: Writing Assignment - Title: The Role of Forces and Motion in Everyday Life. Complete the writing assignment.
- Lesson 20: MIDTERM (End of course exam. Complete the end of course exam.)

MS-PS2-1, **MS-PS2-2**, **MS-PS2-3**, **MS-PS2-4**, **MS-PS2-5, MS-PS3-1, MS-PS3-2, MS-PS3-5**

ELD.PI.8.1, ELD.PI.8.2, ELD.PI.8.3, ELD.PII.8.1, ELD.PII.8.2, ELD.PII.8.3, ELD.PIII.8.1, ELD.PIII.8.2, ELD.PIII.8.3

Integrated Science 8-2

Module 3: Understanding Waves: Introduction to Waves: Textbook: 6-8 CA Inspire Science,

Scope, Sequence & Assignments –

Grade 8

Objectives:

1. Understand fundamental wave properties (amplitude, wavelength, frequency) and how mechanical waves interact (reflection, refraction, etc.).
2. Explain how light travels, behaves during reflection and refraction, and the nature of color.
3. Investigate the reflectivity of different surfaces through a laboratory experiment and explore wave phenomena via a STEM project.
4. Describe basic principles of information technologies, including analog and digital signals in modern communication.

Assignments:

- Lesson 1: Introduction to Waves: Wave Properties, Mechanical Wave Interactions. Read Pgs 6-31, 36-51 and Complete Guided Practice #1-5 and Performance Task Problems.
- Lesson 2: Light: How Light Travels, Reflection and Mirrors, Refraction and Lenses, Color of Light. Read Pgs 67-81, 87-101, 107-119, 125-139 and Complete Guided Practice #1-5, and Performance Task Problems.
- Lesson 3: Lab: Reflectivity of Light
- Lesson 4: Project 1: STEM Module Project: Don't Make Waves
- Lesson 5: Information Technologies: Communicating with Signals. Read Pgs 155 -165 and Complete Guided Practice #1-5, and Performance Task Problems.
- Lesson 6: Information Technologies Continued: Modern Communication with Digital Signals. Read Pgs 171-199 and Complete Guided Practice #1-5 and Performance Task Problems.
- Lesson 7: Unit Test. Complete the Unit Test.
- Lesson 8: Lab: Light, Brightness, and Distance. Complete the lab guide.
- Lesson 9: Lab Report: Version A or Version B. Complete a lab report using either version A or B.

MS-PS4-1, MS-PS4-2, MS-PS4-3, MS-ETS1-2, MS-ETS1-4

Module 4: Humans & Their Place in the Universe: Earth and

Human Activity: Textbook: 6-8 CA Inspire Science, Grade 8

Scope, Sequence & Assignments –

Objectives:

1. Analyze human impact on the environment.
2. Understand the Sun-Earth-Moon system and seasons.
3. Explore gravity and our solar system.
4. Investigate applications (solar homes, population) and reflect on human influence.

Assignments:

- Lesson 10: Earth and Human Activity: Human Population Growth, People and the Environment. Read Pgs 5-42 and Complete Guided Practice #1-5, and Performance Task Problems.
- Lesson 11: The Sun-Earth-Moon System: Earth's Motion Around the Sun, Lunar Phases, Eclipses. Read Pgs 55-108 and Complete Guided Practice #1-5, and Performance Task Problems.
- Lesson 12: Lab: What Causes Seasons? Complete the Lab Guide.
- Lesson 13: Project 2: STEM Module Project: 7.6 Billion and Counting. Complete the project.
- Lesson 14: Exploring the Universe: Gravity and the Universe. Read Pgs 123-138 and Complete Guided Practice #1-5, and Performance Task Problems.
- Lesson 15: Exploring the Universe Continued: The Solar System. Read Pgs 141-160 and Complete Guided Practice #1-5, and Performance Task Problems.
- Lesson 16: Unit Test. Complete the Unit Test.
- Lesson 17: Lab: Solar Homes. Complete the Lab Guide.
- Lesson 18: Lab Report: Version A or Version B. Complete a lab report using either version A or B.
- Lesson 19: Writing Assignment-Human Influence on Earth's Ecosystems. Complete the Writing Assignment.
- Lesson 20: End of course exam

MS-ESS3-4, MS-ESS1-1, MS-ESS1-2, MS-ESS1-3

ELD.PI.8.1, ELD.PI.8.2, ELD.PI.8.3, ELD.PII.8.1, ELD.PII.8.2, ELD.PII.8.3, ELD.PIII.8.1, ELD.PIII.8.2, ELD.PIII.8.3

Scope, Sequence & Assignments –

Discipline: History/Social Science

Grade level: 8th

Title of courses: United States History 8-1, 8-2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core State Standards: History/Social Science

Textbook & additional resources: US History - American Stories: Beginnings to World War I

Course Overview:

In this two-semester course students will study the ideas, issues, and events from the framing of the U.S. Constitution up to the Second Industrial Revolution. After studying the birth and rise of America's democratic institutions, students examine the shaping and the establishment of the Constitution. Students trace the development of American politics, society, culture, and economy and connect them to the emergence of major regional differences. They learn about the struggles facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economicconditions.

United States History & Geography 8-1

Module 1: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Learn about the development of Jamestown colony and identify artifacts relating to the Jamestown Settlement.
2. Learn about the role religion played in establishing colonies in New England.
3. Learn about Squanto's early life and his contributions to the lives of the Pilgrims.
4. Synthesize information about the foundations of democracy from primary source documents.
5. Learn how war and witch trials challenged New England colonists in the late 1600s.
6. Understand how diversity influenced events in the Middle Colonies.
7. Discover how forming alliances helped Native American tribes defeat their enemies.
8. Discover why colonists moved to and settled in the Southern Colonies.
9. Explore the connection between resources and economic activities in the colonies.
10. Learn about contact between colonists and the Powhatan from archaeological discoveries.
11. Learn about characteristics of the colonial New England economy.
12. Understand Atlantic trading patterns and their effects on the colonial economy.
13. Understand the characteristics of slavery and the impact of Puritanism in New England.
14. Learn how education and literacy influenced New England society.
15. Learn how studying New England gravestones can provide insight into colonial culture.
16. Trace slavery's development in the Southern Colonies and its role in plantation agriculture.
17. Describe differences between coastal and backcountry regions of the Southern Colonies.
18. Learn how enslaved Africans retained their culture and traditions.
19. Discover why and how the Middle Colonies were able to create a thriving economy.
20. Understand why the Middle Colonies were economically successful and culturally diverse.
21. Learn about religious tolerance and racial tension in the Middle Colonies.
22. Learn how race, gender, and religion affected the colonists' rights and ability to gain wealth.
23. Understand how the Great Awakening and the Enlightenment affected colonial society.
24. Discuss how English parliamentary traditions affected colonial views on government.
25. Discuss the issues of free speech involved in the trial of John Peter Zenger.
26. Learn how conflict over land and fur trading set the stage for the French and Indian War.

27. Understand the events that led to the British victory in the French and Indian War.
28. Analyze the effects of the war on colonial territory and conflict with Native Americans.

Assignments:

- **Lesson 1:** Textbook pp. 84-106. The Thirteen Colonies. Complete all activities listed in the lesson guide.
- **Lesson 2:** Textbook pp. 108-117. The Thirteen Colonies. Complete all activities listed in the lesson guide.
- **Lesson 3:** Textbook pp. 120-139. Colonial Development. Complete all activities listed in the lesson guide.
- **Lesson 4:** Textbook pp. 140-153. Colonial Development. Complete all activities listed in the lesson guide.
- **Lesson 5:** Textbook pp. 155-159. Colonial Development. Complete all activities listed in the lesson guide.

[HSS CONTENT STANDARDS: 8.1, 8.1.1, 8.1.4, 8.2.1, 8.3.7, 8.4.4, 8.6.5, 8.7.1, 8.7.2, 8.7.4]

(CCSS ELA-Literacy: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.7, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7L.8.1, L.8.2, l.8.3, L.8.4, SL.8.2, SL.8.4, SL.8.5)

[ELD: Part I A, 1-4; B, 5-8; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

Module 2: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Analyze how laws passed by British Parliament provoked frustration among the colonists.
2. Identify the financial and political impacts of the Sugar Act and the Currency Act.
3. Learn how the colonists reacted to a new type of tax imposed by the British government.
4. Learn about Benjamin Franklin's experience as a colonial representative in England.
5. Analyze how the Townshend Acts impacted colonial life.
6. Understand how tensions between British soldiers and townspeople led to the Boston Massacre.
7. Learn about the events of the Boston Tea Party and the legacy of protest.
8. Identify artifacts relating to the soldiers of the American Revolution.

9. Analyze the consequences of the Coercive Acts.
10. Analyze how the colonies attempted to achieve peace while anticipating war.
11. Explain how American forces attacked and defended from high ground during key battles, gaining advantage over the British.
12. Analyze how errors prevented the British from taking control of the Hudson River Valley.
13. Explain how victories at Trenton and Saratoga were a turning point for the Continental Army.
14. Analyze how the Continental Army won critical early battles in the American Revolution.
15. Learn how the nation devised a new system of government after the American Revolution.
16. Understand how systems for settlement were created in the Northwest Territory.
17. Understand the effects of an ineffective national government under the Articles of Confederation.
18. Understand why representatives reformed the national government.
19. Evaluate the compromises delegates made when dividing the power in the government.
20. Understand why compromises were made on slavery and trade during the Convention.

Assignments:

- **Lesson 6:** Textbook pp. 168 - 191. The Road to Revolution. Complete all activities listed in the lesson guide.
- **Lesson 7:** Textbook pp. 194 - 209. The Road to Revolution. Complete all activities listed in the lesson guide.
- **Lesson 8:** Textbook pp. 214 - 235. The American Revolution. Complete all activities listed in the lesson guide.
- **Lesson 9:** Textbook pp. 236 - 245. The American Revolution. Complete all activities listed in the lesson guide.
- **Lesson 10:** Textbook pp. 248 - 261. From Confederation to Constitution. Complete all activities listed in the lesson guide.

[HSS CONTENT STANDARDS: 7.11.5, 7.11.6, 8.1, 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.7, 8.3.1, 8.3.2, 8.3.3, 8.3.5, 8.4.4, 8.9.3]

(CCSS ELA: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.6, RH.6-8.7, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.6, WHST.6-8.7, L.8.1, L.8.2, L.8.3, SL.8.4, SL.8.5)

[ELD: Part I A,1- 4; B, 5-6; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

Module 3: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Describe the opposing political philosophies of the leaders who debated ratification.
2. Synthesize information about the debates surrounding the ratification of the Constitution from primary source documents.
3. Understand how the Constitution was amended to protect the rights and liberties of citizens.
4. Analyze the challenges that come with setting up a new government.
5. Explain the purpose and organization of the United States' first Cabinet and court system.
6. Analyze the economic ideas of Alexander Hamilton and Thomas Jefferson.
7. Learn how art can be used to interpret history.
8. Understand how conflicts between Thomas Jefferson and Alexander Hamilton led to the two-party system in the United States.
9. Understand how the United States government dealt with foreign and domestic skirmishes.
10. Understand the main arguments made in George Washington's Farewell Address.
11. Analyze how John Adams's administration handled diplomatic problems overseas and worked to silence critics in the United States.
12. Understand Thomas Jefferson's vision for America and how he implemented it.
13. Learn about Thomas Jefferson's life and accomplishments outside of politics.
14. Learn how the Supreme Court tested the principle of checks and balances of power.
15. Analyze Thomas Jefferson's decision to expand the United States with the Louisiana Purchase.
16. Describe the geographic information Lewis and Clark discovered about the western territory.
17. Learn about Robert Reid's experiences as a National Geographic Digital Nomad.

Assignments:

- **Lesson 11:** Textbook pp. 262 – 267. From Confederation to Constitution. Complete all activities listed in the lesson guide.
- **Lesson 12**: The Constitution - Document Based Essay. Complete all activities listed in the lesson guide.
- **Lesson 13**: The Constitution - Document Based Essay. Complete all activities listed in the lesson guide.
- **Lesson 14:** Textbook pp. 276 - 293. Growing Pains and the New Republic. Complete all activities listed in the lesson guide.

- **Lesson 15**: Textbook pp. 296 - 317. The Jefferson Years. Complete all activities listed in the lesson guide.

[HSS CONTENT STANDARDS: 8.2.2; 8.2.3; 8.2.4; 8.2.6; 8.2.7; 8.3.3; 8.3.4; 8.3.5; 8.4.1; 8.4.2; 8.4.4; 8.5.1; 8.5.2; 8.8; 8.8.2]

(CCSS ELA: RH.6-8.1, RH.6-8.2, RH.6-8.3, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, L.8.1, L.8.2, L.8.3, SL.8.2, SL.8.3)

[ELD: Part I A, 1-4; B, 5-8; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

Module 4: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Describe Thomas Jefferson's foreign policy decisions and their consequences.
2. Understand the impact of territorial expansion on Native Americans.
3. Understand the political and economic causes and consequences of the War of 1812.
4. Synthesize information about the Monroe Doctrine from primary source documents.
5. Explore how ideals about womanhood and motherhood shaped women's lives in the new republic.

Assignments:

- **Lesson 16:** Textbook pp. 318 - 323. The Jefferson Years. Complete all activities listed in the lesson guide.
- **Lesson 17:** Textbook pp. 326 - 341. Expansion and Growth. Complete all activities listed in the lesson guide.
- **Lesson 18:** Textbook pp. 342 - 349. Expansion and Growth. Complete all activities listed in the lesson guide.
- **Lesson 19:** Study Guide. Complete all activities listed in the lesson guide.
- **Lesson 20:** Take the Illuminate End of Course Exam. See your teacher for the exam access code and your student ID. Return all textbooks and course materials once you have passed the final exam.

[HSS CONTENT STANDARDS: 8.1.4, 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.6.2, 8.6.4, 8.6.5,

8.6.6, 8.7.1, 8.7.2, 8.8.4, 8.9.5, 8.9.6, 8.10.1, 8.10.2, 8.12.3, 8.12.4]

(CCSS ELA: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.8, WHST.6-8.2, WHST.6-8.4, WHST.6-8.9, WHST.6-8.10, L.8.1, L.8.2, L.8.3)

[ELD: Part I A, 1-4; B, 5-8; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

United States History & Geography 8-2

Module 1: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Learn how political party differences influenced the 1828 election.
2. Identify the geographical and technological challenges of building the canal.
3. Study a primary source: excerpt from a description of experiences on the Erie Canal, 1829.
4. Learn about the reforms Andrew Jackson made early in his presidency.
5. Understand how tariffs led to tension between the North and South.
6. Analyze how westward expansion into Native American lands affected Native Americans.
7. Learn how Native Americans reacted to forced relocation by the United States government.
8. Analyze the effects of President Jackson's defiance of the Supreme Court's ruling.
9. Analyze how the country's economy went from growing prosperity to economic depression.
10. Understand how the Whig Party formed before the election of 1840.
11. Learn how the lure of adventure and possibility changed the economic landscape of the West.
12. Synthesize information about westward expansion from primary sources and an artifact.
13. Describe the challenges Americans faced as they traveled overland to the West.
14. Describe how the lives of pioneers and Native Americans changed as a result of people moving west.
15. Describe the settlement of the Texas territory in the early 1800s.
16. Identify causes and effects of the Texas War for Independence.
17. Examine conflicting viewpoints as Texas progressed toward statehood.
18. Learn about the similarities and differences between opposing leaders in the Texas War for Independence.

19. Explain how Texas statehood led to war between the United States and Mexico.
20. Chronicle events leading up to the United States victory in the Mexican-American War.
21. Discover how the United States acquired lands that fulfilled the idea of manifest destiny.
22. Describe how Spanish and Mexican missions and ranchos influenced the history and culture of California.
23. Explain why the population of California increased dramatically in the late 1840s.
24. Explain how and why California became a state.
25. Analyze factors that drew immigrants to the United States during the mid-1800s.
26. Examine why many Europeans emigrated from their home countries in the 19th century.
27. Learn how the North and the South clashed over slavery in new territories and states.
28. Learn how the *Dred Scott* decision and the Harpers Ferry attack inflamed views on slavery.

Assignments:

- **Lesson 1:** Textbook pp. 360 - 377. Pushing National Boundaries – The Age of Jackson. Complete all activities listed in the lesson guide.
- **Lesson 2:** Textbook pp. 380 - 407. Pushing National Boundaries – Manifest Destiny. Complete all activities listed in the lesson guide.
- **Lesson 3:** Textbook pp. 408 - 419. Pushing National Boundaries – Manifest Destiny continued. Complete all activities listed in the lesson guide.
- **Lesson 4:** Textbook pp. 422 - 451. Pushing National Boundaries – The Changing American Identity. Complete all activities listed in the lesson guide.
- **Lesson 5:** Textbook pp. 460 – 471. Civil War and Reconstruction - A Broken Nation. Complete all activities listed in the lesson guide.

[HSS CONTENT STANDARDS: 8.4, 8.4.3, 8.4.4, 8.5.2, 8.6.2, 8.6.3, 8.6.6, 8.6.7, 8.7.2, 8.7.3, 8.7.4, 8.8.1, 8.8.2, 8.8.3, 8.8.4, 8.8.5, 8.8.6, 8.9, 8.9.1, 8.9.2, 8.9.4, 8.9.5, 8.9.6, 8.10.1, 8.10.2, 8.10.4, 8.12.1,8.12.5, 8.12.6, 8.12.7]

(CCSS ELA: RH.6-8.1, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.6, WHST.6-8.7, L.8.1, L.8.2, L.8.3)

[ELD: Part I A, 1-4; B, 5-8; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

Module 2: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Describe the divisive issues in the presidential election of 1860 and the election's outcome.
2. Learn how the 1860 election led directly to the founding of the Confederate States of America.
3. Discuss how reconciliation failed, bringing the North and the South to the brink of war.
4. Describe the role of the attack on Fort Sumter and the importance of border states in the Civil War.
5. Describe how the Battle of Bull Run affected the course of the Civil War.
6. Describe how divided family loyalties and improved weapons affected Civil War soldiers.
7. Explain how women's roles changed during the Civil War.
8. Explain how strengths and weaknesses of both sides influenced strategies during the Civil War.
9. Explain how geographic factors influenced the outcome of the Civil War.
10. Describe the Union's purpose for targeting eastern and western parts of the Confederacy.
11. Describe how the battles of Antietam and Fredericksburg affected the course of the war.

Assignments:

- **Lesson 6:** Textbook pp. 472 - 477. Civil War and Reconstruction – A Broken Nation. Complete all activities listed in the lesson guide.
- **Lesson 7:** The Civil War – Document Based Question Essay. Complete all activities listed in the lesson guide.
- **Lesson 8:** The Civil War – Document Based Question Essay. Lesson topic/chapter title. Complete all activities listed in the lesson guide.
- **Lesson 9:** Textbook pp. 480 - 508. Civil War and Reconstruction – Beginnings of the War. Complete all activities listed in the lesson guide.
- **Lesson 10:** Textbook pp. 504 - 511. Civil War and Reconstruction – Beginnings of the War. Complete all activities listed in the lesson guide.

[HSS CONTENT STANDARDS: 8.7.2, 8.10, 8.10.2, 8.10.3, 8.10.4, 8.10.5, 8.10.6, 8.10.7]

(CCSS ELA: RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.9, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, L.8.1, L.8.2, L.8.3, SL.8.2, SL.8.3)

[ELD: Part I A, 1-4; B, 5-8; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

Module 3: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Learn how the Civil War ended and describe the war's human and financial costs.
2. Discover the historical importance of Ball's Bluff National Cemetery, one of the nation's smallest national cemeteries.
3. Describe amendments ending slavery, Lincoln's plan for unity, and Lincoln's assassination.
4. Learn about the human, economic, and political consequences of the Civil War.
5. Analyze the goals and methods of the Republicans' Radical Reconstruction. plan.
6. Describe the impact of Reconstruction on African-American political participation, religion, and family life.
7. Discuss the efforts of groups to empower and educate freed African Americans.
8. Trace the development of southern resistance to Reconstruction through the rise of the KKK.
9. Analyze the effects of Grant's election and the 15th Amendment on Reconstruction.
10. Analyze social, political, and economic factors that led to the end of Reconstruction.
11. Learn how the influx of miners to the West affected the land and the lives of native people.
12. Explore the cause of the cattle boom and the technologies and people that made it possible.
13. Analyze the rapid migration of homesteaders to the West and the rise of bonanza farms.
14. Describe home and community life of families who farmed the prairie in the late 1800s.
15. Identify how farmers increased their economic and political power after the Civil War.
16. Analyze causes and effects of relocating Great Plains Native Americans onto reservations.
17. Learn how Joel Sartore uses photography to educate people about endangered animals.
18. Analyze the federal government's attempts to relocate western Native Americans.
19. Learn about the Native American wars and efforts to "Americanize" Native Americans.
20. Describe experiences of immigrants to the United States in the late 1800s and early 1900s.

Assignments:

- **Lesson 11:** Textbook pp. 514-527. Civil War and Reconstruction – Turning Points of the War. Complete all activities listed in the lesson guide.

- **Lesson 12:** Textbook pp. 528-541. Civil War and Reconstruction - Turning Points of the War. Complete all activities listed in the lesson guide.
- **Lesson 13:** Textbook pp. 544 - 565. Civil War and Reconstruction - Reconstruction and the New South. Complete all activities listed in the lesson guide.
- **Lesson 14:** Textbook pp. 574 - 590. America on the Move – Westward Movement. Complete all activities listed in the lesson guide.
- **Lesson 15:** Textbook pp. 610 – 639. America on the Move - Industrialization and Immigration. Complete all activities listed in the lesson guide

[HSS CONTENT STANDARDS: 8.3.1, 8.6.4, 8.6.5, 8.6.7, 8.7.2, 8.8.2, 8.8.3, 8.8.4, 8.9.1, 8.9.2, 8.9.6, 8.10.2, 8.10.4, 8.10.5, 8.10.6, 8.10.7, 8.11.1, 8.11.2, 8.11.3, 8.11.4, 8.11.5, 8.12.1, 8.12.2, 8.12.3, 8.12.5, 8.12.6, 8.12.7, 8.12.8, 8.12.9]

(CCSS ELA-LITERACY: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.10WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, L.8.1, L.8.2, L.8.3, L.8.6, SL.8.3, SL.8.4, SL.8.6)

[ELD: Part I A, 1-4; B, 5-8; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

Module 4: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Learn about discrimination aimed at African Americans and Asian immigrants.
2. Understand the effects of the Supreme Court's ruling in the case of *Plessy* v. *Ferguson*.
3. Learn about the strategies African-American leaders used to fight segregation
4. Discuss working conditions for many Americans in the late 1800s and early 1900s.
5. Understand the rise of unions and factors that prompted railroad strikes in the late 1800s.
6. Discuss growth of labor unrest and response from employers and the federal government.
7. Describe how exploitive business practices led to populism and progressivism.
8. Explain how muckrakers used journalism to reveal corruption in government and industry.
9. Discuss how progressives used the power of the voting public to bring about reforms.
10. Describe the impact of Theodore Roosevelt's presidency on business reform, consumer protection, and conservation.
11. Describe progressive reforms during Taft's presidency.
12. Identify ways President Wilson carried out progressive reforms.

13. Describe how businesses increased efficiency and productivity during the Progressive Era.
14. Explain how and why women's roles changed during the Progressive Era.
15. Identify ways that women played key roles in bringing about progressive reforms.
16. Describe the people, organizations, and events that led to the passage of the 19th Amendment.
17. Analyze why the United States acquired Alaska and Hawaii.
18. Explain how newspaper reports played a role in starting the Spanish-American War.
19. Recognize the reasons that both sides had for fighting the Filipino-American War.
20. Describe how U.S. foreign policy affected countries in Latin America and Asia.
21. Explain how building the Panama Canal presented engineering and health challenges.

Assignments:

- **Lesson 16:** Textbook pp. 640 - 651. America on the Move - Industrialization and Immigration. Complete all activities listed in the lesson guide.
- **Lesson 17:** Textbook pp. 654 - 677. America on the Move – The Progressive Era. Complete all activities listed in the lesson guide.
- **Lesson 18:** Textbook pp. 678 - 693. America on the Move – The Progressive Era. Complete all activities listed in the lesson guide.
- **Lesson 19:** Study Guide. Complete all activities listed in the lesson guide.
- **Lesson 20:** Take the End of Course Exam in Illuminate. See your teacher for the exam access code and your student ID. Return all textbooks and course materials.

[HSS CONTENT STANDARDS: 8.6.6, 8.8.3, 8.11.2, 8.11.3, 8.11.4, 8.12.1, 8.12.3, 8.12.4, 8.12.5, 8.12.6, 8.12.8, 8.12.9]

(CCSS ELA-LITERACY: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.6, WHST.6-8.7, WHST.6-8.9, L.8.1, L.8.2, L.8.3)

[ELD: Part I A, 1-4; B, 5-8; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

Appendix HH

HIGH SCHOOL SAMPLE CURRICULUM SCOPE AND SEQUENCE

Scope, Sequence & Assignments- English 10

Discipline: English

Grade level: 10th

Title of course: English 3, 4

Scope of course: Full Year (2 semesters)

Common Core State Standards: English 9, 10

Textbook & Materials: California myPerspectives Grade 10 (2022)

Overview:

In this two-semester course, the students will explore many themes, such as fear, belonging, and forgiveness, to address Essential Questions like, "Do people need to belong? What motivates us to forgive?" They will examine reflection questions that activate prior knowledge, personal experiences, and engage them with the required readings. Activities will focus on analysis, making historical connections with classic literature, as well as developing reading, vocabulary, and writing skills that are aligned with the California Common Core Standards. Students will grapple with the themes using a variety of content including poetry, short stories, novel excerpts, videos, and online resources.

This course is required for all students in grade ten. The course content includes the thematic study of literature throughout various genres. Activities interrelate reading, writing, oral communication, and language study, which includes grammar, usage, and standard forms of American English. A variety of writing types are emphasized throughout the course, so students can write and speak using conventions of English grammar and usage correctly.

English 3: Module 1: Inside the Nightmare

Objectives:

1. Students will cite strong and thorough evidence from informational text to support analysis.
2. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings) and analyze the overall impact of word choice on meaning and tone.
3. Students will cite strong and thorough evidence from literary text to support analysis.
4. Students will analyze how an author's choices about how to structure text, order events and manipulate time create intended effects.
5. Students will correct grammar and usage when writing or speaking.
6. Students will analyze figurative language, word relationships and nuances in word meanings.
7. Students will analyze a specific point of view or cultural experience in world literature.

8. Students will correct capitalization, punctuation, and spelling to send a clear message to their reader.

English 3: Module 1 Assignments:

- Activity 1.1: “Scream Machines” on Achieve3000 - Complete all activities listed in the student guide.
- Activity 1.2: “House Taken Over” First Read - Complete all activities listed in the student guide.
- Activity 1.3: “House Taken Over” Close Read - Complete all activities listed in the student guide.
- Activity 1.4: Poetry Choice First Read - Complete all activities listed in the student guide.
- Activity 1.5: “Why do some brains enjoy fear?” First Read - Complete all activities listed in the student guide.

[CA State CCSS Standards 9-10]

(CCSS: RL.9-10.1, 9-10.2, 9-10.4, 9-10.5, 9-10.6, 9-10.7, 9-10.9; W.9-10.1,9-10.4, 9-10.8, 9-10.9; L.9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5, 9-10.6; RI.9-10.1, 9-10.3, 9-10.4, 9-10.5, 9-10.8)

[ELD: Part 1, A 1-4; Part 1, B 5-8; Part 1, C 10-12; Part 2, A 1, 2; Part 2, B 3-5; Part 2, C 6, 7]

English 3: Module 2: Outsiders and Outcasts

Objectives:

1. Students will cite strong and thorough evidence from literary text to support analysis.
2. Students will determine the theme or central idea of a literary text. Students will analyze the development of the theme or central idea over the course of the text (how it emerges and is shaped and refined by details). Students will objectively summarize a literary text.
3. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). Students will analyze the overall impact of word choice on meaning and tone.
4. Students will write an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.
5. Students will cite strong and thorough evidence from literary text to support analysis.
6. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). Students will analyze the overall impact of word choice on meaning and tone.

7. Students will write an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.
8. Students will use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.
9. Students will cite strong and thorough evidence from informational text to support analysis.
10. Students will analyze how an author unfolds an analysis or series of ideas (including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them).
11. Students will identify the argument and specific claims in a text. Students will evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). Students will identify false statements and flawed reasoning.
12. Students will use correct grammar and usage when writing or speaking. Students will use a style manual appropriate for the discipline and type of writing.
13. Students will use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.
14. Students will analyze figurative language, word relationships and nuances in word meanings.
15. Students will cite strong and thorough evidence from informational text to support analysis.
16. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). Students will analyze the overall impact of word choice on meaning and tone.
17. Students will analyze how the author's ideas or claims are developed and refined by other sections of text (sentences, paragraphs, or larger portions of text).
18. Students will gather relevant information from a variety of authoritative sources. Students will use advanced searched effectively. Students will assess the usefulness of each source in answering the research question.
19. Students will use correct grammar and usage when writing or speaking.
20. Students will use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.
21. Students will compare and contrast the representation of a subject or scene in two different mediums (including what is emphasized or absent in each treatment).
22. Students will analyze how an author uses and transforms source material in a specific work.
23. Students will select evidence from literary informational texts to support analysis, reflection, and research.

Assignments:

- Activity 2.1: “The Doll’s House” First Read - Complete all activities listed in the student guide.
- Activity 2.2: “The Doll’s House" Close Read - Complete all activities listed in the student guide.
- Activity 2.3: “Revenge of the Geeks” First Read - Complete all activities listed in the student guide.
- Activity 2.4: “Encountering the Other: The Challenge for the 21st Century” First Read - Complete all activities listed in the student guide.
- Activity 2.5: Comparison Project - Complete all activities listed in the student guide.

[CA State CCSS Standards 9-10]

(CCSS: RL.9-10.1, 9-10.2, 9-10.4, 9-10.7, 9-10.9; W.9-10.1,9-10.4, 9-10.8, 9-10.9; L.9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5, RI.9-10.1, 9-10.3, 9-10.4, 9-10.5, 9-10.8)
[ELD: Part 1, A 1-4; Part 1, B 5-8; Part 1, C 10-12; Part 2, A 1, 2; Part 2, B 3-5; Part 2, C 6, 7]

English 3: Module 3: Extending Freedom’s Reach

Objectives:

1. Students will cite strong and thorough evidence from informational text to support analysis.
2. Students will determine an author’s point of view of purpose in text. Students will analyze how an author uses rhetoric to advance his/her point of view or purpose.
3. Students will identify the argument and specific claims in a text. Students will evaluate the argument and specific claims in a text (assessing whether the reasoning is sound, and the evidence is relevant and sufficient to support the claims). Students will identify false statements and flawed reasoning.
4. Students will analyze important US historical documents and literary texts for related themes and concepts.
5. Students will evaluate a speaker’s ideas. Students will identify fallacious reasoning, exaggeration, or distorted evidence.
6. Students will use correct grammar and usage when writing or speaking.
7. Students will analyze accounts of the same subject from different mediums to determine which details are emphasized.

8. Students will accurately use 9th /10th grade academic vocabulary to express their ideas. Students will use resources to build vocabulary.
9. Students will cite strong and thorough evidence from literary text to support analysis.
10. Students will analyze a specific point of view or cultural experience in world literature.
11. Students will analyze figurative language, word relationships and nuances in word meanings.
12. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). Students will analyze the overall impact of word choice on meaning and tone.
13. Students will use correct capitalization, punctuation and spelling to send a clear message to the reader.
14. Students will analyze how an author's choices about how to structure text, order events and manipulate time create intended effects.
15. Students will analyze a specific point of view or cultural experience in world literature.
16. Students will use correct grammar and usage when writing or speaking.
17. Students will analyze figurative language, word relationships and nuances in word meanings.
18. Students will write a well-structured, detailed narrative about real or imagined events or experiences.
19. Students will use precise words, details, and sensory language to create a mental picture in their narrative.

Assignments:

- Activity 3.1: "Speech at the United Nations" by Malala Yousafzai First Read - Complete all activities listed in the student guide.
- Activity 3.2: Diane Sawyer Interviews Malala Yousafzai - Complete all activities listed in the student guide.
- Activity 3.3: "Caged Bird" by Maya Angelou and "Some Advice to Those Who Will Serve Time in Prison" by Nazim Hikmet First Read - Complete all activities listed in the student guide.
- Activity 3.4: "Caged Bird" by Maya Angelou and "Some Advice to Those Who Will Serve Time in Prison" by Nazim Hikmet Close Read - Complete all activities listed in the student guide.
- Activity 3.5: Author's Style & Writing a Poem - Complete all activities listed in the student guide.

[CA State CCSS Standards 9-10]

Scope, Sequence & Assignments- English 10

(CCSS: RI.9-10.1, 9-10.4, 9-10.6, RI.9-10.7, 9-10.8, 9-10.9; RL.9-10.1, 9-10.4, 9-10.5, 9-10.6; SL.9-10.3; L.9-10.1, 9-10.2, 9-10.4, 9-10.5, 9-10.6; W.9-10.3, 9-10.4, 9-10.7)

[ELD: Part 1, A 1-4; Part 1, B 5-8; Part 1, C 10-12; Part 2, A 1, 2; Part 2, B 3-5; Part 2, C 6, 7]

English 3 Module 4: Informational Essay and Presentation

Objectives:

1. Students will produce clear and coherent writing appropriate to task, purpose, and audience.
2. Students will adjust my writing practices for different timeframes, tasks, purposes, and audiences.
3. Students will conduct research projects to answer a question or solve a problem. Students will narrow or broaden my inquiry appropriately. Students will synthesize multiple sources on a subject.
4. Students will gather relevant information from a variety of authoritative sources. Students will use advanced searched effectively. Students will assess the usefulness of each source in answering the research question. Students will selectively integrate information into the text, maintaining the flow of the piece. Students will follow a standard format for citation.
5. Students will select evidence from literary informational texts to support analysis, reflection, and research.
6. Students will adjust their writing practices for different timeframes, tasks, purposes, and audiences.
7. Students will write an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.
8. Students will use the writing process to focus on what is most significant for a specific purpose and audience.
9. Students will use technology to produce, publish, and update writing products. Students will use technology to link to and display information flexibly.

Assignments:

- Activity 4.1: Unpacking the Prompt - Complete all activities listed in the student guide.
- Activity 4.2: Research and Evidence - Complete all activities listed in the student guide.
- Activity 4.3: Outline and Rough Draft - Complete all activities listed in the student guide.
- Activity 4.4: Revising, Editing, & Final Draft - Complete all activities listed in the student guide.

- Activity 4.5: Informational Media Presentation – Complete all activities listed in the student guide.
- End of Course Exam – Complete Final Exam on Illuminate.

[CA State CCSS Standards 9-10]

(CCSS: W.9-10.1.A, 9-10.1.B, 9-10.1.C, 9-10.1.D, 9-10.1.E, 9-10.4, 9-10.5, 9-10.6, 9-10.7, 9-10.8, 9-10.9, 9-10.10)

[ELD: Part 1, A, 1, 2, 3; B, 5, 6; C, 9, 10, 11, 12; Part 2, A, 1, 2; B, 3, 4, 5; C, 6, 7]

Scope, Sequence & Assignments- English 10

English 4 Module 1: All That Glitters

Objectives:

1. Students will cite strong and thorough evidence from informational text to support analysis.
   Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings) and will analyze the overall impact of word choice on meaning and tone.
2. Students will use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.
3. Students will determine an author's point of view of purpose in text and analyze how an author uses rhetoric to advance his/her point of view or purpose.
4. Students will use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.
5. Students will analyze how an author's choices about how to structure text, order events an manipulate time create intended effects.
6. Students will analyze how author's ideas or claims are developed and refined by other sections of text (sentences, paragraphs, or larger portions of text).

English 4 Assignments:

- Activity 1.1: Achieve3000 Level Set & 5-Step Article – Complete all activities assigned in the student guide.
- Activity 1.2: "In La Rinconada, Peru" First Read - Complete all activities assigned in the student guide.
- Activity 1.3: "In La Rinconada, Peru" Close Read - Complete all activities assigned in the student guide.
- Activity 1.4: "The Thrill of the Chase" First Read – Complete all activities assigned in the student guide.
- Activity 1.5: "The Thrill of the Chase" Close Read – Complete all activities assigned in the student guide.

[CA State CCSS Standards 9-10]

(CCSS: RI.9-10.1, 9-10.3, 9-10.4, 9-10.5, 9-10.6; RL. 9-10.5; L.9-10.4, 9-10.4,
[ELD: Part 1, A, 1, 3; Part 1, B, 5, 6, 7, 8; Part 1, C, 9, 10, 11, 12; Part 2, A, 1, 2; Part 2, B, 3, 4, 5; Part 2 C, 6, 7]

Module 2: Outsiders and Outcasts

Objectives:

1. Students will cite strong and thorough evidence from literary text to support analysis.
2. Students will determine a theme or central idea of a text and analyze in detail its development over the course of the text.
3. Students will analyze how complex characters develop, interact with other characters and advance the plot or theme.
4. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings) and analyze the overall impact of word choice on meaning and tone.
5. Students will determine the theme or central idea of a text and analyze the development of the theme or central idea over the course of the text (how it emerges and is shaped and refined by details). Students will objectively summarize an informational text.
6. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings) and will analyze the overall impact of word choice on meaning and tone.
7. Students will analyze accounts of the same subject from different mediums to determine which details are emphasized.
8. Students will use correct grammar and usage when writing or speaking.
9. Students will produce clear and coherent writing appropriate to task, purpose an audience.
10. Students will use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.
11. Students will accurately use 9th /10th grade academic vocabulary to express ideas and will use resources to build vocabulary.

Assignments:

- Activity 2.1: “They Are Hostile Nations” & “Under A Certain Little Star” First Read - Complete all activities assigned in the student guide.
- Activity 2.2: “Let South Africa Show the World How to Live” by Desmond Tutu First Read - Complete all activities assigned in the student guide.
- Activity 2.3: “Let South Africa Show the World How to Live” by Desmond Tutu Close Read - Complete all activities assigned in the student guide.
- Activity 2.4: “The Forgiveness Project” by Eric Lomax First Read – Complete all activities assigned in the student guide.

- Activity 2.5: “Understanding Forgiveness” Project – Complete all activities assigned in the student guide.

[CA State CCSS Standards 9-10]

(CCSS: RL.9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.7; RI. 9-10.1, 9-10.2, 9-10.4, 9-10.7; L.9-10.1, 9-10.1.B, 9-10.4a, 9-10. 6; W.9-10.4, 9-10.9.B)

[ELD: Part 1, A, 3; Part 1, B, 5, 6, 7, 8; Part 1, C, 10, 11, 12; Part 2, A, 1, 2; Part 2, C, 6, 7]

English 4 Module 3: Blindness and Sight

Objectives:

1. Students will cite strong and thorough evidence from informational text to support analysis.
2. Students will integrate multiple sources of information in various media or formats and evaluate the credibility and accuracy of sources.
3. Students will evaluate a speaker’s ideas and identify fallacious reasoning, exaggeration, or distorted evidence.
4. Students will determine the theme or central idea of a text and will analyze the development of the theme or central idea over the course of the text. Students will objectively summarize an informational text.
5. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings) and analyze the overall impact of word choice on meaning and tone.
6. Students will determine the theme or central idea of a text and will analyze the development of the theme or central idea over the course of the text. Students will objectively summarize a literary text.
7. Students will compare and contrast the representation of a subject or scene in two different mediums (including what is emphasized or absent in each treatment).
8. Students will select evidence from literary informational texts to support analysis, reflection and research.

Assignments:

- Activity 3.1: “Just Six Dots: The Story of Braille” First Read – Complete all activities listed in the student guide.
- Activity 3.2: “View from the Empire State Building” by Helen Keller First Read - Complete all activities listed in the student guide.
- Activity 3.3: “View from the Empire State Building” by Helen Keller Close Read - Complete all activities listed in the student guide.

- Activity 3.4: “The Country of the Blind” by H.G. Wells First Read - Complete all activities listed in the student guide.
- Activity 3.5: Introduction to Sonnets - Complete all activities listed in the student guide.

[CA State CCSS Standards 9-10]

(CCSS: RI.9-10.1, 9-10.2, 9-10.4; RL.9-10.1,9-10.2, 9-10.7; SL.9-10.2, 9-10.3; W.9-10.A)
[ELD: Part 1, A, 3; Part 1, B, 6, 7, 8; Part 1, C, 9, 10; Part 2, A, 1, 2; Part 2, C, 6, 7]

English 4 Module 4: Argumentative Essay and Presentation

Objectives:

1. Students will produce clear and coherent writing appropriate to task, purpose, and audience.
2. Students will adjust their writing practices for different timeframes, tasks, purposes, and audiences.
3. Students will conduct research projects to answer a question or solve a problem. Students will narrow or broaden my inquiry appropriately. Students will synthesize multiple sources on a subject.
4. Students will gather relevant information from a variety of authoritative sources. Students will use advanced searches effectively. Students will assess the usefulness of each source in answering the research question. Students will selectively integrate information into the text, maintaining the flow of the piece. Students will follow a standard format for citation.
5. Students will select evidence from literary informational texts to support analysis, reflection, and research.
6. Students will write an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.
7. Students will write a clear claim(s) and distinguish it from a different or opposing claims. Students will organize their argument to show clear connections between the claim(s), counterclaim(s), reasons and evidence.
8. Students will provide evidence that supports both the claim(s) and the counterclaim(s) and points out the pros and cons of each. Students will provide evidence in a way that anticipates what the audience is thinking about issues.
9. Students will use the writing process to focus on what is most significant for a specific purpose and audience.
10. Students will use words, phrases, and clauses to clearly show how claims, counterclaims, reasons, and evidence fit together.
11. Students will use formal words and language to write about an issue or topic.
12. Students will end their writing with a concluding statement that backs up the claims in their argument.

13. Students will use technology to produce, publish, and update writing products. Students will use technology to link to and display information flexibly.

Assignments:

- Activity 4.1: Unpacking the Prompt - Complete all activities listed in the student guide.
- Activity 4.2: Research and Evidence - Complete all activities listed in the student guide.
- Activity 4.3: Outline and Rough Draft - Complete all activities listed in the student guide.
- Activity 4.4: Revising, Editing, & Final Draft - Complete all activities listed in the student guide.
- Activity 4.5: Informational Media Presentation – Complete all activities listed in the student guide.
- End of Course Exam – Complete Final Exam on Illuminate.

[CA State CCSS Standards 9-10]

(CCSS: RI.9-10.4; W.9-10.1, 9-10.4, 9-10.5, 9-10.6, 9-10.7, 9-10.8, 9-10.9, 9-10.10; L.9-10.1, 9-10.2, 9-10.4)
[ELD: Part 1, A 2-4; B 5-8; C 9-12; Part 2, A 1, 2; B 3-5]

Scope, Sequence & Assignments – Integrated Mathematics II

Discipline: Mathematics

Grade level: 10th

Title of course: Integrated Math 2a, 2b

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core State Standards: Integrated Math 2 standards

Textbook & Materials: Integrated Mathematics II, Pearson/Savvas

Course Overview:

This course is designed to have students take the mathematics knowledge they obtained in middle school and formalize their learning while expanding upon it. Through independent exploration, teacher facilitated workshops, and various homework assignments, students will be asked to conceptualize standards ranging from Algebra to Statistics and Probability. In so doing, students will build upon their knowledge of mathematics by focusing on six significant areas: (1) understanding numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane. Activities involving these important areas will allow students to actively address the eight Mathematical Practices as outlined in the California Common Core Mathematics for Integrated Mathematics 1.

Units

- Arithmetic to Algebra
- Expressions and Equations

In this unit, students will explore the key learning habits of seeking patterns, as well as algebraic and analytic extension. The Table of Arithmetic uses the addition and multiplication tables to help students learn about adding and multiplying integers as well as the basic rules of arithmetic. Students look for patterns in the addition and multiplication tables and then use these patterns to discover rules for arithmetic with negative integers. The number line

proves that the rules of integers apply to real numbers. Students will explore the reasons why basic arithmetic algorithms work. Students will investigate that algebra is not only about finding a method that works, but also it involves discovering why such method works. Students will use substitution to see why equations and identities might be true. Students will solve equations using a backtracking method where this involves undoing each series of mathematical steps in reverse order to find the starting number. With the use of word problems, students interpret situations in order to build equations.

At the close of this unit, before completing questions that review the unit and prepare them for a unit test, students are asked to answer specific questions that allow them to reflect on what they have learned throughout the unit. This allows students to make sense of various problems and justify their answers by using modeling, appropriate tools, and reasoning. One example of such a problem asks students to explore the area and perimeter of a given rectangle. Based on the different criteria given, students investigate how the area and perimeter of the rectangle change, with the use of variables. In so doing, students have used algebraic knowledge and independent examination to understand when and where to use variables appropriately.

- Graphs
- Lines

In this unit, students will explore the coordinate plane and draw figures by connecting points that have been plotted. Students begin thinking about the effects of certain types of linear transformations have on the points. Students also look at using an equation to build a set of data and using the graph of equation to represent the solutions set of that equation. Students will determine the slope between two points and explore its applications as a rate of change, which leads to the assumption that the slope between any two points along a line will be constant. Students think about what it means for a point to be on a line. They use the assumption that three or more points are collinear if the slope is the same between each pair of points. Students test a point to see if it is collinear with a pair of points and repeat the test for several points. They keep track of the steps and use them later to build an algorithm and find the solution, “point-tester”, to the equation of the line that contains the points. Students will solve a series of linear equations and use the basic rules of algebra to find the “best” form of linear equations for a given situation. Students then explore the relationship between a series of equations and the intersection points of their graphs. Students will also look at a few applications of lines and solve inequalities of one and two variables. Through this unit, students gain more experience working with lines, their equations, and their graphs.

Scope, Sequence & Assignments – Integrated Mathematics II

In this unit, students are building upon their mathematical knowledge through the exploration of various graphs and lines. Students will learn how information can be displayed as an algebraic expression/equation and visually, as in a graph. They will utilize graphs as tools to better understand how to solve equations and/or inequalities. One particular assignment asks students to compare and contrast the solutions of inequalities and solutions of equations, while explaining the characteristics of their relative graphs. In doing so, students will be able to see the relationship between graphs and equations/inequalities.

- Exponents and Functions
- Statistics and Fitting Lines

In this unit, students are tasked with using their judgment to decide the best method of representing data to answer certain questions. Using Statistical Data students explore a variety of methods for displaying and analyzing data and encourage them to draw informed conclusions regarding the data. Students use some basic statistical concepts (such as mean, median, and mode), and learn to represent data using histograms, stem-and-leaf displays, box-and-whisker plots, and scatter plots. With the use of data, students will also consider tables of numbers which follow a trend instead of a specific algebraic rule. These types of tables often come from data collected in experiments or surveys. There is usually no useful simple function that fits such data exactly. Therefore, students also study functions that approximate data. The "basics" of functions are introduced, and students learn that the concept of a function is a "predictable" machine that always produces the same output for a particular input. Students will first generate their own rules, given sets of inputs and outputs. Students then are able to generate tables, algebraic expressions and ultimately graphs. Students will use formal algebra for expressing rules (such as f(x) notations and the concept of domain). Students will work with functions and nonfunctions alike. Students will also revisit the basic habit of extending patterns and concepts to generate new mathematical knowledge, such as finding sensible definitions for zero and negative exponents. Lastly, students are introduced to recursive rules and will use these rules to describe some tables.

After being introduced to functions and independently exploring their uses, one assignment in this unit gives students a list of scenarios/situations. Upon further investigation of these scenarios, students are expected to determine whether or not they are functions. Based on their answers, students are then asked to explain what a function is and why these scenarios qualify as functions. Furthermore, students are expected to come up with their own situation that can be represented as a function while identifying the dependent and independent variables in their equation.

- Introduction to Geometry
- Congruence and Transformations

This unit also encourages students to articulate their ideas clearly, give precisely reasoned arguments, and discuss and refine their ideas with other students as they investigate through their introduction of Geometry. Students are required to visualize objects and draw two-dimensional and three-dimensional objects. Such figures will be drawn by students by a set of directions or by naming the features of the objects (parallel lines, right angles, symmetry). Students will discover the difference between a drawing and a geometric construction. They construct triangles and look for invariants in their angle measures, construct perpendicular bisectors to reflect points over a line, and perform many other constructions both with compass and straightedge and with paper folding. Lastly, students will have an opportunity to use geometry software. Through Cartesian coordinates, students have the opportunity to translate the theorems that have been studying in geometry in to specific algebraic calculations. By looking at geometry through the lens of algebra, students develop insights into both fields. By looking at congruence-preserving transformations (reflections, rotations, and translations), students can develop a deeper understanding of congruence. Students will investigate the triangle congruence postulates and introduces the idea that congruent parts of congruent triangles are congruent, or CPCTC. While students are exploring transformations they will use paper folding and constructions to explore reflections and composition of reflections. Students also generate translations and rotations. Students will lastly study the midpoint and distance formulas, prove whether three points are collinear, and identify parallel and perpendicular lines.

In this unit, students are introduced to geometry concepts. After completing assigned problems that highlight California Common Core Standards in math for this unit, one particular assignment, gives students three of the four coordinates of a rectangle. From the given coordinates, students are asked to find the coordinates of the missing vertex, points that lie in, on, and around the rectangle. To further solidify what they have learned, students are asked extension questions regarding the same given rectangle. Students are asked to find distance, midpoints, and equations of lines that would go through a particular vertex. As they answer these questions, students are justifying their answers through calculations and reasoning.

Scope, Sequence & Assignments – Integrated Mathematics II

Module 1:

Objectives:

1. Search for numerical invariants, such as constant sums, products, differences, or ratios.
2. Identify the invariant relationship that exists between the sums of the measures of the angles of polygons.
3. Identify the invariant relationship that exists when a line parallel to one side of a triangle cuts the other two sides proportionally.
4. Explain that invariants can be numbers, relationships between numbers, shapes, and relationships between shapes.
5. Describe various types of invariants in geometry.
6. Make assumptions and write proofs to understand the need for proof in mathematics.
7. Identify pairs of congruent angles when a transversal cuts parallel lines.
8. Prove that the sum of the angle measures in any triangle is 180°.
9. Use a variety of ways to write and present proofs.
10. Identify the hypothesis and conclusion of a given statement.
11. Write simple triangle congruence proofs.
12. Use the Perpendicular Bisector Theorem and the Isosceles Triangle Theorem to prove that parts of a figure are congruent.
13. Define and classify quadrilaterals.
14. Understand the meaning of always, never, and sometimes in mathematics.
15. Understand the meaning of converse and write the converse of a conditional statement.
16. Understand that a scale factor measures the change in linear dimensions when you scale a picture.
17. Decide whether two figures are well-scaled copies of each other.

Integrated Math 2a Assignments:

- **Lesson 1:** Read Chapter 6.02 pp. 437-443. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 9, 12. Read Chapter 6.03 pp. 444-449. Complete For Discussion #1; Check Your Understanding #3; On Your Own #'s 7, 8. Read Chapter 6.05 pp. 455-461. Complete For You to Do #'s 3, 4, 5; Check Your Understanding #1; On Your Own #3. Read Chapter 6.06 pp. 462-468. Complete For You to Do #1; Check Your

Understanding #2; On Your Own #9. Read Chapter 6.07 pp. 469-476. Complete For You to Do #'s 3, 4; Check Your Understanding #1; On Your Own #8.

- **Lesson 2:** Read Chapter 6.09 pp. 481-486. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 5, 6. Read Chapter 6.10 pp. 487-488. Complete Check Your Understanding #'s 1, 2; On Your Own #3. Read Chapter 6.11 pp. 489-494. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 4, 6. Read Chapter 6.12 pp. 495-498. Complete Check Your Understanding #2; On Your Own #'s 3, 9. Read Chapter 6.13 pp. 499-504. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 10, 12.

- **Lesson 3**: Read Chapter 6.15 pp. 508-510. Complete Check Your Understanding #3; On Your Own #'s 4, 5, 6, 7. Read Chapter 6.16 pp. 511-514. Complete Check Your Understanding #'s 1, 2, 3, 4, 5, 6, 7, 8, 9; On Your Own #'s 12, 18. Read Chapter 6.17 pp. 515-520. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 9, 10, 11, 12, 13, 14, 15, 29. Read Chapter 6.18 pp. 521-523. Complete Check Your Understanding #'s 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; On Your Own #14.

- **Lesson 4:** Complete Chapter Review pp. 526-527 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Please see teacher for Chapter 6 Test and complete test. Attach Cornell Notes.

- **Lesson 5:** Read Chapter 7.02 pp. 536-543. Complete For You to Do #2; Check Your Understanding #'s 2, 3; On Your Own #'s 9, 14. Read Chapter 7.03 pp. 544-547. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 6, 7. Read Chapter 7.04 pp. 548-550. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 6, 9. Read Chapter 7.05 pp. 551-556. Complete Check Your Understanding #'s 1, 4; On Your Own #'s 10, 12.

[**CA Common Core Standards**: F-LE 3, G-CO 9, G-CO 10, G-CO 11, G-SRT 1b, G-SRT 2, G-GMD 5, G-GMD 6, MP 1, MP 5, MP 6.]

Module 2:

Objectives:

1. Describe and use methods for constructing enlargements or reductions of shapes.
2. Explain and contrast the ratio method and parallel method for dilation.
3. Investigate proportional relationships in nested triangles.
4. Prove the side-splitter theorems.

5. Identify corresponding parts of similar triangles.

6. Develop and use the AA, SAS, or SSS tests for similarity in triangles.

7. Understand that the ratio between the area of a polygon and the area of a copy of that polygon scaled by the factor r will be r2.

8. Approximate areas of closed curves with linear approximation.

9. Approximate perimeters of closed curves with linear approximation.

10. Establish that the area of a regular polygon is half the perimeter times the apothem.

11. Develop and use the formula A = pr2.

12. Develop and use the formula C = 2pr.

13. Develop an understanding of radian measure as the ratio of the arc length to the radius of the circle.

Assignments:

- **Lesson 6:** Read Chapter 7.07 pp. 561-564. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 5, 10. Read Chapter 7.08 pp. 565-571. Complete For You to Do #'s 3, 4; Check Your Understanding #'s 3, 6; On Your Own #'s 12, 15.

- **Lesson 7:** Read Chapter 7.10 pp. 577-582. Complete Check Your Understanding #'s 1, 2, 3, 4; On Your Own #7. Read Chapter 7.11 pp. 583-586. Complete Check Your Understanding #'s 2, 3; On Your Own #4. Read Chapter 7.12 pp. 587-590. Complete Check Your Understanding #'s 1, 2, 3; On Your Own #'s 7, 11.

- **Lesson 8:** Read Chapter 7.14 pp. 595-599. Complete For You to Do #'s 3, 4; Check Your Understanding #'s 1, 2; On Your Own #9. Read Chapter 7.15 pp. 600-607. Complete For You to Do #5; For Discussion #'s 7, 8; Check Your Understanding #'s 1, 2, 6. Read Chapter 7.16 pp. 608-612. Complete Check Your Understanding #'s 1, 2; On Your Own #8.

- **Lesson 9:** Complete Chapter Review pp. 616-617 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Please see teacher for Chapter 7 Test and complete test. Attach Cornell Notes. Please see teacher for Midterm Exam and complete the exam.

- **Lesson 10:** Read Chapter 8.02 pp. 626-634. Complete For You to Do #'s 1, 7; Check Your Understanding #'s 1, 2, 3; On Your Own #15. Read Chapter 8.03 pp. 635-640. Complete For You to do #'s 4, 6; Check Your Understanding #'s 1, 2; On Your Own #'s 5, 7. Read Chapter 8.05 pp. 645-649. Complete For You to Do #'s 1, 2, 3, 4, 5; Check Your

Understanding #'s 1, 2; On Your Own #'s 4, 8. Read Chapter 8.06 pp. 650-653. Complete For You to Do #'s 2, 3; Check Your Understanding #4; On Your Own #'s 5, 8. Read Chapter 8.07 pp. 654-660. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 2; On Your Own #8.

[**CA Common Core Standards**: G-SRT 1a, G-SRT 1b, G-SRT 3, G-SRT5, G-C 1, G-C 5, G-GMD 1, G-GMD 5, MP 2, MP 4.]

Module 3

Objectives:

1. Provide and use general theorems on chords and inscribed angles.
2. Recognize the relationship between inscribed angles and their corresponding central angles.
3. Investigate and justify the existence of inscribed and circumscribed circles for triangles.
4. Investigate and prove properties of cyclic quadrilaterals.
5. Apply the theory of proportion to chords, secants, and tangents of circles.
6. State and use the Arithmetic-Geometric Mean Inequality.
7. Prove theorems using similarity.
8. Calculate the distance between two points with given coordinates.
9. Calculate the coordinates of the midpoint of a segment.
10. Find the length of the third side of a triangle given the lengths of two sides and the measure of their included angle.
11. Use the sine, cosine, and tangent functions and their inverses to find missing side lengths and angle measures in triangles.
12. Interpret and use formulas for volumes of prisms, pyramids, cylinders, and cones.
13. Find the areas of cross sections formed when planes intersect with solids under certain conditions.
14. Understand and use Cavalieri's Principle.
15. Prove basic formulas using Cavalieri's Principle.

Assignments:

- **Lesson 11:** Read Chapter 8.09 pp. 666-673. Complete For You to Do #3; Check Your Understanding #'s 1, 3; On Your Own #'s 5, 9. Read Chapter 8.10 pp. 674-679.

Complete For You to Do #7; Check Your Understanding #'s 1, 5; On Your Own #'s 10, 15. Read Chapter 8.11 pp. 680-685. Complete For You to Do #'s 7, 8; Check Your Understanding #'s 1, 2; On Your Own #7. Read Chapter 8.12 pp. 686-692. Complete For You to Do #'s 7, 8, 10, 12; Check Your Understanding #'s 2, 4, 5; On Your Own #'s 6, 8. Read Chapter 8.13 pp. 693-698. Complete For Discussion #'s 3, 4; Check Your Understanding #'s 1, 2; On Your Own #'s 5, 8.

- **Lesson 12:** Complete Chapter Review pp. 700-701 #'s 1, 2, 3, 4, 5, 6, 7, 8. Please see teacher for Chapter 8 Test and complete test. Attach Cornell Notes.

- **Lesson 13:** Read Chapter 9.02 pp. 710-715. Complete For You to Do #3; Check Your Understanding #'s 1, 3; On Your Own #'s 5, 8. Read Chapter 9.03 pp. 716-721. Complete For You to Do #'s 1, 2; Check Your Understanding #'s 2, 4; On Your Own #'s 6, 9, 10. Read Chapter 9.04 pp. 722-727. Complete For You to Do #5; Check Your Understanding #'s 2, 3; On Your Own #'s 4, 6. Read Chapter 9.05 pp. 728-734. Complete For You to Do #'s 7, 8, 9; Check Your Understanding #'s 3, 4; On Your Own #'s 10, 17.

- **Lesson 14:** Read Chapter 9.07 pp. 741-745. Complete For You to Do #'s 1, 2, 3, 5; Check Your Understanding #2; On Your Own #'s 5, 6, 9. Read Chapter 9.08 pp. 746-752. Complete For You to Do #5; Check Your Understanding #'s 1, 2, 3; On Your Own #'s 7, 10, 11. Read Chapter 9.09 pp. 753-759. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 2, 3, 4; On Your Own #10.

- **Lesson 15:** Read Chapter 9.10 pp. 763-768. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 3; On Your Own #'s 4, 5, 6, 9. Read Chapter 9.12 pp. 773-779. Complete For You to Do #2; Check Your Understanding #'s 1, 2; On Your Own #'s 6, 8. Read Chapter 9.13 pp. 780-787. Complete For You to Do #'s 1, 4; Check Your Understanding #'s 2, 3, 4; On Your Own #'s 6, 10, 11. Read Chapter 9.14 pp. 788-794. Complete For You to Do #'s 2, 3, 4; Check Your Understanding #'s 2, 3; On Your Own #'s 4, 5.

[**CA Common Core Standards**: G-CO 10, G-SRT 4, G-SRT 5, G-SRT 6, G-SRT 7, G-SRT 8, G-C 2, G-C 3, G-C 4, G-CPE 4, G-CPE 6, G-GMD 1, G-GMD 3]

Module 4

Objectives:

1. Sketch the graphs of equations in two variables.
2. Use distance and slope relationships to prove geometric results.
3. Evaluate and use the signed power of a point with respect to the circle.

Assignments:

- **Lesson 16:** Complete Chapter Review pp. 796-797 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,11. Please see teacher for Chapter 9 Test and complete test. Attach Cornell Notes.
- **Lesson 17:** Read Chapter 10.02 pp. 808-813. Complete For You to Do #'s 1, 2; Check Your Understanding #'s 1, 2; On Your Own #'s 7, 13. Read Chapter 10.03 pp. 814-820. Complete For You to Do #1; Check Your Understanding #'s 1, 2; On Your Own #'s 8, 13. Read Chapter 10.04 pp. 821-826. Complete For You to Do #'s 1, 2; Check Your Understanding #2; On Your Own #'s 8, 12.
- **Lesson 18:** Complete Chapter Review pp. 828 #'s 1, 2, 3. Please see teacher for Chapter 10 Test and complete test. Attach Cornell Notes.
- **Lesson 19:** Complete End of Course Study Guide.
- **Lesson 20:** Please see teacher for End of Course on Illuminate.

[**CA Common Core Standards**: A-CDE 1, G-CPE 1, G-CPE 4, MP 4.]

Objectives:

1. Search for numerical invariants, such as constant sums, products, differences, or ratios.
2. Identify the invariant relationship that exists between the sums of the measures of the angles of polygons.
3. Identify the invariant relationship that exists when a line parallel to one side of a triangle cuts the other two sides proportionally.
4. Explain that invariants can be numbers, relationships between numbers, shapes, and relationships between shapes.
5. Describe various types of invariants in geometry.
6. Make assumptions and write proofs to understand the need for proof in mathematics.
7. Identify pairs of congruent angles when a transversal cuts parallel lines.
8. Prove that the sum of the angle measures in any triangle is 180°.
9. Use a variety of ways to write and present proofs.

10. Identify the hypothesis and conclusion of a given statement.
11. Write simple triangle congruence proofs.
12. Use the Perpendicular Bisector Theorem and the Isosceles Triangle Theorem to prove that parts of a figure are congruent.
13. Define and classify quadrilaterals.
14. Understand the meaning of always, never, and sometimes in mathematics.
15. Understand the meaning of converse and write the converse of a conditional statement.
16. Understand that a scale factor measures the change in linear dimensions when you scale a picture.
17. Decide whether two figures are well-scaled copies of each other.

Integrated Math 2b Assignments:

- **Lesson 1**: Read Chapter 6.02 pp. 437-443. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 9, 12. Read Chapter 6.03 pp. 444-449. Complete For Discussion #1; Check Your Understanding #3; On Your Own #'s 7, 8. Read Chapter 6.05 pp. 455-461. Complete For You to Do #'s 3, 4, 5; Check Your Understanding #1; On Your Own #3. Read Chapter 6.06 pp. 462-468. Complete For You to Do #1; Check Your Understanding #2; On Your Own #9. Read Chapter 6.07 pp. 469-476. Complete For You to Do #'s 3, 4; Check Your Understanding #1; On Your Own #8.

- **Lesson 2:** Read Chapter 6.09 pp. 481-486. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 5, 6. Read Chapter 6.10 pp. 487-488. Complete Check Your Understanding #'s 1, 2; On Your Own #3. Read Chapter 6.11 pp. 489-494. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 4, 6. Read Chapter 6.12 pp. 495-498. Complete Check Your Understanding #2; On Your Own #'s 3, 9. Read Chapter 6.13 pp. 499-504. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 10, 12.

- **Lesson 3:** Read Chapter 6.15 pp. 508-510. Complete Check Your Understanding #3; On Your Own #'s 4, 5, 6, 7. Read Chapter 6.16 pp. 511-514. Complete Check Your Understanding #'s 1, 2, 3, 4, 5, 6, 7, 8, 9; On Your Own #'s 12, 18. Read Chapter 6.17 pp. 515-520. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 9, 10, 11, 12, 13, 14, 15, 29. Read Chapter 6.18 pp. 521-523. Complete Check Your Understanding #'s 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; On Your Own #14.

- **Lesson 4:** Complete Chapter Review pp. 526-527 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Please

see teacher for Chapter 6 Test and complete test. Attach Cornell Notes.

- **Lesson 5**: Read Chapter 7.02 pp. 536-543. Complete For You to Do #2; Check Your Understanding #'s 2, 3; On Your Own #'s 9, 14. Read Chapter 7.03 pp. 544-547. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 6, 7. Read Chapter 7.04 pp. 548-550. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 6, 9. Read Chapter 7.05 pp. 551-556. Complete Check Your Understanding #'s 1, 4; On Your Own #'s 10, 12.

[**CA Common Core Standards**: F-LE 3, G-CO 9, G-CO 10, G-CO 11, G-SRT 1b, G-SRT 2, G-GMD 5, G-GMD 6, MP 1, MP 5, MP 6.]

Module 2:

Objectives:

1. Describe and use methods for constructing enlargements or reductions of shapes.
2. Explain and contrast the ratio method and parallel method for dilation.
3. Investigate proportional relationships in nested triangles.
4. Prove the side-splitter theorems.
5. Identify corresponding parts of similar triangles.
6. Develop and use the AA, SAS, or SSS tests for similarity in triangles.
7. Understand that the ratio between the area of a polygon and the area of a copy of that polygon scaled by the factor r will be r2.
8. Approximate areas of closed curves with linear approximation.
9. Approximate perimeters of closed curves with linear approximation.
10. Establish that the area of a regular polygon is half the perimeter times the apothem.
11. Develop and use the formula A = pr2.
12. Develop and use the formula C = 2pr.
13. Develop an understanding of radian measure as the ratio of the arc length to the radius of the circle.

Assignments:

- **Lesson 6:** Read Chapter 7.07 pp. 561-564. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 5, 10. Read Chapter 7.08 pp. 565-571. Complete For You to Do #'s 3, 4; Check Your Understanding #'s 3, 6; On Your Own #'s 12, 15.

- **Lesson 7:** Read Chapter 7.10 pp. 577-582. Complete Check Your Understanding #'s 1, 2, 3, 4; On Your Own #7. Read Chapter 7.11 pp. 583-586. Complete Check Your Understanding #'s 2, 3; On Your Own #4. Read Chapter 7.12 pp. 587-590. Complete Check Your Understanding #'s 1, 2, 3; On Your Own #'s 7, 11.

- **Lesson 8:** Read Chapter 7.14 pp. 595-599. Complete For You to Do #'s 3, 4; Check Your Understanding #'s 1, 2; On Your Own #9. Read Chapter 7.15 pp. 600-607. Complete For You to Do #5; For Discussion #'s 7, 8; Check Your Understanding #'s 1, 2, 6. Read Chapter 7.16 pp. 608-612. Complete Check Your Understanding #'s 1, 2; On Your Own #8.

- **Lesson 9:** Complete Chapter Review pp. 616-617 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Please see teacher for Chapter 7 Test and complete test. Attach Cornell Notes. Please see teacher for Midterm Exam and complete the exam.

- **Lesson 10:** Read Chapter 8.02 pp. 626-634. Complete For You to Do #'s 1, 7; Check Your Understanding #'s 1, 2, 3; On Your Own #15. Read Chapter 8.03 pp. 635-640. Complete For You to do #'s 4, 6; Check Your Understanding #'s 1, 2; On Your Own #'s 5, 7. Read Chapter 8.05 pp. 645-649. Complete For You to Do #'s 1, 2, 3, 4, 5; Check Your Understanding #'s 1, 2; On Your Own #'s 4, 8. Read Chapter 8.06 pp. 650-653. Complete For You to Do #'s 2, 3; Check Your Understanding #4; On Your Own #'s 5, 8. Read Chapter 8.07 pp. 654-660. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 2; On Your Own #8.

[**CA Common Core Standards**: G-SRT 1a, G-SRT 1b, G-SRT 3, G-SRT5, G-C 1, G-C 5, G-GMD 1, G-GMD 5, MP 2, MP 4.]

Module 3:

Objectives:

1. Provide and use general theorems on chords and inscribed angles.
2. Recognize the relationship between inscribed angles and their corresponding central angles.
3. Investigate and justify the existence of inscribed and circumscribed circles for triangles.
4. Investigate and prove properties of cyclic quadrilaterals.
5. Apply the theory of proportion to chords, secants, and tangents of circles.
6. State and use the Arithmetic-Geometric Mean Inequality.
7. Prove theorems using similarity.

8. Calculate the distance between two points with given coordinates.

9. Calculate the coordinates of the midpoint of a segment.

10. Find the length of the third side of a triangle given the lengths of two sides and the measure of their included angle.

11. Use the sine, cosine, and tangent functions and their inverses to find missing side lengths and angle measures in triangles.

12. Interpret and use formulas for volumes of prisms, pyramids, cylinders, and cones.

13. Find the areas of cross sections formed when planes intersect with solids under certain conditions.

14. Understand and use Cavalieri's Principle.

15. Prove basic formulas using Cavalieri's Principle.

Assignments:

- **Lesson 11:** Read Chapter 8.09 pp. 666-673. Complete For You to Do #3; Check Your Understanding #'s 1, 3; On Your Own #'s 5, 9. Read Chapter 8.10 pp. 674-679. Complete For You to Do #7; Check Your Understanding #'s 1, 5; On Your Own #'s 10, 15. Read Chapter 8.11 pp. 680-685. Complete For You to Do #'s 7, 8; Check Your Understanding #'s 1, 2; On Your Own #7. Read Chapter 8.12 pp. 686-692. Complete For You to Do #'s 7, 8, 10, 12; Check Your Understanding #'s 2, 4, 5; On Your Own #'s 6, 8. Read Chapter 8.13 pp. 693-698. Complete For Discussion #'s 3, 4; Check Your Understanding #'s 1, 2; On Your Own #'s 5, 8.

- **Lesson 12:** Complete Chapter Review pp. 700-701 #'s 1, 2, 3, 4, 5, 6, 7, 8. Please see teacher for Chapter 8 Test and complete test. Attach Cornell Notes.

- **Lesson 13:** Read Chapter 9.02 pp. 710-715. Complete For You to Do #3; Check Your Understanding #'s 1, 3; On Your Own #'s 5, 8. Read Chapter 9.03 pp. 716-721. Complete For You to Do #'s 1, 2; Check Your Understanding #'s 2, 4; On Your Own #'s 6, 9, 10. Read Chapter 9.04 pp. 722-727. Complete For You to Do #5; Check Your Understanding #'s 2, 3; On Your Own #'s 4, 6. Read Chapter 9.05 pp. 728-734. Complete For You to Do #'s 7, 8, 9; Check Your Understanding #'s 3, 4; On Your Own #'s 10, 17.

- **Lesson 14:** Read Chapter 9.07 pp. 741-745. Complete For You to Do #'s 1, 2, 3, 5; Check Your Understanding #2; On Your Own #'s 5, 6, 9. Read Chapter 9.08 pp. 746-752. Complete For You to Do #5; Check Your Understanding #'s 1, 2, 3; On Your Own #'s 7,

10, 11. Read Chapter 9.09 pp. 753-759. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 2, 3, 4; On Your Own #10.

- **Lesson 15:** Read Chapter 9.10 pp. 763-768. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 3; On Your Own #'s 4, 5, 6, 9. Read Chapter 9.12 pp. 773-779. Complete For You to Do #2; Check Your Understanding #'s 1, 2; On Your Own #'s 6, 8. Read Chapter 9.13 pp. 780-787. Complete For You to Do #'s 1, 4; Check Your Understanding #'s 2, 3, 4; On Your Own #'s 6, 10, 11. Read Chapter 9.14 pp. 788-794. Complete For You to Do #'s 2, 3, 4; Check Your Understanding #'s 2, 3; On Your Own #'s 4, 5.

[**CA Common Core Standards**: G-CO 10, G-SRT 4, G-SRT 5, G-SRT 6, G-SRT 7, G-SRT 8, G-C 2, G-C 3, G-C 4, G-CPE 4, G-CPE 6, G-GMD 1, G-GMD 3]

Module 4:

Objectives:

1. Sketch the graphs of equations in two variables.
2. Use distance and slope relationships to prove geometric results.
3. Evaluate and use the signed power of a point with respect to the circle.

Assignments:

- **Lesson 16:** Complete Chapter Review pp. 796-797 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,11.Please see teacher for Chapter 9 Test and complete test. Attach Cornell Notes.
- **Lesson 17:** Read Chapter 10.02 pp. 808-813. Complete For You to Do #'s 1, 2; Check Your Understanding #'s 1, 2; On Your Own #'s 7, 13. Read Chapter 10.03 pp. 814-820. Complete For You to Do #1; Check Your Understanding #'s 1, 2; On Your Own #'s 8, 13. Read Chapter 10.04 pp. 821-826. Complete For You to Do #'s 1, 2; Check Your Understanding #2; On Your Own #'s 8, 12.
- **Lesson 18:** Complete Chapter Review pp. 828 #'s 1, 2, 3. Please see teacher for Chapter 10 Test and complete test. Attach Cornell Notes.
- **Lesson 19:** Complete End of Course Study Guide.
- **Lesson 20:** Please see teacher for End of Course on Illuminate

[**CA Common Core Standards**: A-CDE 1, G-CPE 1, G-CPE 4, MP 4.]

Scope, Sequence & Assignments- Chemistry

Discipline: Science

Grade level: 10th

Title of courses: Chemistry 1, 2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Next Generation Science Standards

Textbook & additional resources: CA Inspire Chemistry (2020)

Author: McGraw Hill

Course Overview:

Through independent problem-solving activities, laboratory exercises, teacher demonstrations, guided instruction, and discussions, text and supplementary readings, and homework assignments, students will explore how chemists in the real-world attempt to solve problems and how the chemical aspects of their environment interact and can be controlled to benefit their daily lives. Emphasis is placed on the in-depth study of chemical topics and involves a more rigorous and mathematically oriented study. Development of the major concepts of matter and the changes which matter undergoes, atomic structure, chemical bonding, chemical reactions, and behavior of solutions is enhanced by laboratory experimentation, critical thinking, and problem-solving activities.

The laboratory component of the course involves students in techniques that are specific to principles of chemistry. Technology is infused throughout the curriculum. All student activities have clearly defined goals for both the content material covered and the thinking skills involved. Laboratory activities are to have clearly labeled safety precautions and hazardous waste disposal procedures. This course is designed for students who have demonstrated considerable interest and outstanding achievement in science and math and is intended to help students meet the Next Generation Science Standards.

The students will take a comprehensive end of course exam. The exam will incorporate all aspects of the course including lab assignments.

Chemistry 1: Lab #1: Freezing and Melting of Water

Materials:

- Chromebook, computer, or mobile device

- Graphical Analysis app
- Go Direct Temperature
- ring stand
- utility clamp
- 10 mL graduated cylinder
- 400 mL beaker
- test tube
- stirring rod
- salt
- ice
- distilled water
- tap water

Freezing temperature, the temperature at which a substance turns from liquid to solid, and melting temperature, the temperature at which a substance turns from a solid to a liquid, are characteristic physical properties. In this experiment, the cooling and warming behavior of a familiar substance, water, will be investigated. By examining graphs of the data, the freezing and melting temperatures of water will be determined and compared.

Chemistry 1: Lab #2: Conductivity of Solutions

Materials:

- Chromebook, computer, or mobile device
- Graphical Analysis app
- Go Direct Conductivity
- Stir Station
- magnetic stir bar
- Electrode Support
- 1.0 M NaCl
- 1.0 M AlCl3
- 1.0 M CaCl2
- stirring rod
- 100 mL beaker
- distilled water
- wash bottle
- tissue

In this experiment, you will study the effect of increasing the concentration of an ionic compound on conductivity. Conductivity will be measured as concentration of the solution is gradually

increased by the addition of concentrated NaCl drops. The same procedure will be used to investigate the effect of adding other solutions with the same concentration (1.0 M), but different numbers of ions in their formulas: aluminum chloride, AlCl3, and calcium chloride, CaCl2. The Conductivity Probe will be used to measure the conductivity of the solution. Conductivity is measured in micro siemens per centimeter (µS/cm).

Chemistry 1: Lab #3: Types of Reactions

Materials:

- 2 Bunsen burners
- 2 transfer pipettes
- small spoonful Na2CO3
- 2 strikers
- evaporating dish
- 20 drops 1 M CuSO4 solution
- 2 tweezers
- 4 test tubes
- 10 drops 0.1 M Kl solution
- Sandpaper
- 3 test tube holders
- 10 drops 0.1 M Pb (NO3)2 solution
- Spatula
- 3 in. copper wire
- 2 Bunsen burners

For this experiment, students will carry out four different reactions. For each, students will be given at least one of the following pieces: reactant(s), product(s), or type of reaction. Students will then complete an experiment to determine the remaining pieces.

Chemistry 1: Writing Assignment – Secrets of Cremona Violins Research Paper

Students will read the article "Secrets of the Cremona Violins." After reading the article, students will write a two to three-page essay, answering the essential question:

"How do modern violins compare to those produced in Cremona, Italy?"

Students must discuss what made Stradivari's violins so unique and their sound so exquisite. Dr. Joseph Nagyvary, a professor of biochemistry at Texas A&M University, thinks he has discovered the key to the vio-lins' sound hidden in the chemistry of their materials.

Chemistry 1: Lab #4: Boyle's Law – Pressure Volume Relationship in Gases

Materials:

- Chromebook, computer, or mobile device
- Graphical Analysis app
- Go Direct Gas Pressure
- 20 mL gas syringe

The primary objective of this experiment is to determine the relationship between the pressure and volume of a confined gas. The gas we use will be air, and it will be confined in a syringe connected to a gas pressure sensor (see Figure 1). When the volume of the syringe is changed by moving the piston, a change occurs in the pressure exerted by the confined gas. This pressure change will be monitored using a gas pressure sensor. It is assumed that temperature will be constant throughout the experiment. Pressure and volume data pairs will be collected during this experiment and then analyzed. From the data and graph, you should be able to determine what A kind of mathematical relationship exists between the pressure and volume of the confined gas. Historically, this relationship was first established by Robert Boyle in 1662 and has since been known as Boyle's law.

Chemistry 2 Lab #1: Household Acids and Bases

Materials:

- Chromebook, computer, or mobile device
- Graphical Analysis app
- Go Direct pH
- Stir Station
- Electrode Support
- wash bottle
- distilled water
- sensor soaking solution
- household solutions
- 7 small test tubes
- test-tube rack
- red and blue litmus paper
- paper towel
- stirring rod
- red cabbage juice
- 250 mL beaker

In this experiment, students will use litmus and a pH Sensor to determine the pH values of

household
substances.

Chemistry 2 Lab #2: Titration

Materials:

- 2 burets, 25 mL
- 2 ring stands
- 2 buret clamps
- 2 beakers, 100 mL
- Water bottle with deionized water
- Wax pencil
- Stir plate
- 3 stir bars
- 3 Erlenmeyer flasks, 50 mL
- Dropper
- 0.200 M NaOH in a 100 mL graduated cylinder
- HCl solution (unknown molarity) in a 100 mL graduated cylinder
- Phenolphthalein indicator

Using a 0.200 M solution of NaOH, students will titrate until they neutralize a sample of HCl acid solution. Then they will calculate the unknown concentration of the HCl solution. They will repeat this procedure three times and find the average concentration.

Chemistry 2 Lab #3: Time-Release Vitamin C Tablets

Materials:

- Chromebook, computer, or mobile device
- Graphical Analysis app
- Go Direct pH
- Stir Station and magnetic stirring bar
- Electrode Support
- 400 mL beaker
- 100 mL graduated cylinder
- one 500 mg regular vitamin C tablet
- one 500 mg timed-release vitamin C tablet
- distilled water
- wash bottle

By slowly releasing a vitamin or a medicine throughout the day, timed-release tablets offer a simple

alternative to multiple doses. There are several different methods used to achieve the timed-release effect. One common method involves covering the medicine with a polymer coating that allows it to slowly permeate into the body. In this lab students will compare the behavior of timed-release vitamin C tablets with regular vitamin C tablets when each is added to distilled water.

Chemistry 2 Lab #4: Half-Life (Edgenuity – Virtual Lab)

Materials:

- Chromebook, computer or mobile device

In this lab students will first predict the decay pattern of 100 atoms of a fictional radioactive element "Lincolnium," which decays to "Memorium." Then they will simulate and analyze that pattern.

Scope, Sequence & Assignments- Chemistry

Chemistry 1 Assignments:

Module 1: Textbook: CA Inspire Chemistry (2020): Structure and Properties of Matter

Objectives:

1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy levels of atoms.

2. Construct and revise and explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

3. Use mathematical representation to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

4. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale during the process of fission, fusion, and radioactive decay.

5. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

6. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interactions.

7. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

8. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model of a particle model, and hat for some situations one model is more useful than the other.

9. Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.

10. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

11. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

Assignments:

Pre-Assessment: Log in to Illuminate to complete the Chemistry Pre-Assessment.

Activity 1.1: Matter – Properties and Change – Complete all guided practice and other assigned activities.

Activity 1.2: The Structure of the Atom – Complete all guided practice and other assigned activities.

Activity 1.3: Electrons in Atoms – Complete all assigned activities.

Activity 1.4: The Periodic Table and Periodic Law – Complete all assigned activities.

Activity 1.5: Lab: Freezing and Melting of Water – Complete all assigned activities.

Activity 1.6: Module 1 Writing Assignment: Secrets of the Cremona Violins – Complete all assigned activities.

Activity 1.7: Module 1 Project – Choose a Module 1 Project and complete all assigned activities.

Activity 1.8: Learning Check 1 – Log in to Illuminate.online and complete the learning check.

Standards:

(NGSS: HS-PS1-2, HS-PS1-3, HS-PS1-4, HS-PS2-6) (CCSS ELA: WHST.11-12.2, WHST.11-12.5, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9, SL.11-12.5, RST.11-12.1) (CCSS Math: N-Q.1-3) (ELD Standards: Part I, B, 6; C, 10, 11, 12; Part II, A, 1, 2; B, 3, 4, 5; C, 6, 7)

Module 2: Textbook: CA Inspire Chemistry (2020): Chemical Bonding and Reactions

Objectives:

1. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost election states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

2. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles

3. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

4. Use mathematical representation of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

5. Communicate scientific and technical information about why the molecular-level structure in important in the functioning of designed materials.

6. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

7. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.

8. Use mathematical representation to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

Assignments:

Activity 2.1: Ionic Compounds and Metals – Complete all guided practice and other assigned activities.

Activity 2.2: Covalent Bonding – Complete all guided practice and other assigned activities.

Activity 2.3: Chemical Reactions – Complete all guided practice and other assigned activities.

Activity 2.4: The Mole – Complete all guided practice and other assigned activities.

Activity 2.5: Stoichiometry – Complete all guided practice and other assigned activities.

Activity 2.6: Lab: Conductivity of Solutions – Complete all assigned activities.

Activity 2.7: Lab: Types of Reactions – Complete all assigned activities.

Activity 2.8: Module 2 Project – Choose a Module 2 Project and complete all assigned activities.
Activity 2.9: Learning Check 2 – Log in to Illuminate.online and complete the learning check.

Standards:

(NGSS: HS-PS1-2, HS-PS1-3, HS-PS1-6, HS-PS1-7, HS-PS2-6, HS-PS3-2, HS-ETS1-2, HS-ETS1-3) (CCSS ELA: RST.11-12.1, SL.11-12.5, WHST.9-12.2, WHST.9-12.7, WHST.11-12.8, WHST.9-12.9) (CCSS Math: MP.2, MP.4, N-Q.A.1, N-Q.A.2, N-Q.A.3, N-Q.1-3) (ELD Standards: Part I, B, 6; C, 10, 12; Part II, A, 1, 2; B, 3, 4, 5; C, 6, 7)

Module 3: Matter, Energy, and Equilibrium

Objectives:

1. Plan and conduct an investigation to gather evidence to compare the substances at the bulk scale to infer the strength of electrical forces between particles.

2. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

3. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

4. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.

5. Develop and use models to illustrate that energy at the macroscopic scale can be account for as either motions of particles or energy stored in fields.

6. Plan and conduct an investigation to provide evidence that the transfer or thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
7. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

Assignments:

Activity 3.1: States of Matter - Complete all guided practice and other assigned activities.

Activity 3.2: Gases – Complete all guided practice and other assigned activities.

Activity 3.3: Energy and Chemical Change – Complete all guided practice and other assigned activities.

Activity 3.4: Reaction Rates – Complete all guided practice and other assigned activities.

Activity 3.5: Chemical Equilibrium – Complete all guided practice and other assigned activities.
Activity 3.6: Lab: Boyle's Law – Pressure Volume Relationships in Gases – Complete all assigned activities.

Activity 3.7: Learning Check 3 – Log in to Illuminate online and complete the learning check.

Activity 3.8: Module 3 Project – Choose a Module 3 Project and complete all assigned activities.

Standards:

(NGSS: HS-PS1-1, HS-PS1-2, HS-PS1-3, HS-PS1-8, HS-PS2-6, HS-PS3-4, HS-PS4-4) (CCSS ELA: RST.9-10.7, RST.9-10.8, RST-11-12.1, RST.11-12.7, RST.11-12.8; WHST.11-12.2, WHST.11-12.5, WHST.11-12.8) (CCSS Math: MP.4, N-Q.1-3) (ELD Standards: Part I, B, 6; C, 10, 11, 12; Part II, A, 1, 2; B, 3, 4, 5; C, 6, 7)

Module 4: End of Course Assignments

Activity 4.1: Study Guide – Complete all assigned activities within the study guide provided by the teacher.
Activity 4.2: End of Course Exam – Log in to Illuminate online and complete the end of course exam

Chemistry 2 Assignments:

Text: CA Inspire Chemistry (2020)

Module 1: Matter and Energy

Objectives:

1. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
2. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
3. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
4. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

Assignments:

Pre-Assessment: Log in to Illuminate to complete the Chemistry 2 Pre-Assessment.

Activity 1.1: Mixtures and Solutions – Complete all guided practice and other assigned activities.

Activity 1.2: Acids and Bases – Complete all guided practice and other assigned activities.

Activity 1.3: Lab: Household Acids and Bases – Complete all assigned activities.

Activity 1.4: Lab: Titration – Complete all assigned activities.

Activity 1.5: Lab: Time-Release Vitamin C Tablets – Complete all assigned activities.

Activity 1.6: Module 1 Project – Choose a Module 1 project and complete all assigned activities.

Activity 1.7: Learning Check 1 – Log in to Illuminate online and complete the learning check.

Standards:

(NGSS: HS-PS1-2, HS-PS1-3, HS-PS1-4, HS-PS2-6) (CCSS ELA: WHST.11-12.2, WHST.11-12.5, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9, SL.11-12.5, RST.11-12.1) (CCSS Math: N-Q.1-3) (ELD Standards: Part I, B, 6; C, 10, 11, 12; Part II, A, 1, 2; B, 3, 4, 5; C, 6, 7)

Module 2: Chemical Reactions in Everyday Life

Objectives:

1. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
2. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
3. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
4. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
5. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.
6. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative positions of particles (subjects).
7. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
8. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

Assignments:

Activity 2.1: Redox Reactions – Complete all guided practice and other assigned activities.

Activity 2.2: Electrochemistry – Complete all guided practice and other assigned activities.

Activity 2.3: Module 2 Project – Choose a Module 2 Project and complete all assigned activities.

Activity 2.4: Learning Check 2 – Log in to Illuminate online and complete the learning check.

Standards:

(NGSS: HS-PS1-2, HS-PS1-3, HS-PS1-6, HS-PS1-7, HS-PS2-6, HS-PS3-2, HS-ETS1-2, HS-ETS1-3) (CCSS ELA: RST.11-12.1, SL.11-12.5, WHST.9-12.2, WHST.9-12.7, WHST.11-12.8, WHST.9-12.9) (CCSS Math: MP.2, MP.4, N-Q.A.1, N-Q.A.2, N-Q.A.3, N-Q.1-3) (ELD Standards: Part I, B, 6; C, 10, 12; Part II, A, 1, 2; B, 3, 4, 5; C, 6, 7)

Module 3: Organic and Nuclear Chemistry

Objectives:

1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
4. Develop models to illustrate the changes in the composition of the nucleus of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
5. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed material.
6. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
7. Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.

Assignments:

Activity 3.1: Substituted Hydrocarbons and Their Reactions: Complete all guided practice and other assigned activities.

Activity 3.2: The Chemistry of Life – Complete all guided practice and other assigned activities.

Activity 3.3: Nuclear Chemistry – Complete all guided practice and other assigned activities.

Activity 3.4: Lab: Half-Life – Complete all assigned activities.

Activity 3.5: Learning Check 3 – Log in to Illuminate and complete the learning check.

Activity 3.6: Writing Assignment – Nuclear Energy: Friend or Foe? Argumentative Essay

Activity 3.7: Module 3 Project – Choose a Module 3 Project and complete all assigned activities.

Standards:

(NGSS: HS-PS1-1, HS-PS1-2, HS-PS1-3, HS-PS1-5, HS-PS1-8, HS-PS2-6, HS-PS3-4, HS-PS4-4) (CCSS ELA: RST.9-10.7, RST.9-10.8, RST-11-12.1, RST.11-12.7, RST.11-12.8; WHST.11-12.2,

WHST.11-12.5, WHST.11-12.8) (CCSS Math: MP.2, MP.4, N-Q.1-3) (ELD Standards: Part I, B, 6; C, 10, 11, 12; Part II, A, 1, 2; B, 3, 4, 5; C, 6, 7)

Module 4: End of Course Assignments

Activity 4.1: Study Guide – Complete all assigned activities within the study guide provided by the teacher.

Activity 4.2: End of Course Exam – Log in to Illuminate online and complete the end of course exam

Scope, Sequence & Assignments - World History, Geography & Economics

Discipline: History/Social Science

Grade level: 10th

Title of courses: World History 1, 2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core State Standards: History/Social Science

Textbook & additional resources: World History Voyages of Exploration (2021)

Authors: Kenneth R. Curtis

Course Overview:

This course covers the major strands of history, geography, economics, culture, ethics, and sociopolitical history. The course includes major turning points in modern world history including the Glorious, American and French Revolutions, the Industrial Revolution, the rise of Imperialism, the First and Second World Wars and intervening Russian Revolution and global depression, the Cold War, the end of colonialism with a focus on the Middle East and subsequent events related to the Arab-Israeli conflict, the end of the Cold War and the collapse of communism in Eastern Europe, and the rise of globalization.

Students in World History 1, 2 will demonstrate knowledge and skills as they work toward these goals:

- Students will become complex thinkers who can understand major global trends and forces that have shaped the world since the 1700's, apply knowledge to new situations and other learning, understand the consequences of their choices, and solve problems creatively.
- Students will become academically proficient, and literate as demonstrated by the current California state standards, understand, and analyze primary source documents, and research and prepare written essays.
- Students will become life-long learners through mastery of the core social studies skills including synthesis and analysis.

- Students will develop and sustain self-motivation through setting goals, managing their time, taking charge of their education, producing quality independent work, and actively contributing to their learning environment.
- Students will explain the roots, fundamental principles, moral values, and formation of western political ideology, beginning with Greek and Roman philosophy and emphasizing the democratic revolutions in England, the United States and France.
- Students will evaluate the impact of industrialization on major European countries, the United States and Japan.
- Students will analyze and evaluate the spread of European colonialism and its impact on Asia, Africa, and Latin America.
- Students will examine and evaluate the rise of communism and fascism as twentieth century ideologies and their impact on populations in Europe and Asia.
- Students will analyze the causes and effects of the First and Second World Wars.
- Students will evaluate and analyze the origins of the Cold War and the resulting regional conflicts brought about by the competing ideologies of communism and capitalist democracy, and the resulting division of Europe into communist and non-communist camps.
- Students will evaluate the reasons for and consequences of globalization and the increasingly integrated global economy.

Close Reading:

Approaching: Student will engage in the text with a graphic organizer to help student make historic connections.
Meets: Student will engage with the text and make historic connections through Historical Thinking Questions.
Exceeds: Student will demonstrate their advance social studies skills be answering the Historical Thinking Questions at the end of the Chapter.

Working with Visuals and Sources:

Approaching: Student will develop their interpreting and analyzing of visuals and sources on Brain Pop.
Meets: Student will have the opportunity to interpret visuals, interpret graphs, analyze visuals, and analyze sources.
Exceeds: Student will have the opportunity to dive deeper with a variety of visuals and sources.

Scope, Sequence & Assignments - World History, Geography & Economics

Social Studies Skills:
Student will learn valuable social study skills like drawing conclusions, identifying problems and solutions, analyzing language use, comparing and contrasting, analyzing cause and effect, making inferences, and determining chronology.

Making History Relevant:
Approaching: Student will access Achieve to read an article at their Lexile level.
Meets: Student will have the opportunity to reflect on history on how it influences their life, argue and support their opinion, and imagine experiencing a historic experience.
Exceeds: Student will explore their history in an Inquiry Based Learning Project.

Mini DBQ:
Student will use the Document Based Question approach to analyze historical topics with the aid of the provided sources, or "documents," as evidence.

Academic Debate: Student will evaluate a topic and take a position after researching both sides. They will have options to show their knowledge of the topic, present their findings and viewpoint, and persuade their classmates. They will complete a collaborative assignment by recording a short video summarizing their position and responding to one or more classmates with an opposing view.

Module Wrap Up:
Module Study Guide: Student builds their end of course study guide for final exam.
Unit Wrap Up: Student will reflect on the module.
Learning Check: The student will demonstrate social studies skills. They learned in the module.
Student-Teacher Conference: A student-teacher conference will help the student identify areas of strength and growth.

Projects for Inquiry-Based Learning
Students will have a choice to complete inquiry-based projects.

Illuminate EOC Exam Study Guide
Student will complete the study guide throughout the course and review it to prepare for the EOC Exam.

Illuminate EOC Exam
Student will demonstrate their context knowledge and skills in the Illuminate EOC Exam.

I. Europe in the Age of Scientific Revolution

1. Europe's Struggle for Stability

2. Scientific Advances
3. Practical Science

- Social Studies Skills: Identify Problems and Solutions

II. European Enlightenment

1. Reason and Society
2. Belief in Progress

- Social Studies Skills: Making Inferences
- Mini DBQ: Government and Natural Rights: How did Enlightenment philosophers apply their ideas about natural rights to government?

III. Political Revolution

1. Revolutions in the West
2. Napoleon
3. Wars for Liberation

- Social Studies Skills: Draw Conclusions
- Mini DBQ: Portraits of Power: How are the three portraits similar and different from each other?

IV. Industrial Revolution

1. Industry and Workers
2. Global Context and Impact
3. Asian Tensions in the Industrial Age

- Social Studies Skills: Determine Chronology

V. Changes in the Americas

1. North America After Industrialization
2. Latin America After Industrialization
3. Rebellion and Reform

- Social Studies Skills: Draw Conclusions
- Mini DBQ: Labor and Profit in Latin America: How did the plight of workers and owners in 19th-century Latin America differ?

VI. The New Imperialism

1. Dividing and Dominating
2. Targeting the Pacific

- Social Studies Skills: Synthesize

VII. The First World War and 20th Century Revolutions

1. Total War and Its Causes
2. The Great War's Consequences
3. Revolutions in Russia and China
4. Revolution in Mexico

- Social Studies Skills: Compare and Contrast

VIII. Economic Depression and Authoritarian Regimes

1. The Twenties
2. Dictatorships
3. Nationalism and Colonial Resistance
4. The Road to War

- Social Studies Skills: Compare and Contrast
- Mini DBQ: On Progress and Civilization: How and why are the two leaders' opinions about civilization both similar and different?

IX. The Second World War

1. The Allied and Axis Powers
2. Total War
3. The Holocaust and the Legacy of War

- Social Studies Skills: Identify Main Ideas and Details
- Academic Debate: Were the German people complicit in Hitler's war crimes during WWII or were they his first victims?

X. Global War and Global Upheaval

1. Superpowers in the Arms Race
2. Communism
3. Colonies Seek Independence

4. Wars in Asia and Global Crisis

- Social Studies Skills: Determine Chronology

XI. Conflicts and Transformations

1. Soviet Collapse
2. Global Democratic Possibilities
3. The Middle East
4. Promises and Challenges of Globalization

- Social Studies Skills: Analyze Cause and Effect
- Mini DBQ: On Nonviolence: How, why, and when was nonviolent protest used in the 20th century?

XII. A Global 21st Century

1. The Political Picture
2. The Economic Picture
3. Science and Technology
4. Visions for the Future

- Social Studies Skills: Making Inferences

End of Course comprehensive exam on Illuminate

- Comprehensive exams for each semester course
- Students must pass the final exam to receive course credit

Scope, Sequence & Assignments - World History, Geography & Economics

World History 1:

Module 1: World History Voyages of Exploration (2021).

Objectives:

1. Close Reading- students will engage with the text and make historic connections through Historical Thinking Questions.
2. Working with Visuals and Sources- students will have the opportunity to interpret visuals, interpret graphs, analyze visuals, and analyze sources.
3. Social Studies Skills- Students will learn valuable social study skills like drawing conclusions, identifying problems and solutions, analyzing language use, comparing and contrasting, analyzing cause and effect, making inferences, and determining chronology.
4. Making History Relevant- students will have the opportunity to reflect on history on how it influences their life, argue and support their opinion, and imagine experiencing a historic experience.
5. Document Based Question- students will use the Document Based Question approach to analyze historical topics with the aid of the provided sources, or "documents," as evidence.

Assignments:

- Topic 1: Textbook pp. 538-560. Chapter 19 - Europe in the Age of Scientific Revolution. Complete all activities listed in the lesson guide.
- Topic 2: Textbook pp. 562-578. Chapter 20 - European Enlightenment. Complete all activities listed in the lesson guide.
- Topic 3: Textbook pp. 580-606. Chapter 21 - Political Revolution. Complete all activities listed in the lesson guide.
- Module 1 Study Guide and Wrap Up: Complete all activities listed in the lesson guide.
- Module 1 Illuminate Learning Check and Student-Teacher Conference: Complete all activities listed in the lesson guide.

[CCSS.HSS Content Standard: 10.1 10.1.1, 10.1.2, 10.1.3, 10.2, 10.2.1, 10.2.3, 10.2.4, 10.2.5]

[CCSS.HSS Analysis Skills: CST 1, CST 2, CST 3, HREP 1, HREP 2, HREP 3, HREP 4, HI 1, HI 2, HI 3, HI 4, HI 5, HI 6]

[CCSS.ELA-LITERACY: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.7, RH.9-10.8, RH.9-10.9, RH.9-10.10, WHST.9-10.1, WHST.9-10.1.A, WHST.9-10.1.B, WHST.9-10.1.C, WHST.9-10.1.D, WHST.9-10.1.E, WHST.9-10.2, WHST.9-10.2.A, WHST.9-10.2.B, WHST.9-10.2.C,

WHST.9-10.2.D, WHST.9-10.2.E, WHST.9-10.2.F, WHST.9-10.3, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.9-10.10]

[ELD Standards: Part 1, A, 1, 3, 4; Part 1, B, 6, 7; Part 1, C, 10, 11, 12; Part 2, B, 3, 4; Part 2, C, 6, 7]

Module 2: World History Voyages of Exploration (2021).

Objectives:

1. Close Reading- students will engage with the text and make historic connections through Historical Thinking Questions.
2. Working with Visuals and Sources- students will have the opportunity to interpret visuals, interpret graphs, analyze visuals, and analyze sources.
3. Social Studies Skills- Students will learn valuable social study skills like drawing conclusions, identifying problems and solutions, analyzing language use, comparing and contrasting, analyzing cause and effect, making inferences, and determining chronology.
4. Making History Relevant- students will have the opportunity to reflect on history on how it influences their life, argue and support their opinion, and imagine experiencing a historic experience.
5. Document Based Question- Students will use the Document Based Question approach to analyze historical topics with the aid of the provided sources, or "documents," as evidence.

Assignments:

- Topic 4: Textbook pp. 614-640. Chapter 22 Industrial Revolution. Complete all activities listed in the lesson guide.
- Topic 5: Textbook pp. 642-664. Chapter 23 Changes in the Americas. Complete all activities listed in the lesson guide.
- Topic 6: Textbook pp. 666-686. The New Imperialism. Complete all activities listed in the lesson guide.
- Module 2 Study Guide and Wrap Up: Complete all activities listed in the lesson guide.
- Module 2 Illuminate Learning Check and Student-Teacher Conference: Complete all activities listed in the lesson guide.

[CCSS.HSS Content Standard: 10.3, 10.3.1, 10.3.2, 10.3.3, 10.3.4, 10.3.5,10.3.6, 10.3.7, 10.4, 10.4.1, 10.4.2, 10.4.3, 10.4.4]

[CCSS.HSS Analysis Skills: CST 1, CST 2, CST 3, HREP 1, HREP 2, HREP 3, HREP 4, HI 1, HI 2, HI 3, HI 4, HI 5, HI 6]

[CCSS.ELA-LITERACY: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.7, RH.9-10.8, RH.9-10.9, RH.9-10.10, WHST.9-10.1, WHST.9-10.1.A, WHST.9-10.1.B, WHST.9-10.1.C, WHST.9-10.1.D, WHST.9-10.1.E, WHST.9-10.2, WHST.9-10.2.A, WHST.9-10.2.B, WHST.9-10.2.C, WHST.9-10.2.D, WHST.9-10.2.E, WHST.9-10.2.F, WHST.9-10.3, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.9-10.10]

[ELD Standards: Part 1, A, 1, 3, 4; Part 1, B, 6, 7; Part 1, C,10, 11, 12; Part 2, B, 3, 4; Part 2, C, 6, 7]

Module 3: World History Voyages of Exploration (2021).

Objectives:

1. Inquiry-Based Project - students will develop abilities to analyze, synthesize and evaluate information.
2. Inquiry-Based Project - students will investigate and demonstrate their knowledge in an inquiry-based summative performance task and present their findings.
3. Illuminate EOC Exam Study Guide - students will review the course and prepare for the Illuminate EOC Exam by completing the study guide.
4. Illuminate EOC Exam - students will complete the Illuminate EOC Exam to assess the knowledge and skills gained from the course.

Assignments:

- Inquiry-Based Project: Complete all activities listed in the lesson guide.
- Illuminate EOC Exam Study Guide: Complete all activities listed in the lesson guide.
- Illuminate EOC Exam: Take the closed book End of Course Exam in class. See your teacher for the exam. Return all textbooks and course materials.

[CCSS.HSS Content Standard: 10.2, 10.2.1, 10.2.2, 10.2.3, 10.2.4, 10.3, 10.3.4, 10.4, 10.4.1, 10.4.3, 10.4.4, 10.7.1, 10.7.3]

[CCSS.ELA-LITERACY.RH.9-10.1, RH.9-10.5, RH.9-10.6, RI.9-10.10b, WHST.9-10.1, WHST.9-10.2, WHST.9-10.2.A, WHST.9-10.2.B, WHST.9-10.2.C, WHST.9-10.2.D, WHST.9-10.2.E, WHST.9-10.2.F, WHST.9-10.4 , WHST.9-10.5, WHST.9-10.6, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9]

[ELD Standards: Part 1, A, 1, 3, 4; Part 1, B, 6, 7; Part 1, C,10, 11, 12; Part 2, B, 3, 4; Part 2, C, 6, 7]

Scope, Sequence & Assignments - World History, Geography & Economics

World History 2:

Module 1: World History Voyages of Exploration (2021).

Objectives:

1. Close Reading- students will engage with the text and make historic connections through Historical Thinking Questions.
2. Working with Visuals and Sources- students will have the opportunity to interpret visuals, interpret graphs, analyze visuals, and analyze sources.
3. Social Studies Skills- students will learn valuable social study skills like drawing conclusions, identifying problems and solutions, analyzing language use, comparing and contrasting, analyzing cause and effect, making inferences, and determining chronology.
4. Making History Relevant- students will have the opportunity to reflect on history on how it influences their life, argue and support their opinion, and imagine experiencing a historic experience.
5. Document Based Question- students will use the Document Based Question approach to analyze historical topics with the aid of the provided sources, or "documents," as evidence.

Assignments:

- Topic 1: Textbook pp. 694-730. Chapter 25 - The First World War and 20th-Century Revolutions. Complete all activities listed in the lesson guide.
- Topic 2: Textbook pp. 734-762. Chapter 26 - Economic Depression and Authoritarian Regimes. Complete all activities listed in the lesson guide.
- Topic 3: Textbook pp. 764-788. Chapter 27 - The Second World War. Complete all activities listed in the lesson guide.
- Module 1 Study Guide and Wrap Up: Complete all activities listed in the lesson guide.
- Module 1 Illuminate Learning Check and Student-Teacher Conference: Complete all activities listed in the lesson guide.

[CCSS.HSS Content Standards: 10.5, 10.5.1, 10.5.2, 10.5.3, 10.5.4, 10.5.5, 10.6, 10.6.1, 10.6.2, 10.6.3, 10.6.4, 10.7, 10.7.1, 10.7.2, 10.7.3, 10.8, 10.8.1, 10.8.2, 10.8.3, 10.8.4, 10.8.5]

[CCSS.HSS Analysis Skills: CST 1, CST 2, CST 3, HREP 1, HREP 2, HREP 3, HREP 4, HI 1, HI 2, HI 3, HI 4, HI 5, HI 6]

[CCSS.ELA-LITERACY: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.7,

RH.9-10.8, RH.9-10.9, RH.9-10.10, WHST.9-10.1, WHST.9-10.1.A, WHST.9-10.1.B, WHST.9-10.1.C, WHST.9-10.1.D, WHST.9-10.1.E, WHST.9-10.2, WHST.9-10.2.A, WHST.9-10.2.B, WHST.9-10.2.C, WHST.9-10.2.D, WHST.9-10.2.E, WHST.9-10.2.F, WHST.9-10.3, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.9-10.10, WHST.9–10.9b, SL.9–10.1b, SL.9–10.1d, SL.9–10.2, SL.9–10.4a, SL.9–10.5, L.9–10.1a]

[ELD Standards: Part 1, A, 1, 3, 4; Part 1, B, 6, 7; Part 1, C, 10, 11, 12; Part 2, B, 3, 4; Part 2, C, 6, 7]

Module 2: World History Voyages of Exploration (2021).

Objectives:

1. Close Reading- students will engage with the text and make historic connections through Historical Thinking Questions.
2. Working with Visuals and Sources- students will have the opportunity to interpret visuals, interpret graphs, analyze visuals, and analyze sources.
3. Social Studies Skills- students will learn valuable social study skills like drawing conclusions, identifying problems and solutions, analyzing language use, comparing and contrasting, analyzing cause and effect, making inferences, and determining chronology.
4. Making History Relevant- students will have the opportunity to reflect on history on how it influences their life, argue and support their opinion, and imagine experiencing a historic experience.
5. Document Based Question- Student will use the Document Based Question approach to analyze historical topics with the aid of the provided sources, or "documents," as evidence.

Assignments:

- Topic 4: Textbook pp. 796-830. Chapter 28 - Cold War and Global Upheavals. Complete all activities listed in the lesson guide.
- Topic 5: Textbook pp. 832-868. Chapter 29 - Conflicts and Transformations. Complete all activities listed in the lesson guide.
- Topic 6: Textbook pp. 870-916. Chapter 30 - A Global 21st Century. Complete all activities listed in the lesson guide.
- Module 2 Study Guide and Wrap Up: Complete all activities listed in the lesson guide.
- Module 2 Illuminate Learning Check and Student-Teacher Conference: Complete all activities listed in the lesson guide.

[CCSS.HSS Content Standards: 10.9, 10.9.1, 10.9.2, 10.9.3, 10.9.4, 10.9.5, 10.9.6, 10.9.7, 10.9.8, 10.10, 10.10.1, 10.10.2, 10.10.3, 10.11]

[CCSS.HSS Analysis Skills: CST 1, CST 2, CST 3, HREP 1, HREP 2, HREP 3, HREP 4, HI 1, HI 2, HI 3, HI 4, HI 5, HI 6]

[CCSS.ELA-LITERACY: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.7, RH.9-10.8, RH.9-10.9, RH.9-10.10, WHST.9-10.1, WHST.9-10.1.A, WHST.9-10.1.B, WHST.9-10.1.C, WHST.9-10.1.D, WHST.9-10.1.E, WHST.9-10.2, WHST.9-10.2.A, WHST.9-10.2.B, WHST.9-10.2.C, WHST.9-10.2.D, WHST.9-10.2.E, WHST.9-10.2.F, WHST.9-10.3, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.9-10.10]

[ELD Standards: Part 1, A, 1, 3, 4; Part 1, B, 6, 7; Part 1, C, 10, 11, 12; Part 2, B, 3, 4; Part 2, C, 6, 7]

Module 3: World History Voyages of Exploration (2021).

Objectives:

1. Inquiry-Based Project - students will develop abilities to analyze, synthesize and evaluate information.
2. Inquiry-Based Project - students will investigate and demonstrate their knowledge in an inquiry-based summative performance task and present their findings.
3. Illuminate EOC Exam Study Guide - students will review the course and prepare for the Illuminate EOC Exam by completing the study guide.
4. Illuminate EOC Exam - students will complete the Illuminate EOC Exam to assess the knowledge and skills gained from the course.

Assignments:

- Inquiry-Based Project: Complete all activities listed in the lesson guide.
- Illuminate EOC Exam Study Guide: Complete all activities listed in the lesson guide.
- Illuminate EOC Exam: Take the closed book End of Course Exam in class. See your teacher for the exam. Return all textbooks and course

[CCSS.HSS Content Standards: 10.7, 10.8, 10.8.5, 10.8.6, 10.9, 10.9.1, 10.9.2, 10.9.3, 10.9.4, 10.9.6, 10.9.7, 10.9.8, 10.10, 10.10.1, 10.10.2, 10.10.3]

[CCSS.ELA-LITERACY.WHST.9-10.2, WHST.9-10.2.A, WHST.9-10.2.B, WHST.9-10.2.C, WHST.9-10.2.D, WHST.9-10.2.E, WHST.9-10.2.F, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9]

[ELD Standards: Part 1, A, 1, 3, 4; Part 1, B, 6, 7; Part 1, C, 10, 11, 12; Part 2, B, 3, 4; Part 2, C, 6, 7

Scope, Sequence & Assignments - World Language

Discipline: World Language (Language Other than English)

Grade level: 10th

Title of courses: Spanish 1,2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Textbook & additional resources: ¡Que Chevere! 1

- ¡Que Chevere! Level 1
- https://www.carnegielearning.com/
- Spanish 1, 2 Lesson Guide
- Dictionaries and supplemental materials on Spanish-speaking cultures and people

Author: Alejandro Vargas Bonilla

Course Overview:

Spanish 1, 2 is a comprehensive two-part course designed to introduce students to the fundamentals of the Spanish language. This course follows the curriculum outlined in the textbook "¡Que Chevere! 1" and focuses on developing basic communication skills in Spanish. Throughout the course, students will learn essential vocabulary, grammar structures, and cultural aspects of Spanish-speaking countries. By the end of Spanish 1, 2, students will have a solid foundation in Spanish and will be able to engage in simple conversations, understand basic texts, and express themselves in everyday situations.

Course Objectives:

1. Develop basic listening, speaking, reading, and writing skills in Spanish.
2. Build a vocabulary base for various topics, including greetings, introductions, family, food, hobbies, and more.
3. Understand and apply essential grammar concepts, such as verb conjugations, sentence structure, and adjective agreement.
4. Gain cultural knowledge about Spanish-speaking countries and develop an appreciation for their customs and traditions.
5. Practice pronunciation and intonation to improve spoken Spanish.
6. Engage in simple conversations and express ideas, opinions, and preferences in Spanish.
7. Read and comprehend basic written texts, including short stories, dialogues, and informational passages.
8. Write short paragraphs and compositions using correct grammar and vocabulary.

Scope, Sequence & Assignments - World Language

Course Outline:
Part 1: Spanish 1

Unit 1: Greetings and Introductions

- Introduction to basic greetings, farewells, and introductions.
- Learning personal pronouns and basic verb conjugations in the present tense.
- Practicing conversation skills through role-plays and dialogues.
- Cultural aspects: Exploring different Spanish-speaking countries' greetings customs and formalities.

Unit 2: Describing Yourself and Others

- Vocabulary related to physical and personality traits.
- Grammar topics: ser and estar (to be), adjective agreement.
- Describing family members and friends.
- Cultural aspects: Comparing cultural perceptions of beauty and physical appearance.

Unit 3: Family and Relationships

- Vocabulary related to family members, relationships, and emotions.
- Grammar topics: possessive adjectives, expressing possession.
- Talking about family dynamics and describing family traditions.
- Cultural aspects: Exploring the importance of family in Hispanic culture.

Unit 4: Daily Life and Activities

- Vocabulary related to daily routines, activities, and hobbies.
- Grammar topics: reflexive verbs, stem-changing verbs.
- Describing daily activities and discussing hobbies and interests.
- Cultural aspects: Understanding leisure activities and pastimes in different Spanish-speaking countries.

Scope, Sequence & Assignments - World Language

Course Outline:
Part 2: Spanish 2

Unit 5: Food and Drinks
- Vocabulary related to food, drinks, and meals.
- Grammar topics: gustar and verbs like gustar, expressing preferences.
- Ordering food in restaurants and talking about culinary traditions.
- Cultural aspects: Exploring traditional cuisine in Spanish-speaking countries.

Unit 6: Travel and Leisure
- Vocabulary related to travel, transportation, and leisure activities.
- Grammar topics: present progressive, direct object pronouns.
- Discussing travel plans, describing tourist attractions, and narrating past trips.
- Cultural aspects: Learning about popular tourist destinations and customs in Spanish-speaking countries.

Unit 7: Health and Well-being
- Vocabulary related to health, body parts, and daily routines.
- Grammar topics: reflexive verbs in the past tense, expressing feelings.
- Talking about health issues, describing healthy habits, and discussing well-being.
- Cultural aspects: Discovering health practices and traditions in Spanish-speaking countries.

Unit 8: Celebrations and Festivals
- Vocabulary related to celebrations, festivals, and special occasions.
- Grammar topics: preterite tense, irregular verbs in the preterite.
- Cultural aspects: Traditional celebrations and festivities in Spanish-speaking countries.

Scope, Sequence & Assignments - World Language

Note: Each unit includes a variety of listening, speaking, reading, and writing activities to reinforce the language skills covered.

Reading will be an integral component of this course. Students must develop strong reading skills to comprehend textbook assignments and the literature prescribed in the course. Reading in this course is designed to inform students, allow students to imitate grammatical patterns, learn vocabulary in context, and engage creatively with the language.

Writing will be integral to students' development in the Spanish language in this course. Students will be asked to compose written work of various lengths in Spanish. Students will practice composing and editing well-developed ideas in Spanish. Students will be required to use the grammatical structures and vocabulary correlating to each chapter in their written exercises, as well as the correct accentuation of words.

Speaking will be developed through students' impromptu oral journals. Students will be asked to respond to prompts relating to each chapter's topics unscripted for 1 to 3 minutes. There will also be several projects which will include students presenting their research or project in an oral presentation to the teacher. Students will hopefully become more comfortable speaking in Spanish in front of a small audience and gain a greater confidence in composing impromptu Spanish dialogue.

Listening – Students will have several opportunities to listen to conversations in Spanish. Students will be assessed on comprehension questions based on listening activities, and on their ability to understand the spoken language by answering questions through verbal and written communication.

Reading Comprehension Questions – Students will respond in writing to assigned reading comprehension questions throughout the course. Students will write their answers in Spanish using the correct vocabulary, verb tense and topic based on the assigned chapters. Student ability to use affirmative and negative expressions is evaluated from their assigned questions. Also evaluated is the ability to express and understand opinions. Students will be assessed on their ability to understand the written language by answering comprehension questions related to them.

Cultural Connections will be introduced through cultural artifacts (literature, movies, and television) and textbook readings. Students will be encouraged to discuss, compare, and engage with the new cultures through their oral journals, written responses, and creative engagement with them through their various projects. Students will be asked to put themselves in the shoes of the people who live in those cultures and to use their research skills to further learn about the cultures and societies of Spanish-speaking countries.

Technology will also be integral to this course. Students will engage with the language through pictures and videos that they use to help create their multimedia presentations on a computer. Computers will be used for some of the instruction (such as the use of audio and audio-visual components on the Passport Carnegie learning platform). Students will use applications such as Microsoft Word, Microsoft PowerPoint, Vocaroo, Flipgrid, Prezi, Screencasts, and YouTube as they progress through the course.

I-culture activities from Carnegie are interactive cultural activities designed to provide students with a deeper understanding and appreciation of Spanish-speaking cultures. Students will be exposed to the diverse traditions, customs, history, and contemporary aspects of Spanish-speaking countries, allowing them to develop cultural competence alongside their language skills. By engaging with these activities, students will develop a holistic understanding of the Spanish-speaking world beyond just the language itself.

Assessment: Your progress in this course will be assessed through various means, including class participation, homework assignments, quizzes, projects, and exams. You will also have opportunities to practice your language skills through interactive activities, role-plays, and oral presentations.

Spanish 1, 2 is an excellent course for students who want to learn Spanish as a second language. The course provides a solid foundation in the language and culture of Spanish-speaking countries. By the end of the course, students will be able to engage in simple conversations, read and comprehend basic texts, and write short compositions. The course may also serve as a prerequisite for more advanced Spanish courses.

Scope, Sequence & Assignments - World Language

Spanish 1

Module 1: Textbook: ¡Que Chevere! 1

Objectives:

1. Greet and say goodbye, talk about celebrations, and use appropriate gestures.
2. Identify where Spanish is spoken, use definite articles, and explain cognate and false cognates.
3. Ask and tell how someone is feeling. State the time. Count to 100.
4. Recognize the difference between formal and informal Spanish. Express courtesy.
5. Ask and tell who someone is and where someone is. Use the verb ser appropriately.

Assignments:

- **Lesson 1:** Textbook pp. 2-19 - Unidad 1: ¡Mucho Gusto! Complete all activities listed in the lesson guide.
- **Lesson 2:** Textbook pp. 23-38 - Unidad 1: ¡Mucho Gusto! Complete all activities listed in the lesson guide.
- **Lesson 3:** I-culture Activity: Complete all activities listed in the lesson guide.
- **Lesson 4:** Textbook pp. 50-71 - Unidad 2: ¡Al Colegio! Complete all activities listed in the lesson guide.
- **Lesson 5:** Textbook pp. 74- 98 - Unidad 2: ¡Al Colegio! Complete all activities listed in the lesson guide.

[World Language Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2]

Module 2: Textbook: ¡Que Chevere! 1

Objectives:

1. Give examples of Spanish in everyday life. Identify Hispanic influence in the U.S.
2. Talk about classroom objects. Ask and tell how to say words in Spanish. Use the verb estar.
3. Use definite articles with nouns. Read about and discuss grades in Spanish-speaking countries.
4. Discuss school schedules. Talk about clothing and colors. Use –ar verbs. Talk about places in the city.
5. Invite using quieres and porque no. Introduce a friend. Talk about modes of transportation.

Assignments:

- **Lesson 6:** I-culture Activity - Unidad 2: ¡Al Colegio! Complete all activities listed in the lesson guide.

- **Lesson 7:** Textbook pp. 110-130 - Unidad 3: ¡En la ciudad! Complete all activities listed in the lesson guide.

- **Lesson 8:** Textbook pp. 134-150 - Unidad 3: ¡En la ciudad! Complete all activities listed in the lesson guide.

- **Lesson 9:** I-culture Activity - Unidad 3: ¡En la ciudad! Complete all activities listed in the lesson guide.

- **Lesson 10:** Midterm: Complete all activities listed in the lesson guide.

[World Language Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 5.1]

Module 3: Textbook: ¡Que Chevere! 1

Objectives:

1. Discuss Mexico's three cultures. Talk about Mexico's cities, landmarks, and cuisines.
2. Have a conversation in a restaurant. Express a problem.
3. Talk about family and relationships. Use possessive adjectives. Use –ir verbs.
4. Talk about Puerto Rico's languages and people. Read about the Hispanic-naming tradition.
5. Use gustar. Use –a to clarify and emphasize. Describe typical Dominican music and culture.

Assignments:

- **Lesson 11:** Textbook pp. 162-182 - Unidad 4: La familia y los amigos. Complete all activities listed in the lesson guide.

- **Lesson 12:** Textbook pp. 186-206 - Unidad 4: La familia y los amigos. Complete all activities listed in the lesson guide.

- **Lesson 13:** I-culture Activity - Unidad 4: La familia y los amigos. Complete all activities listed in the lesson guide.

- **Lesson 14:** Textbook pp. 218-235 - Unidad 5: La rutina y la diversion. Complete all activities listed in the lesson guide.

- **Lesson 15:** Textbook pp. 239-253 - Unidad 5: La rutina y la diversion. Complete all activities listed in the lesson guide.

[World Language Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2]

Module 4: Textbook: ¡Que Chevere! 1

Objectives:

1. Identify objects in an electronic store. Use tener. Use que + adjective/noun.
2. Discuss how nature conservation and political neutrality are present Costa Rica.
3. Describe activities for the coming week. Use the personal a when using direct objects.
4. Talk about holidays and celebrations. Talk about past and future days. Use the verb venir.
5. Talk about months of the year. Use numbers from 101-999,000. Ask for and give a date.

Assignments:

- **Lesson 16:** I-culture Activity - Unidad 5: La rutina y la diversion. Complete all activities listed in the lesson guide.
- **Lesson 17:** Study Guide: Complete all activities listed in the lesson guide.
- **Lesson 18:** Take the closed book End of Course Exam in class. See your teacher for the exam. Return all textbooks and course materials.

[World Language Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1]

Scope, Sequence & Assignments - World Language

Spanish 2

Module 1: Textbook: ¡Que Chevere! 1

Objectives:
1. Identify items in the kitchen and dining room. Express obligation using tener que and deber.
2. Use stem changing verbs e-ie. Describe Venezuelan housing, food, and activities at the table.
3. Use demonstrative adjectives. Read and discuss various geographic regions of Venezuela.
4. Identify room and floors of the house. Use decir. Express wishes using querer y gustaria.
5. Describe housing styles in Colombia. Talk about leisure activities. Use stem changing verbs.

Assignments:

- **Lesson 1:** Textbook pp. 270-289 - Unidad 6: Mi casa es su casa. Complete all activities listed in the lesson guide.

- **Lesson 2:** Textbook pp. 292-314 - Unidad 6: Mi casa es su casa. Complete all activities listed in the lesson guide.

- **Lesson 3:** Multimedia Presentation: Housing Venezuela. Complete all activities listed in the lesson guide.

- **Lesson 4:** Textbook pp. 324-340 - Unidad 7: Las diversiones de todo el año. Complete all activities listed in the lesson guide.

- **Lesson 5:** Textbook pp. 347-366 - Unidad 7: Las diversiones de todo el año. Complete all activities listed in the lesson guide.

[World Language Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2]

Module 2: Textbook: ¡Que Chevere! 1

Objectives:
1. Discuss Argentina, its geography, and pastimes. Use hace to say how long something is happening.
2. Use present progressive. Discuss popular sports in Argentina. Talk about seasons and activities.
3. Chile's weather and athletes. Identify people who participate in sports. Use preterite tense of dar/estar.
4. Talk about household chores. Use indirect object pronouns. Use acabar de.
5. Talk about party preparations. Use preterite of –ar verbs. Identify and describe foods. Talk about preparing a meal.

Assignments:

- **Lesson 6:** Presentational Writing and Speaking: Tourism to Chile. Complete all activities listed in the lesson guide.

- **Lesson 7:** Textbook pp. 378-393 - Unidad 8: La rutina diaria. Complete all activities listed in the lesson guide.

- **Lesson 8:** Textbook pp. 402-422 - Unidad 8: La rutina diaria. Complete all activities listed in the lesson guide.

- **Lesson 9**: Multimedia Presentation: Interesting topics in Spain. Complete all activities listed in the lesson guide.

- **Lesson 10**: Midterm. Complete all activities listed in the lesson guide.

[World Language Standards; 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.2]

Module 3: Textbook: ¡Que Chevere! 1

Objectives:

1. Describe clothing color and fabric. Identify parts of the body. Use adjectives as nouns.
2. Talk about the past using –ir/-er verbs. Talk about Panama Canal and services it provides.
3. Use affirmative and negative expressions. Talk about buying gifts and accessories.
4. Use diminutives. Talk about prices and payment practices in stores.
5. Use gustar. Use –a to clarify and emphasize. Describe typical Dominican music and culture.

Assignments:

- **Lesson 11**: Textbook pp. 434-457 - Unidad 9: ¡Vamos de compras! Complete all activities listed in the lesson guide.

- **Lesson 12:** Textbook pp. 460-480 - Unidad 9: ¡Vamos de compras! Complete all activities listed in the lesson guide.

- **Lesson 13:** Project: Global Business Awareness. Complete all activities listed in the lesson guide.

- **Lesson 14:** Literature Unit: La liebre y la tortuga. Complete all activities listed in the lesson guide.

- **Lesson 15:** Literature Unit: La liebre y la tortuga. Complete all activities listed in the lesson guide.

Scope, Sequence & Assignments - World Language

[World Language Standards: 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 5.1]

Module 4: Textbook: ¡Que Chevere! 1

Objectives:

1. Identify objects in an electronic store. Use tener. Use que + adjective/noun
2. Discuss how nature conservation and political neutrality are present Costa Rica.
3. Describe activities for the coming week. Use the personal a when using direct objects.
4. Talk about holidays and celebrations. Talk about past and future days. Use venir.
5. Talk about months of the year. Use numbers from 101-999,000. Ask for and give a date.

Assignments:

- **Lesson 16:** Literature Unit: La liebre y la tortuga. Complete all activities listed in the lesson guide.
- **Lesson 17:** Study Guide. Complete all activities listed in the lesson guide.
- **Lesson 18:** Take the closed book End of Course Exam in class. See your teacher for the exam. Return all textbooks and course materials.

Appendix II

SAFETY PLAN

Comprehensive Safety Plan

Altus SCHOOLS SAN DIEGO

SY 2025-2026

ALTUS SCHOOLS CHARTER SCHOOL OF SAN DIEGO	ALTUS SCHOOLS AUDEO

QUICK GLANCE REFERENCE

Notification System

FIRE Notification Method is—Series of short beeps followed by verbal instructions

EARTHQUAKE DRILL Notification Method is—Continuous long beep followed by verbal instructions

LOCKDOWN Notification Method is—Lights being turned off, followed by verbal instructions

SHELTER-IN-PLACE Notification Method is—3 short beeps, 3 long beeps followed by verbal instructions

ALL-CLEAR Notification Method is—Series of long beeps followed by verbal instructions

(Notification systems vary at each location. Minimum requirements cover fire, earthquake, lockdown, shelter-in-place, and all-clear to return)

Incident Command Team Personnel—Major Assignments Only

Primary (Insert Names)	Position	Alternate (Insert Names)
Mary Bixby	**Incident Commander**	Tim Tuter
Tim Tuter	**Operations Chief**	Lynne Alipio
Angela Neri	**Planning & Intelligence Chief**	Eleanor Pe
Tim Tuter	**Logistics Chief**	Angela Neri
Lynne Alipio	**Finance & Administration Chief**	Mary Bixby

(SUBORDINATE ASSIGNMENTS CAN BE FOUND ON SECTION FOUR)

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SECTION ONE

Executive Summary

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any location.

An "Incident Commander" (and alternate) is assigned to be the point of contact for this plan. During emergencies, the Incident Commander is the point of coordination for all operations. An Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Incident Commander and the Incident Command Team are assigned to maintain and implement their Emergency Plan. The Safety Coordinator will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, the Safety Coordinator will review this emergency plan on an annual basis to determine if the Emergency Plan Template is compliant with Federal, State, and local laws.

The Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this RC. The Incident Commander, coordinating with the Safety Coordinator, will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

This format allows staff to understand basic roles and responsibilities regardless of where in the school they may be working.

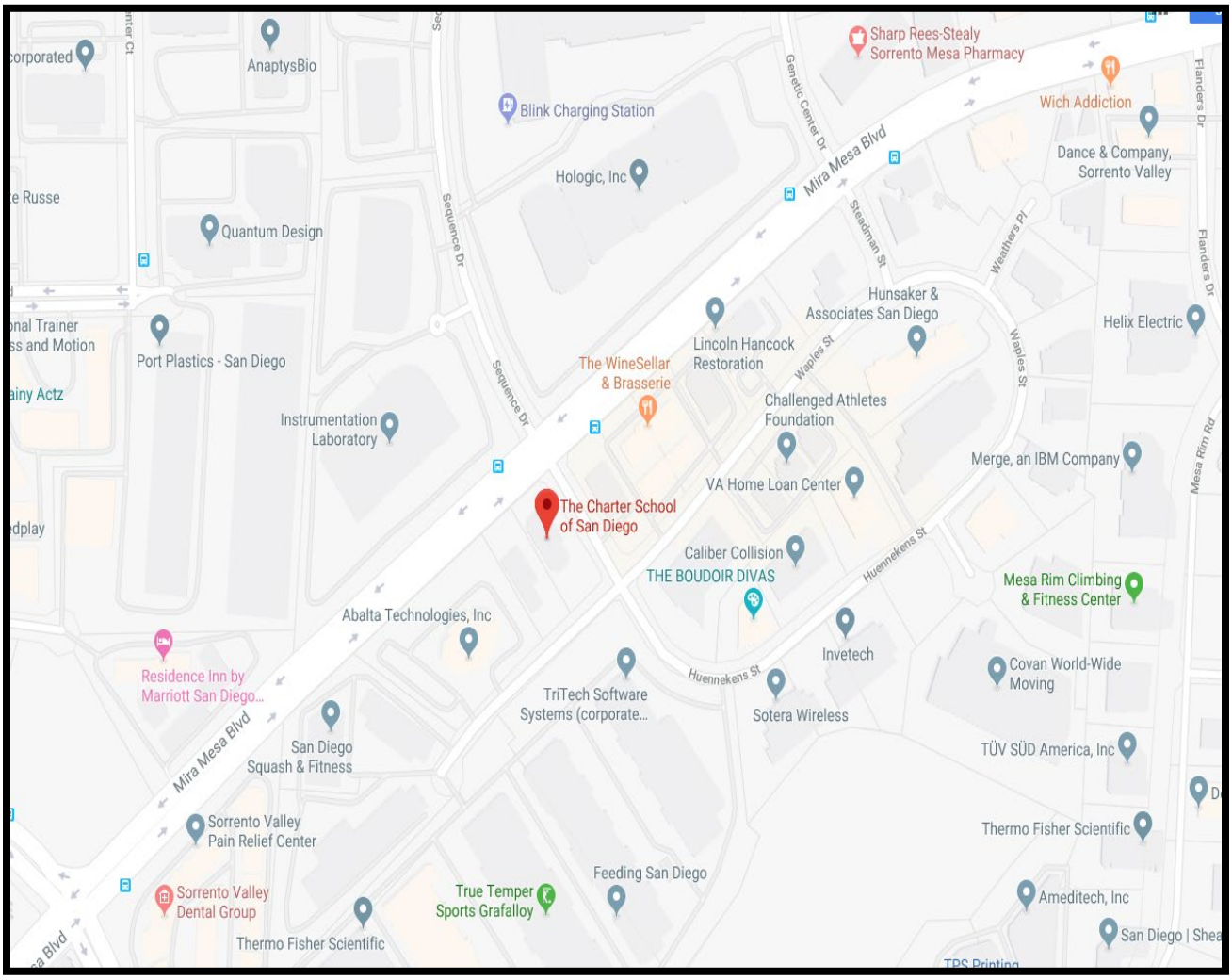
It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another's life.

SECTION TWO

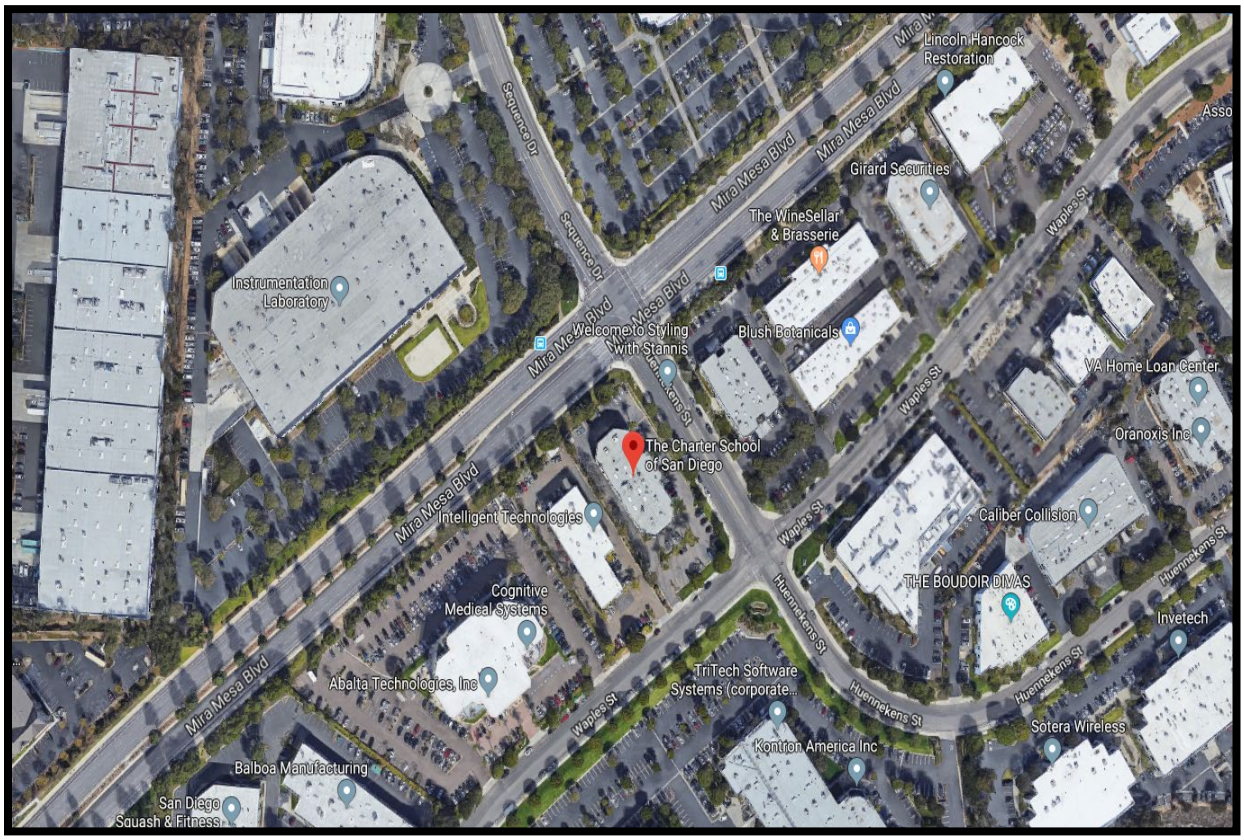
ALTUS SCHOOLS SAN DIEGO
Facility Information and Street/Aerial Maps

Sorrento Mesa Resource Center – AS CSSD

RC Address:10170 Huennekens Street, San Diego, CA 92121
RC Public Phone Number: 858-678-2020
RC Direct Phone Number: 858-678-2044 (Mary Bixby)
RC Fax Numbers: 858-552-6660, 858-552-6666,

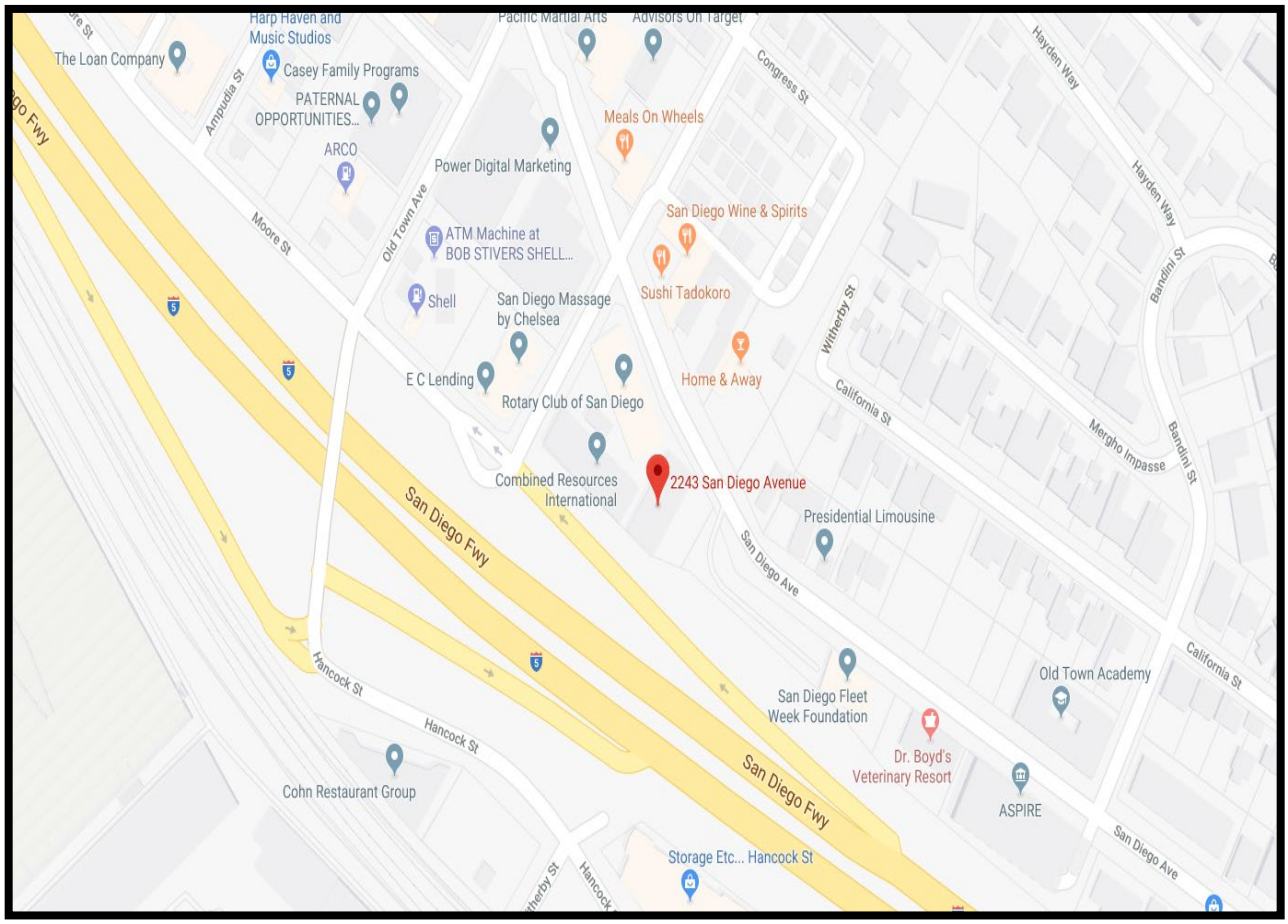


Sorrento Mesa Aerial Map



Old Town Resource Center—AS CSSD

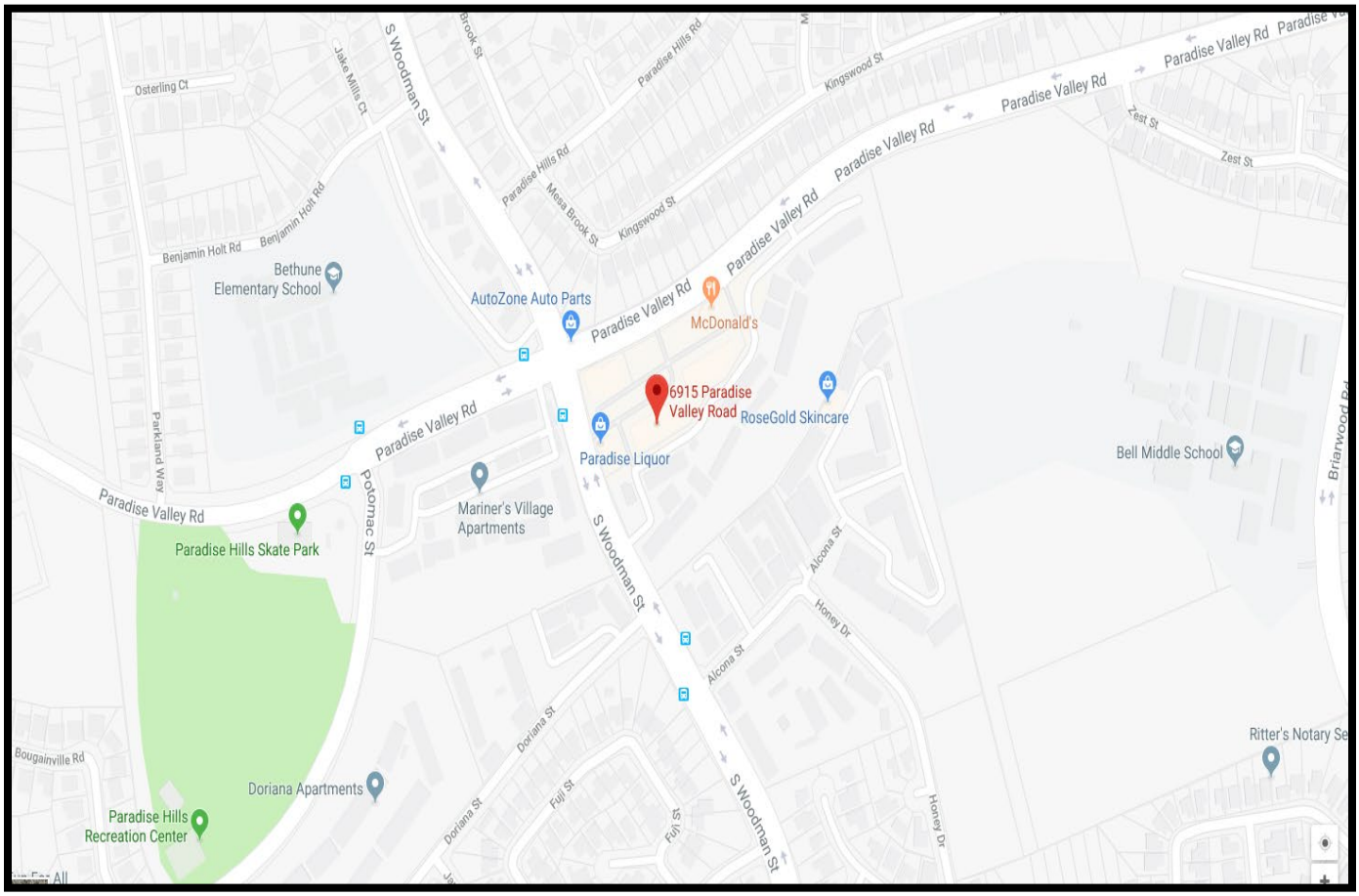
RC Address: 2243 San Diego Avenue, Suite 115, San Diego, CA 92110
RC Public Phone Number: 858-678-2020
RC Fax Number: 619-299-6127



Old Town Aerial Map

Paradise Hills Annex Resource Center—AS CSSD

Next to Little Caesar's Pizza
RC Address: 6915 Paradise Valley Road, Unit 1, San Diego, CA 92139
RC Public Phone Number: 858-678-2020
RC Fax Number: 619-472-6641



Paradise Hills Annex Aerial Map

Mission Valley-West Resource Center —AS Audeo

RC Address: 3420 Camino Del Rio North, San Diego, CA 92108

Behind SDCCU Stadium (Formerly Qualcomm)

RC Public Phone Number: 858-678-2050

RC Fax Number: 619-280-8033

Mission Valley-West Aerial Map

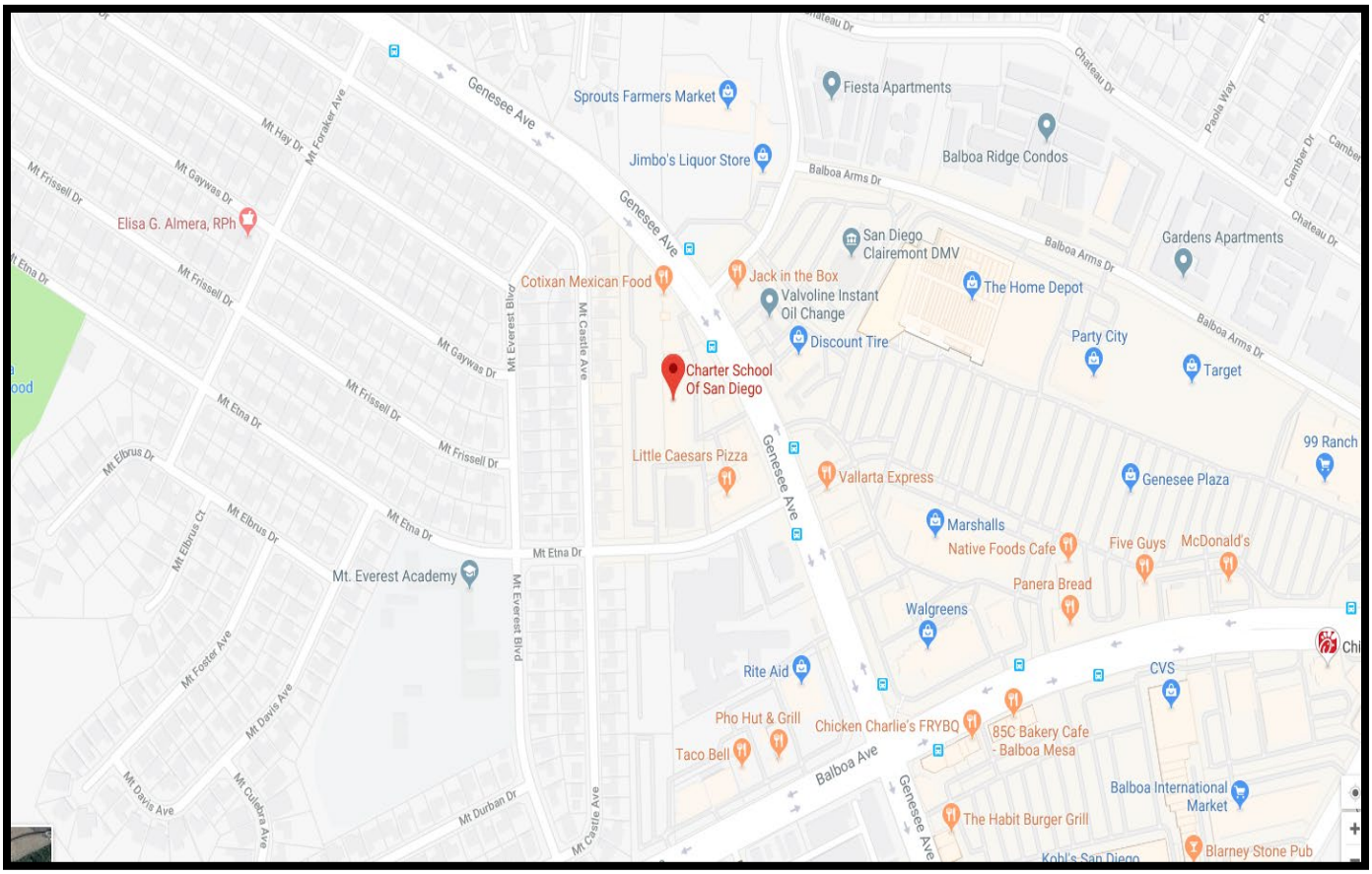
Clairemont Resource Center (RC) - AS CSSD

RC Address: 4340 Genesee Ave., Ste. 109, San Diego, CA 92117

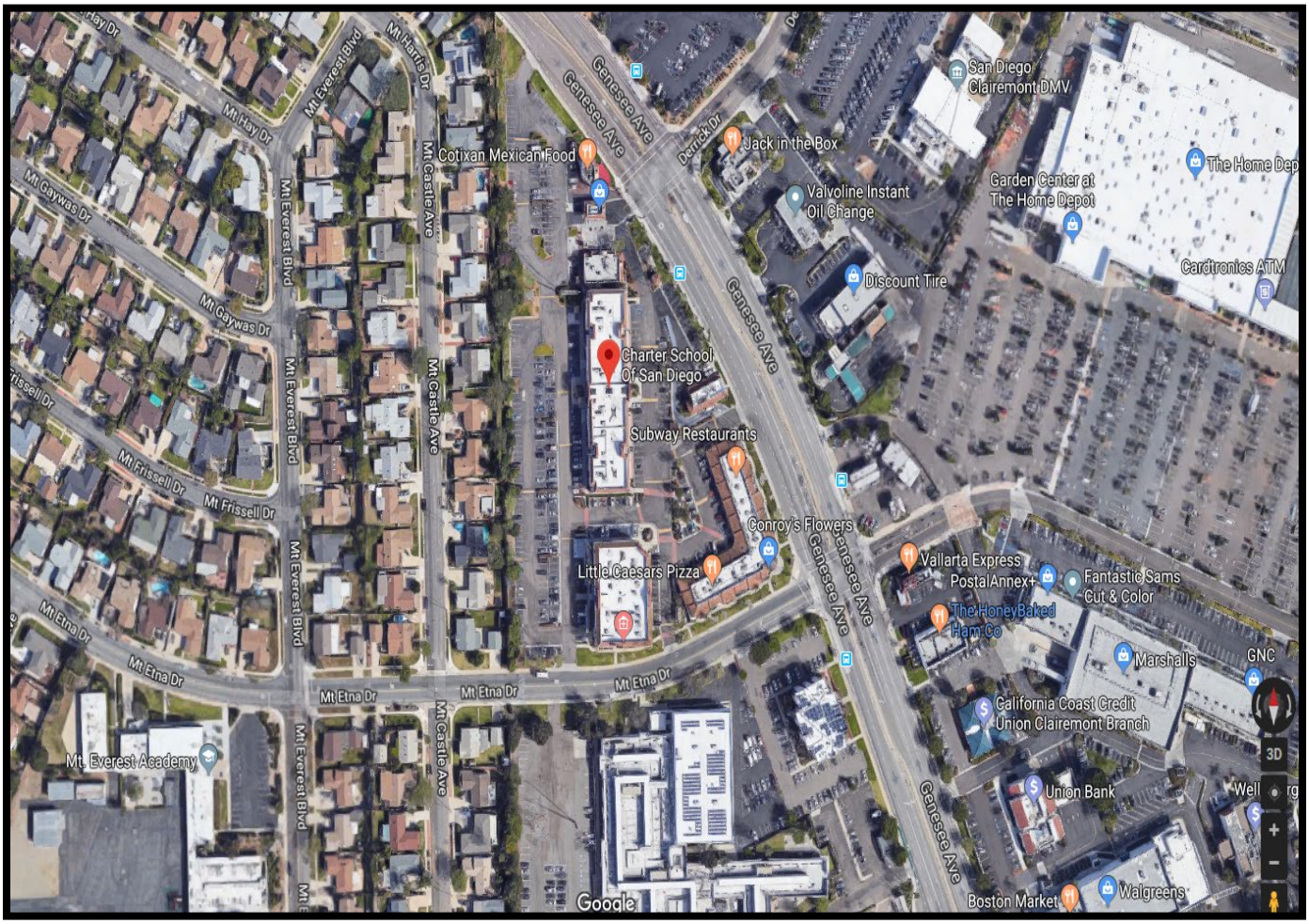
Same strip mall as El Pollo Loco

RC Public Phone Number: 858-678-2020

RC Fax Number: 858-552-6660



Clairemont Aerial Map



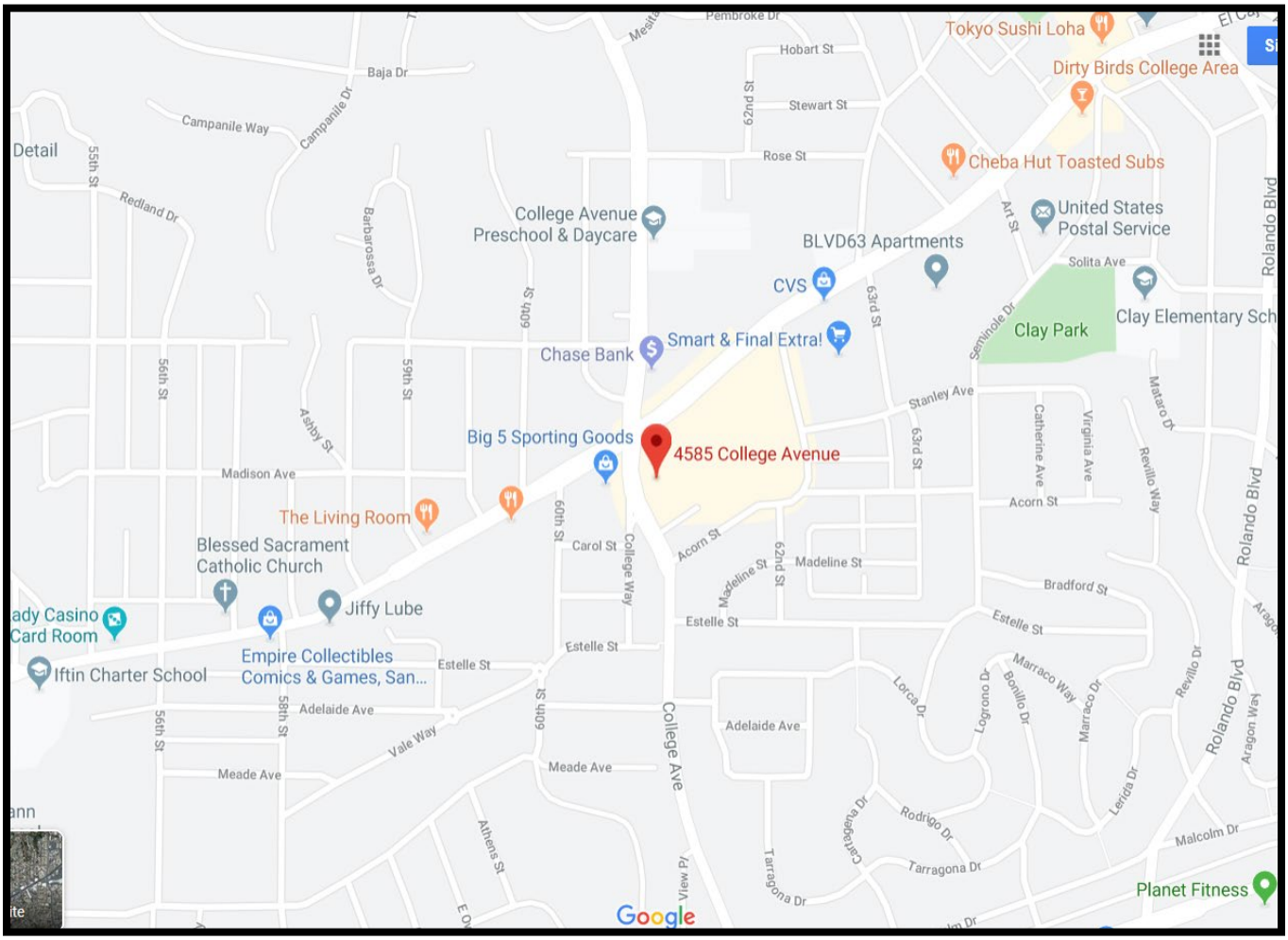
College Avenue Resource Center (RC) - AS CSSD

RC Address: 4585 College Ave., Suites C1 & C2, San Diego, CA 92115

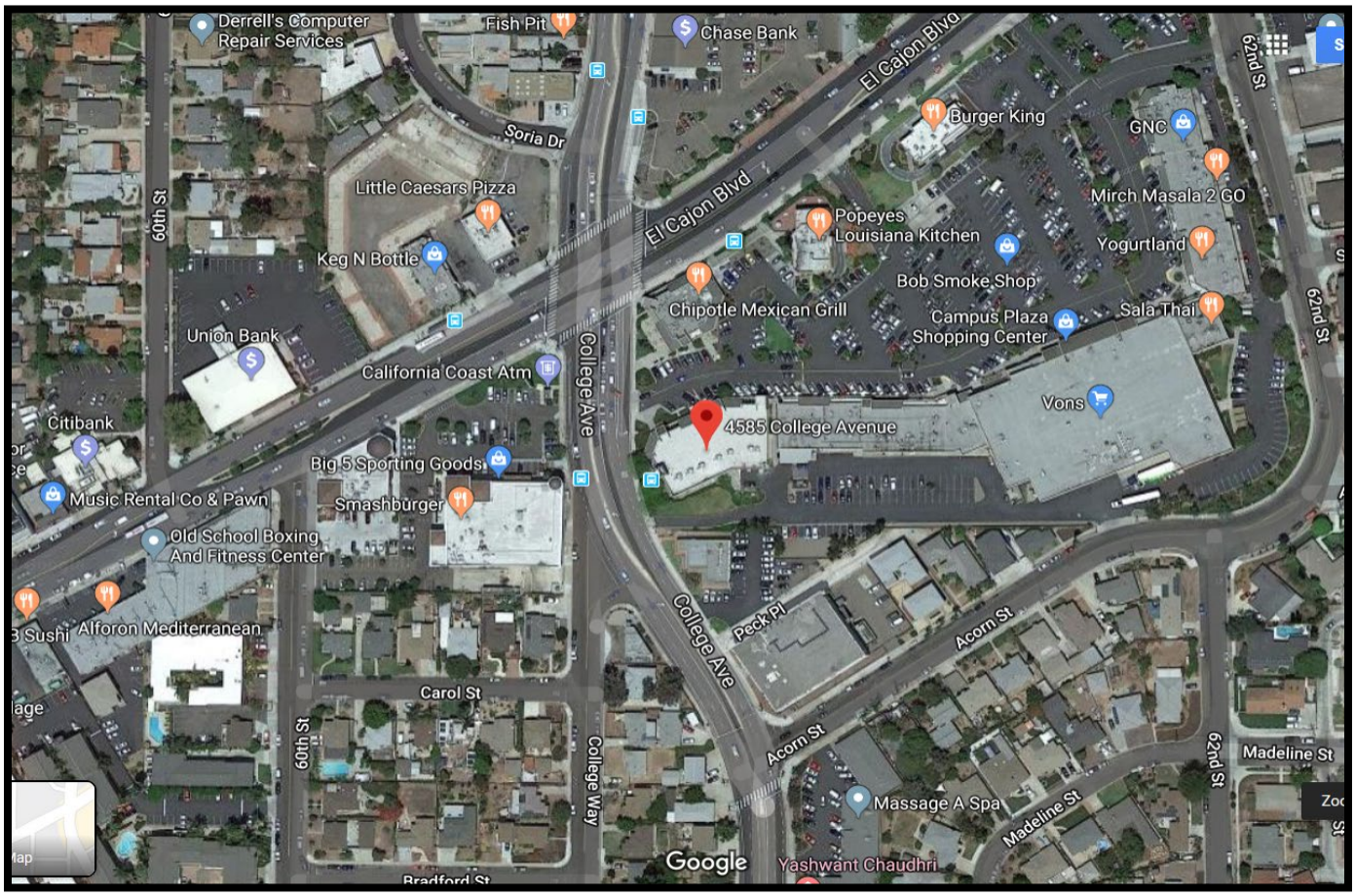
Near VONS Supermarket

RC Public Phone Number: 858-678-2020

RC Fax Number: 858-552-6660



College Avenue Aerial Map



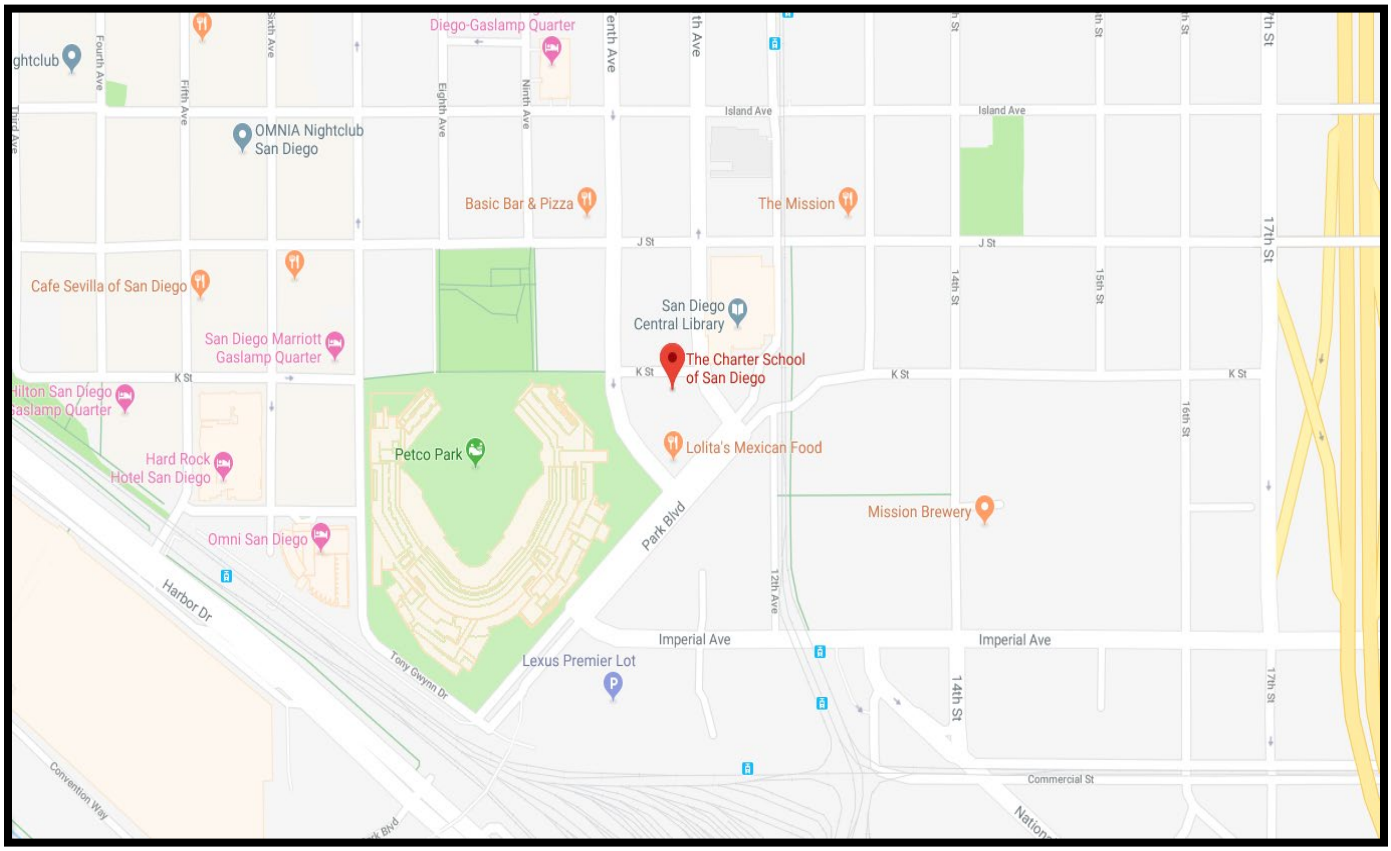
Downtown Resource Center (RC) - AS CSSD

RC Address: 1095 K St., Ste. A, San Diego, CA 92101

In downtown San Diego, east of Petco Park

RC Public Phone Number: 858-678-2020

RC Fax Number: 858-552-6660



Downtown Aerial Map

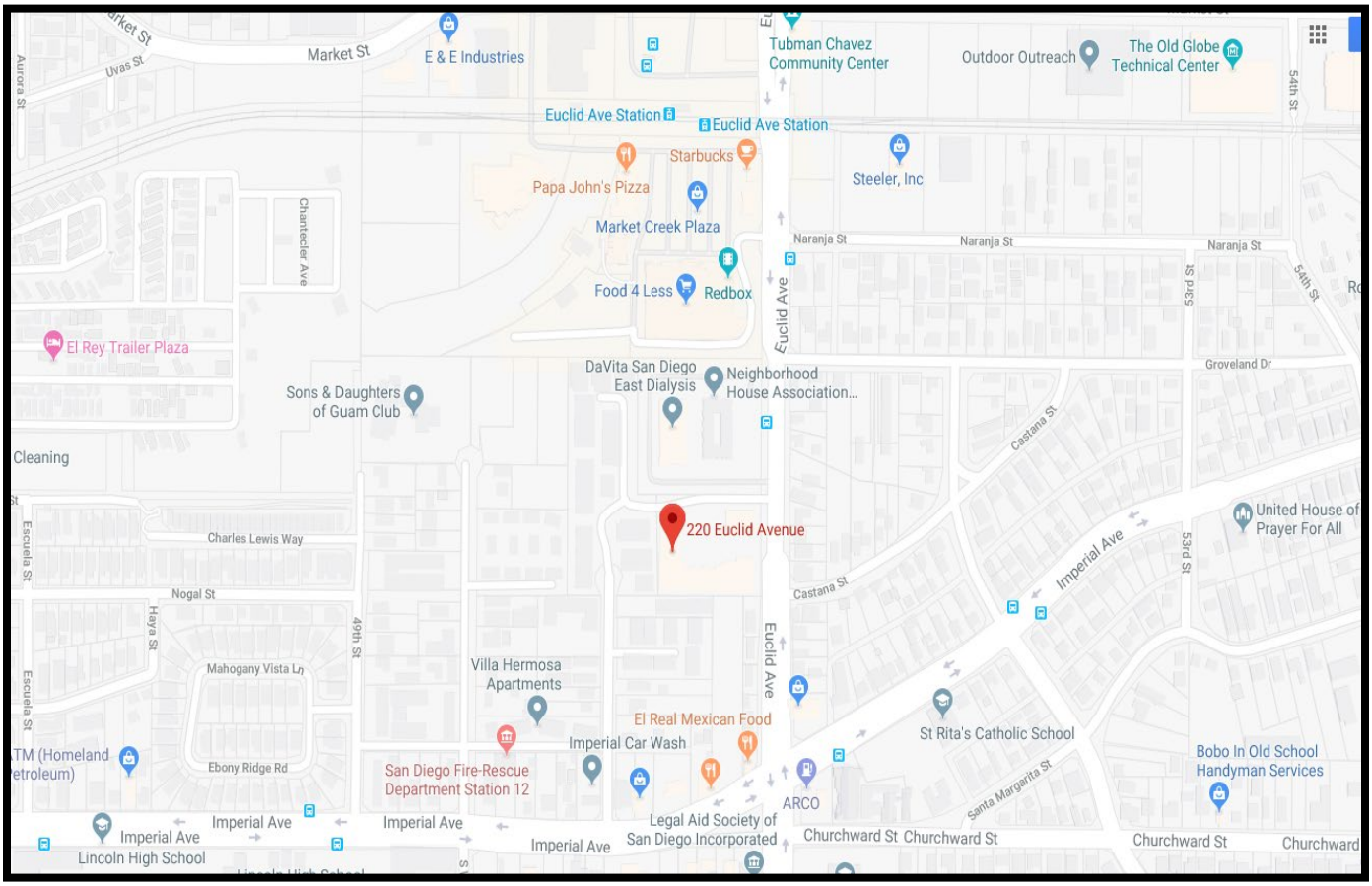
Euclid Resource Center (RC) - AS CSSD

RC Address: 220 Euclid Ave., Suite 70, San Diego, CA 92114

Near intersection of Imperial Avenue and Euclid Avenue

RC Public Phone Number: 858-678-2020

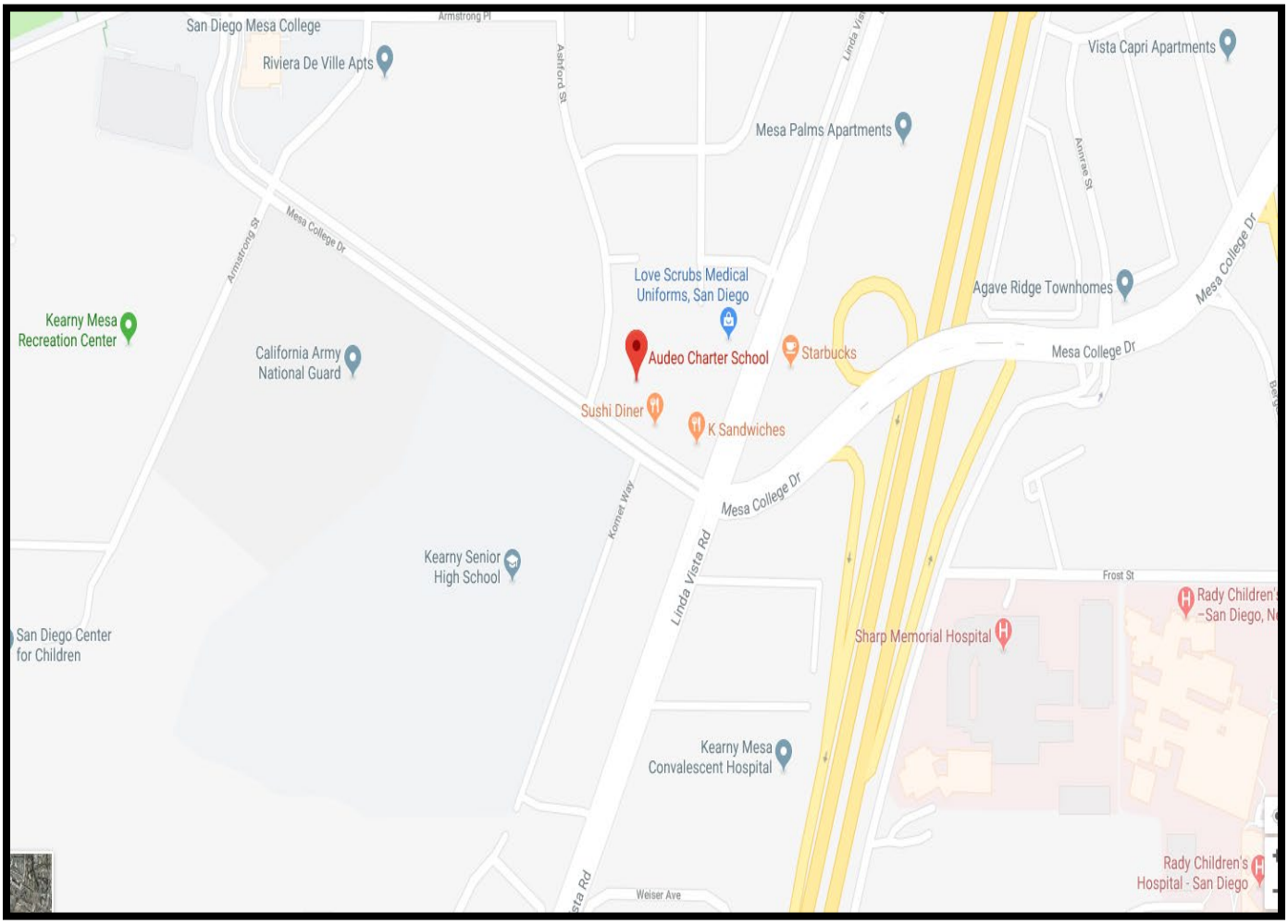
RC Fax Number: 858-552-6660



Euclid Aerial Map

Kearny Mesa Resource Center (RC) – AS Audeo

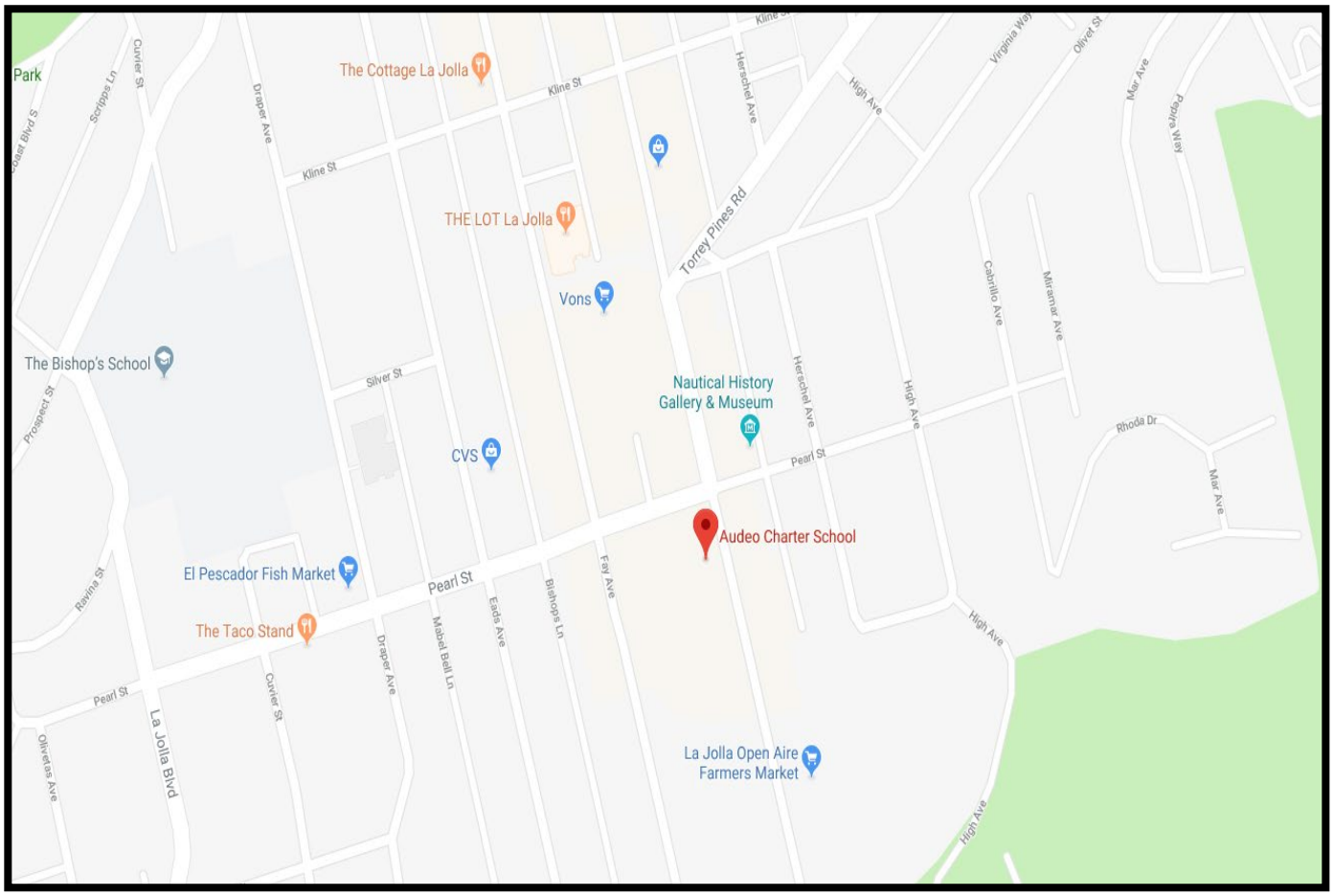
RC Address: 7520 Mesa College Drive, San Diego, CA 92111
RC Public Phone Number: 858-678-2050
RC Fax Number: 619-280-8033



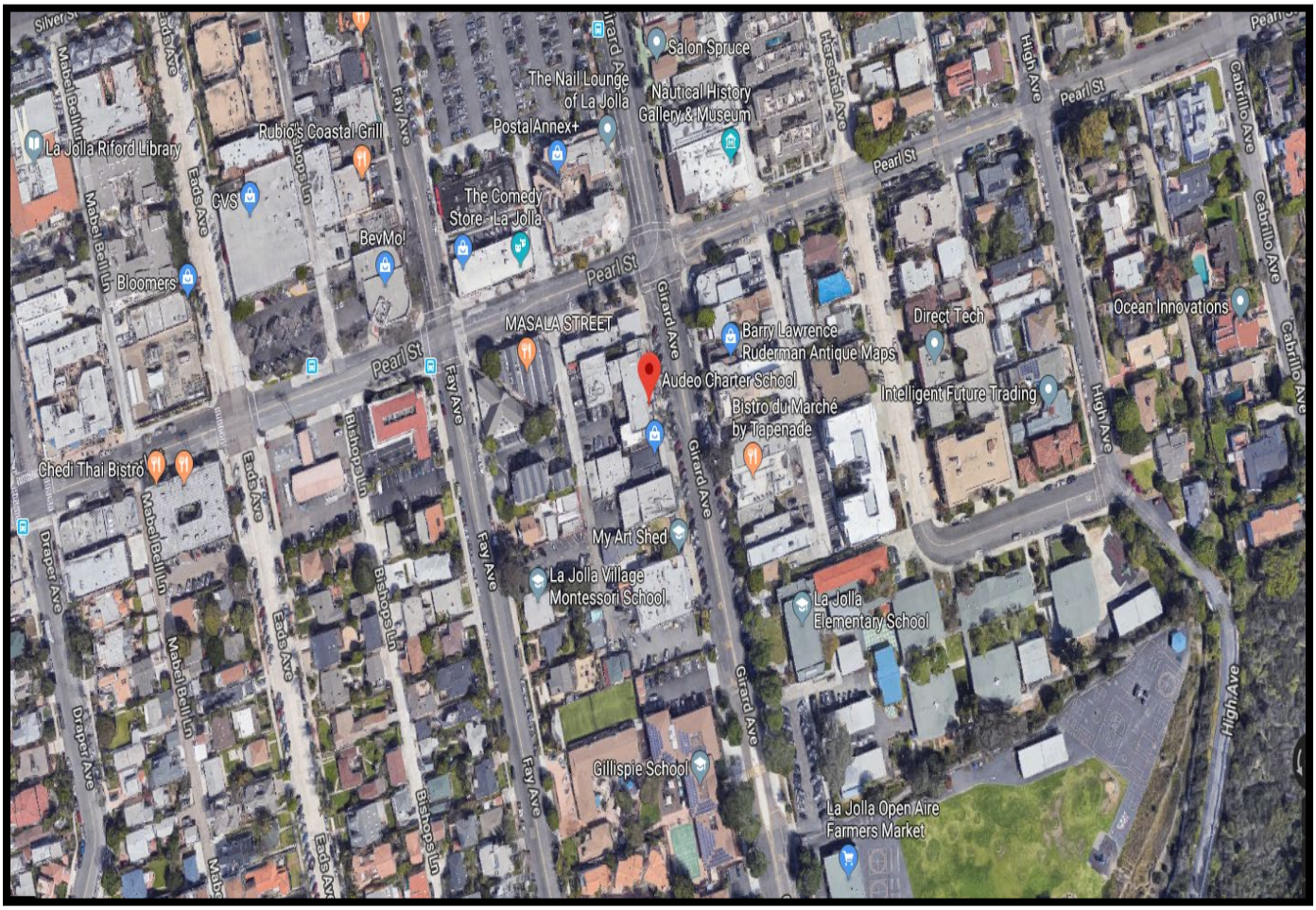
Kearny Mesa Aerial Map

La Jolla Resource Center (RC) - AS Audeo

RC Address: 7458 (7456) Girard Avenue, La Jolla, CA 92037
RC Public Phone Number: 858-678-2050
RC Fax Number: 619-280-8033



La Jolla Aerial Map



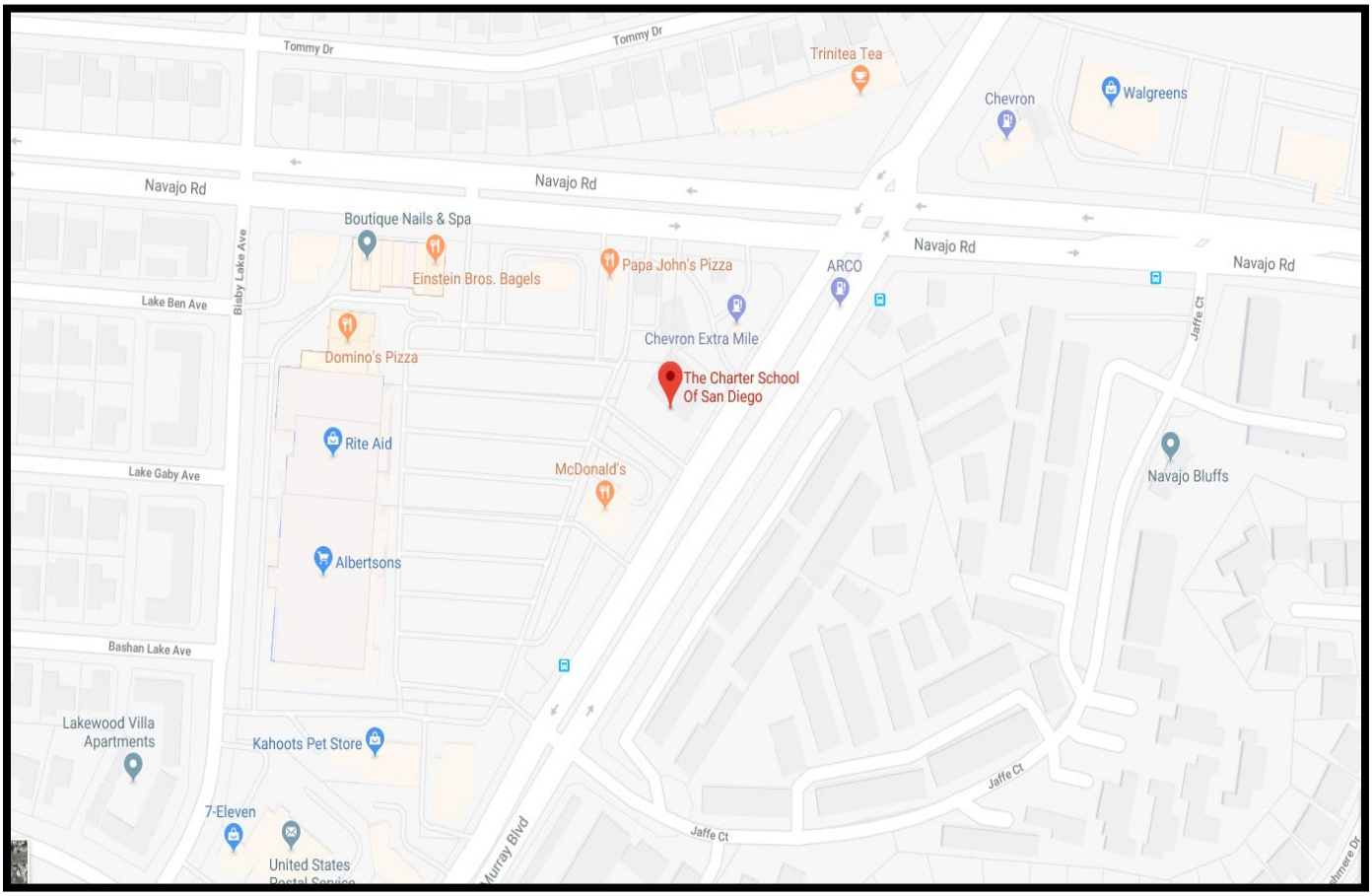
Lake Murray Resource Center (RC) - AS CSSD

RC Address: 8776 Lake Murray Blvd., San Diego, CA 92119

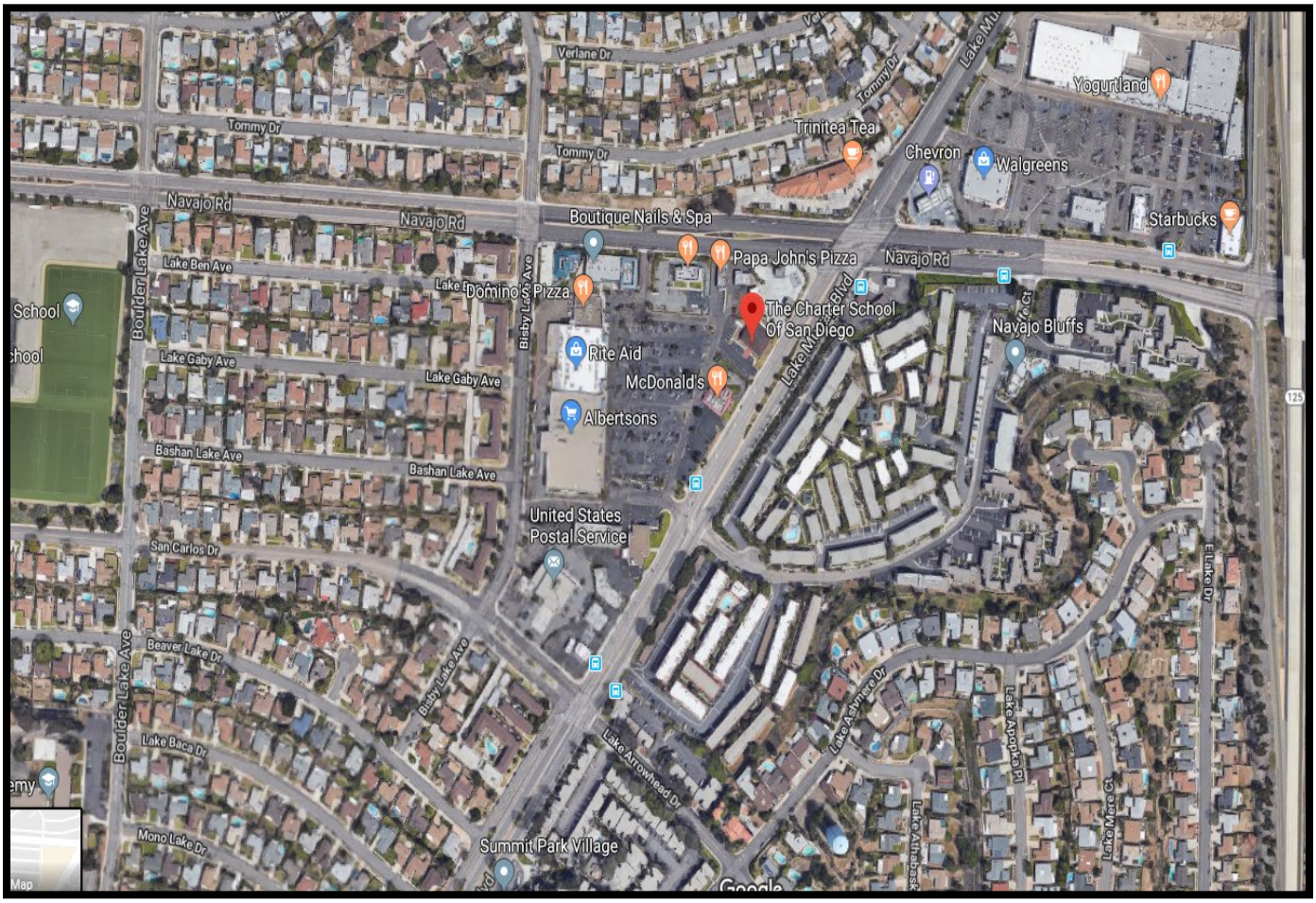
Located on Lake Murray Blvd. and Navajo Road

RC Public Phone Number: 858-678-2020

RC Fax Number: 858-552-6660



Lake Murray Aerial Map



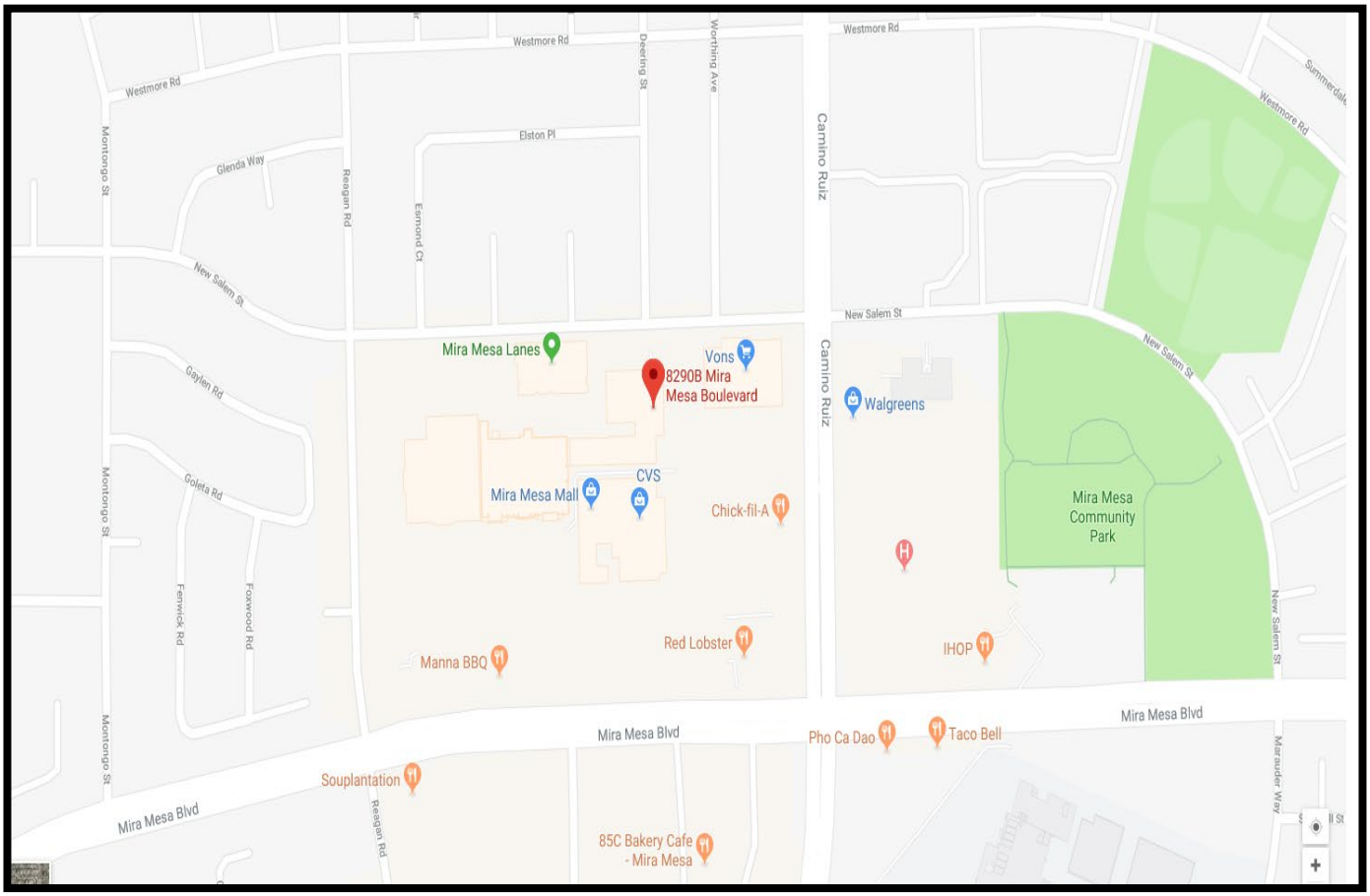
Mira Mesa Resource Center (RC) - AS CSSD

RC Address: 8290-B Mira Mesa Blvd., Unit 23, San Diego, CA 92126

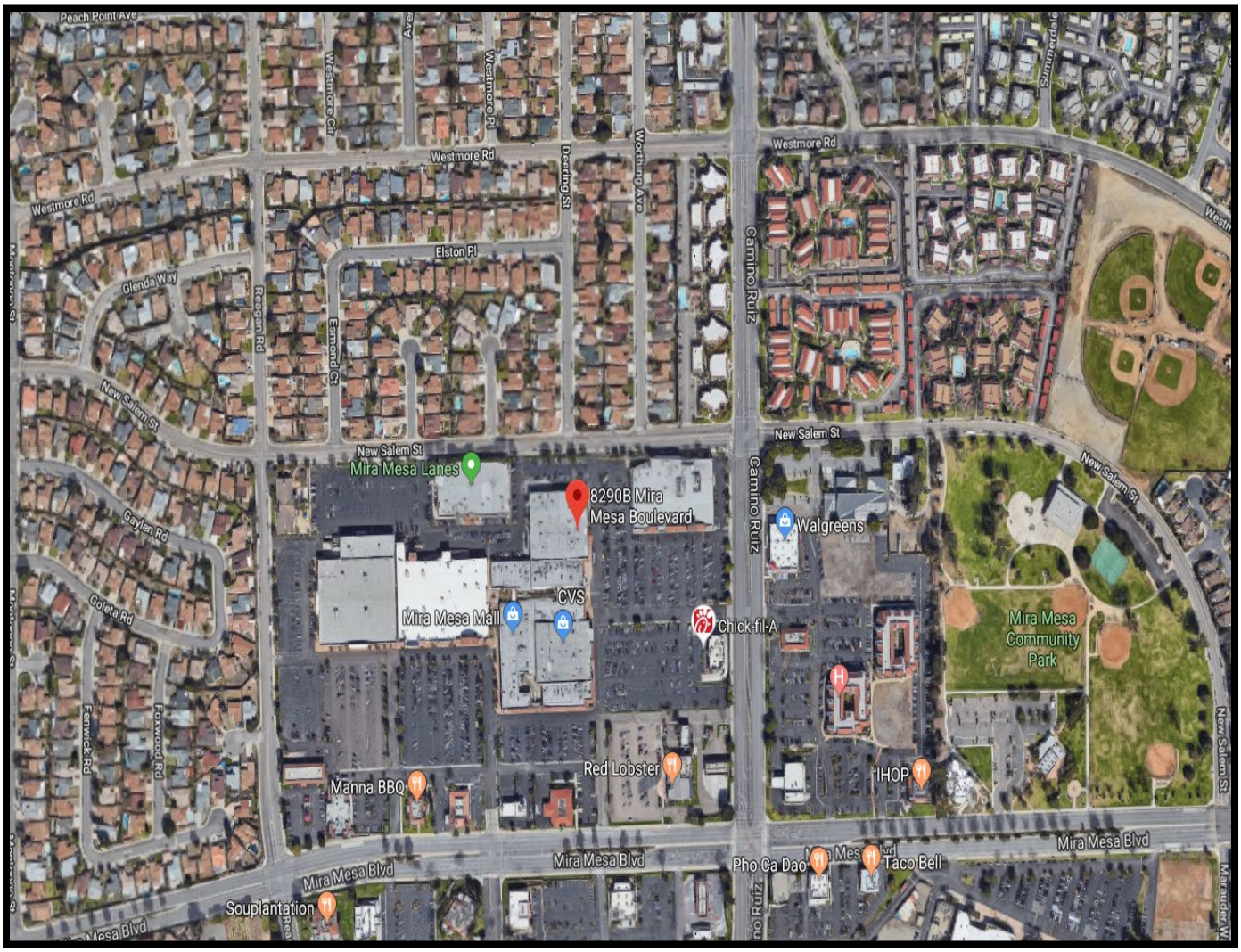
Across from Vons

RC Public Phone Number: 858-678-2020

RC Fax Number: 858-552-6660



Mira Mesa Aerial Map



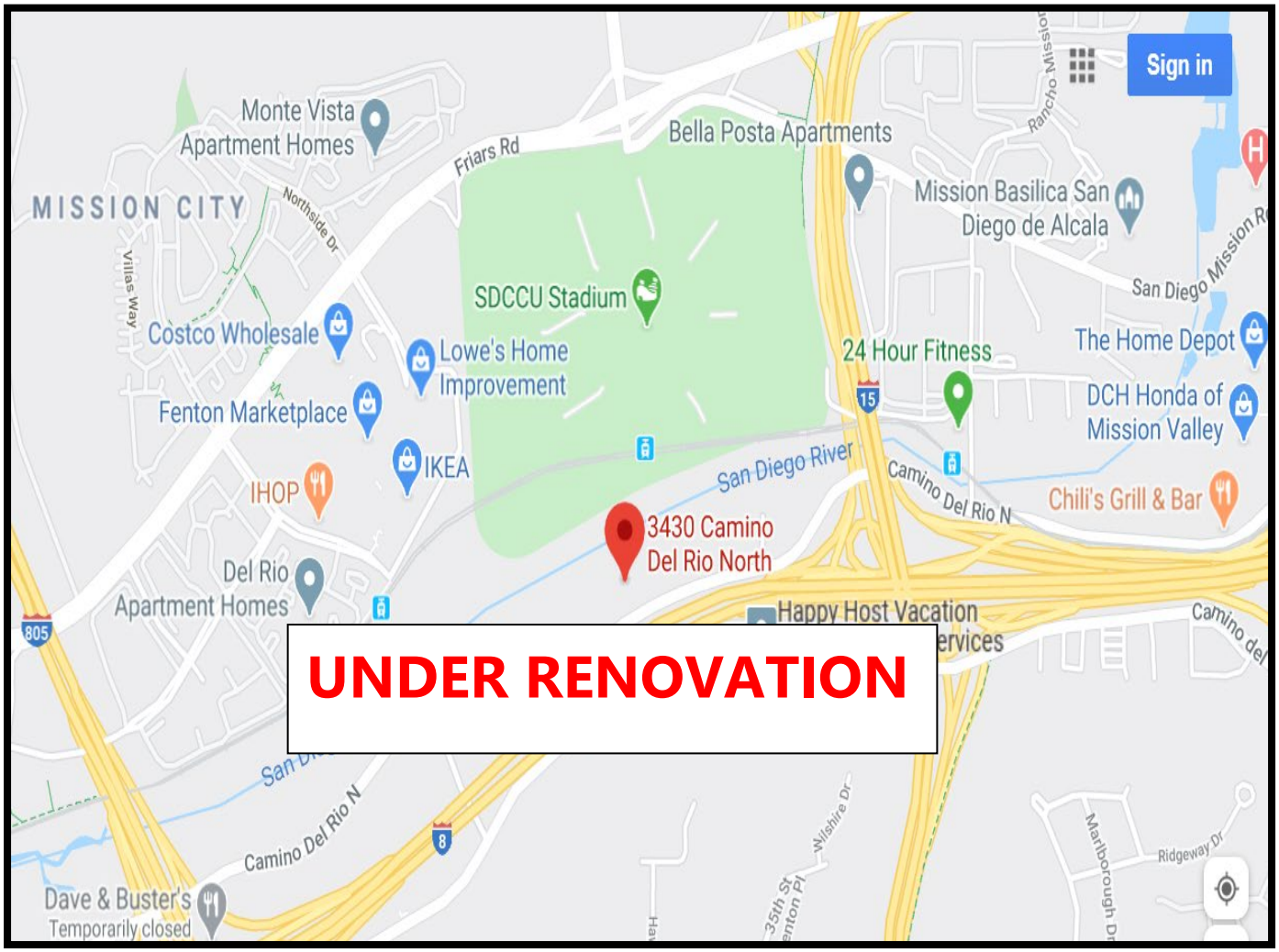
Mission Valley-East Resource Center (RC) - AS Audeo

RC Address: 3430 Camino Del Rio North, San Diego, CA 92108

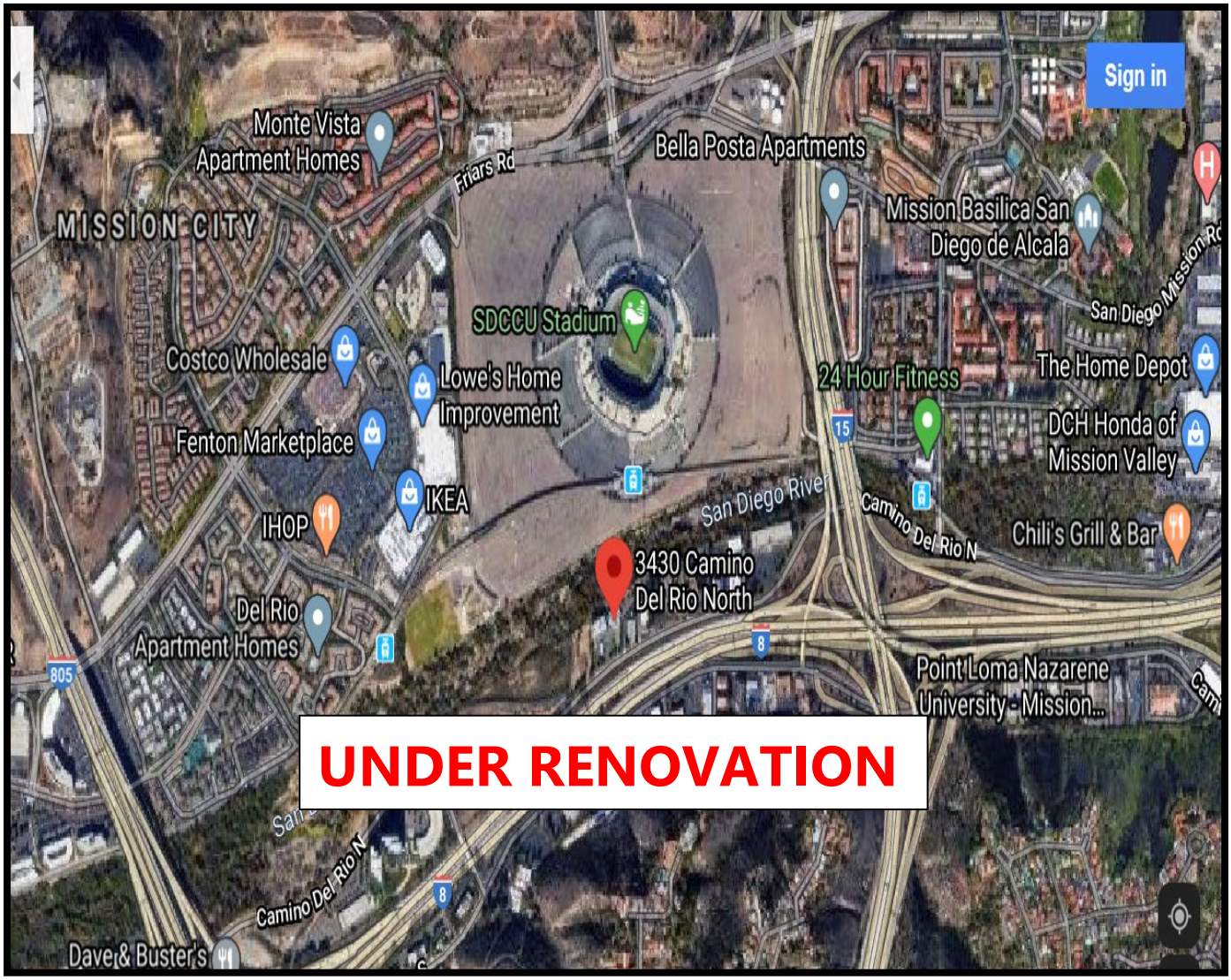
At the back of SDCCU Stadium, I-8 side

RC Public Phone Number: 858-678-2050

RC Fax Number: 619-280-8033



Mission Valley- East Aerial Map



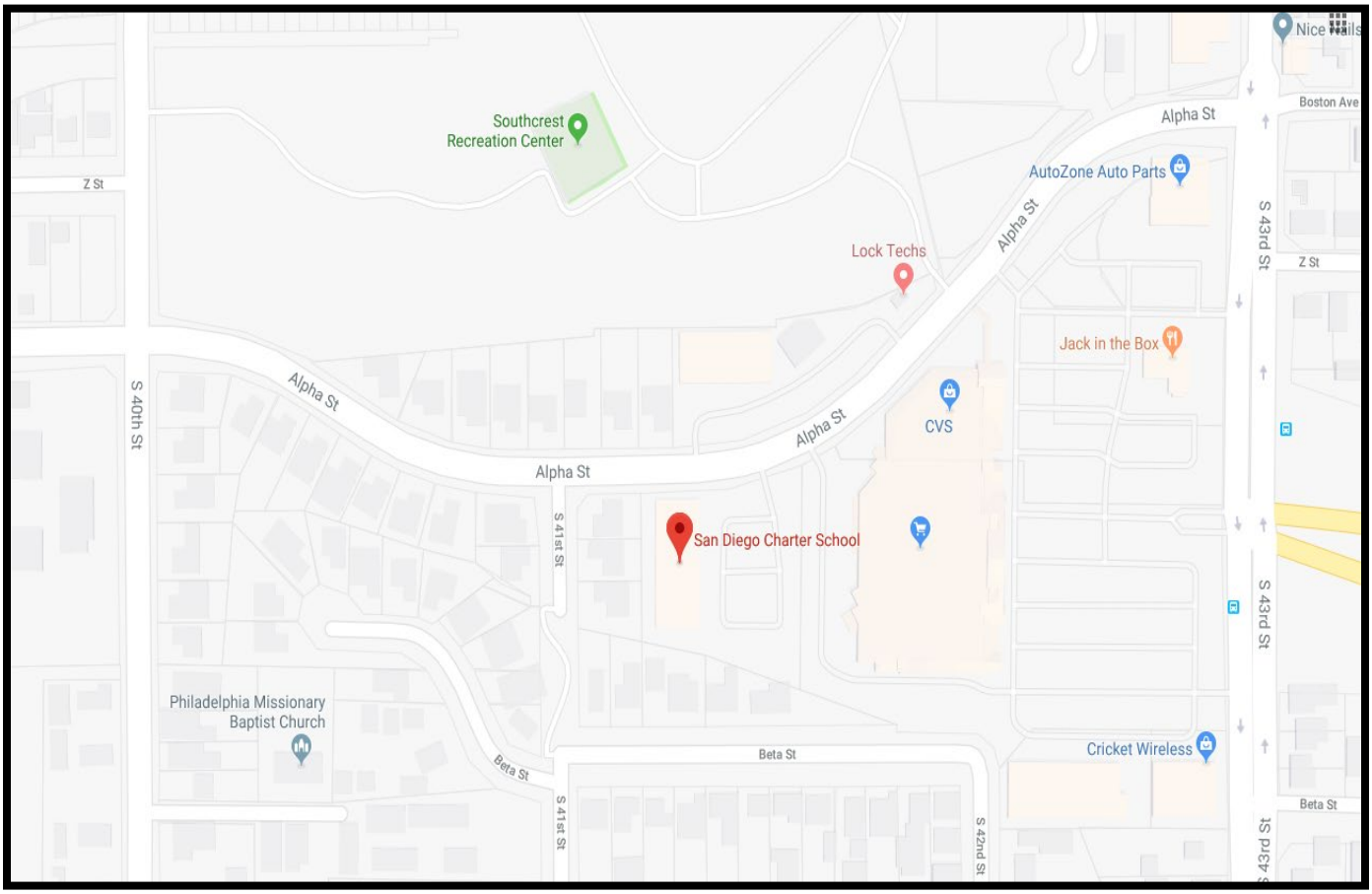
Northgate Resource Center (RC) - AS CSSD

RC Address: 4125 Alpha Street, Suites C & D, San Diego, CA 92113

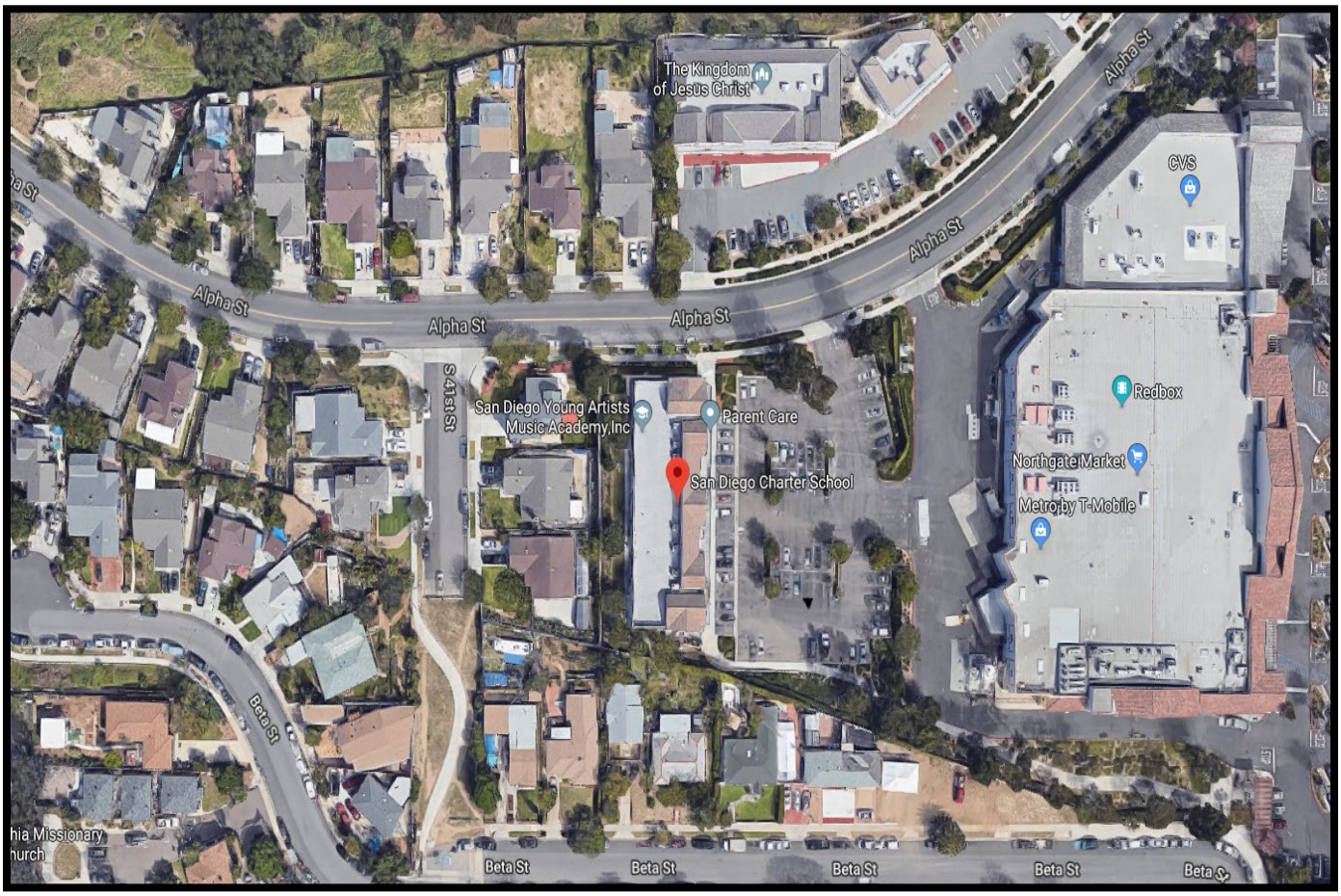
Located right behind the Northgate Market

RC Public Phone Number: 858-678-2020

RC Fax Number: 858-552-6660



Northgate Aerial Map



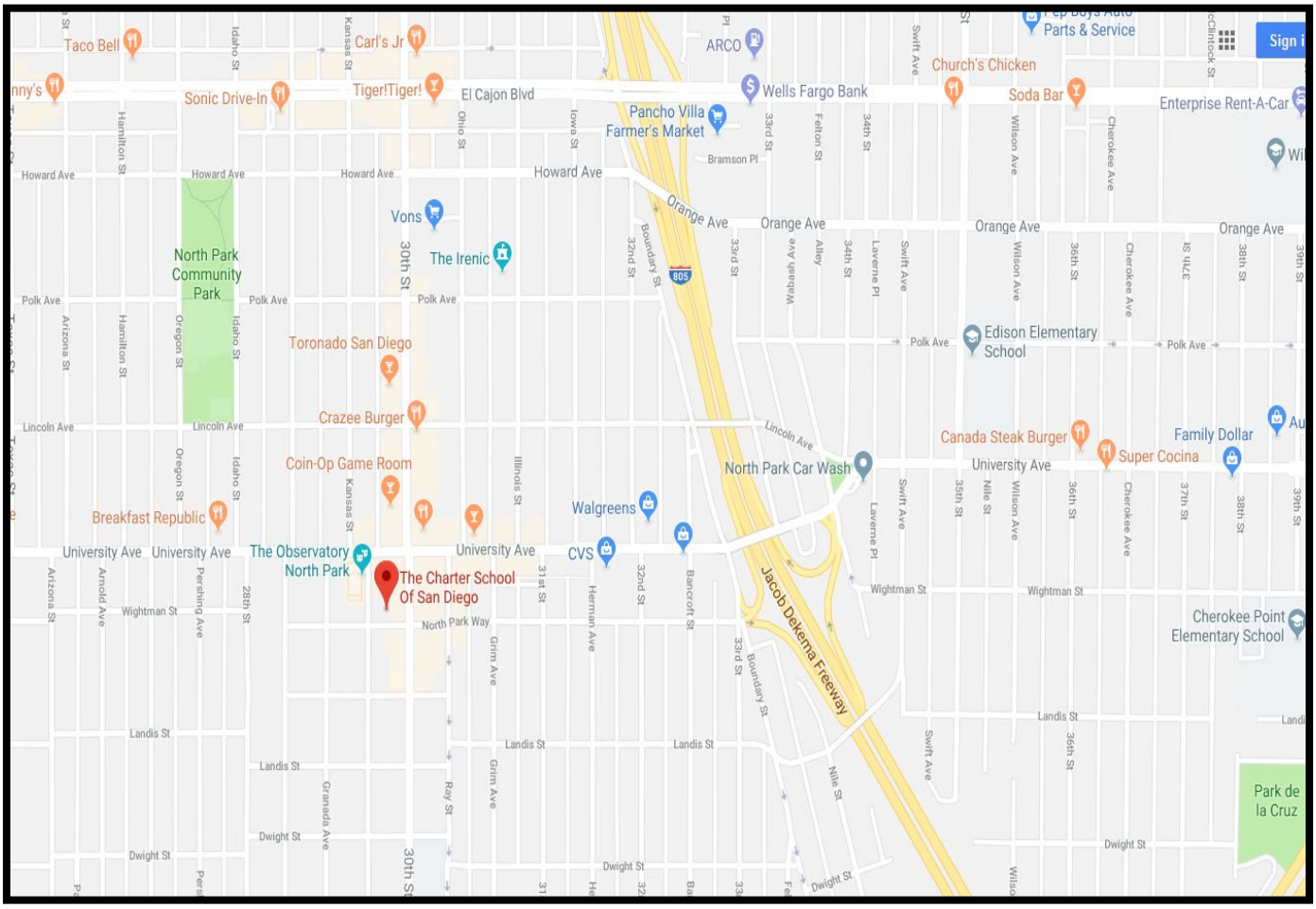
North Park Resource Center (RC) - AS CSSD

RC Address: 2940 North Park Way, San Diego, CA 92104

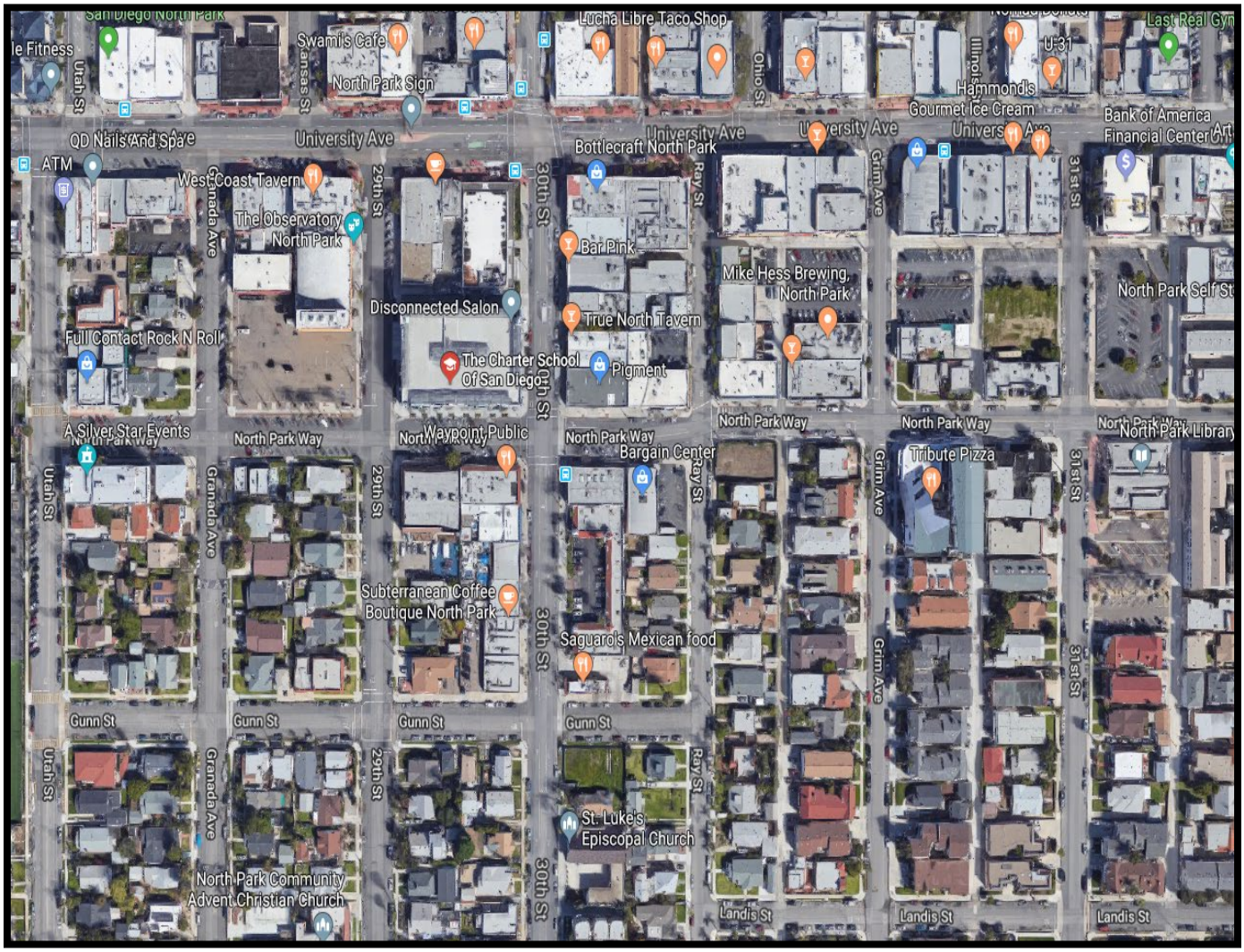
RC is located on the ground floor/street level of the North Park parking structure

RC Public Phone Number: 858-678-2020

RC Fax Number: 858-552-6660

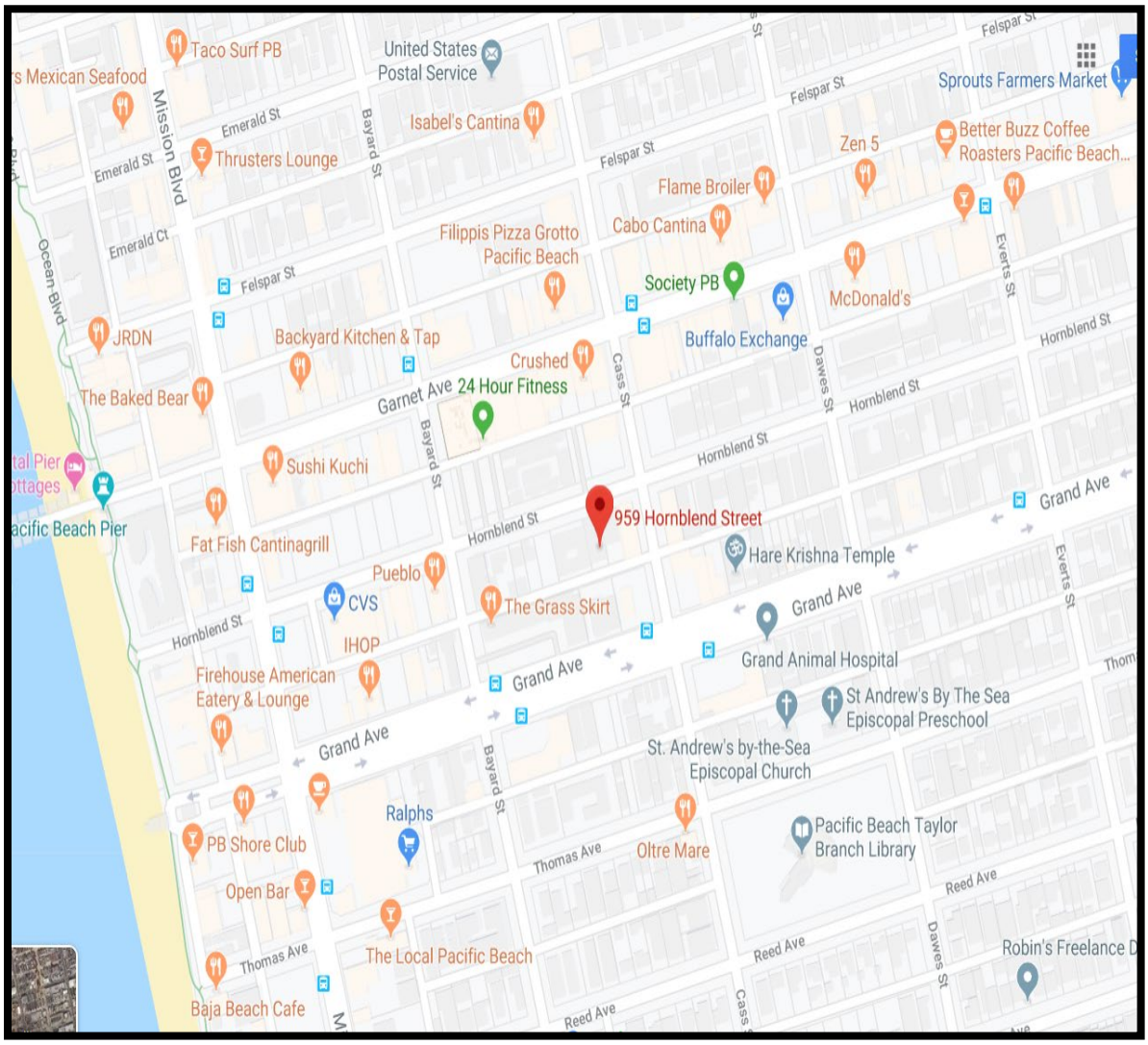


North Park Aerial Map

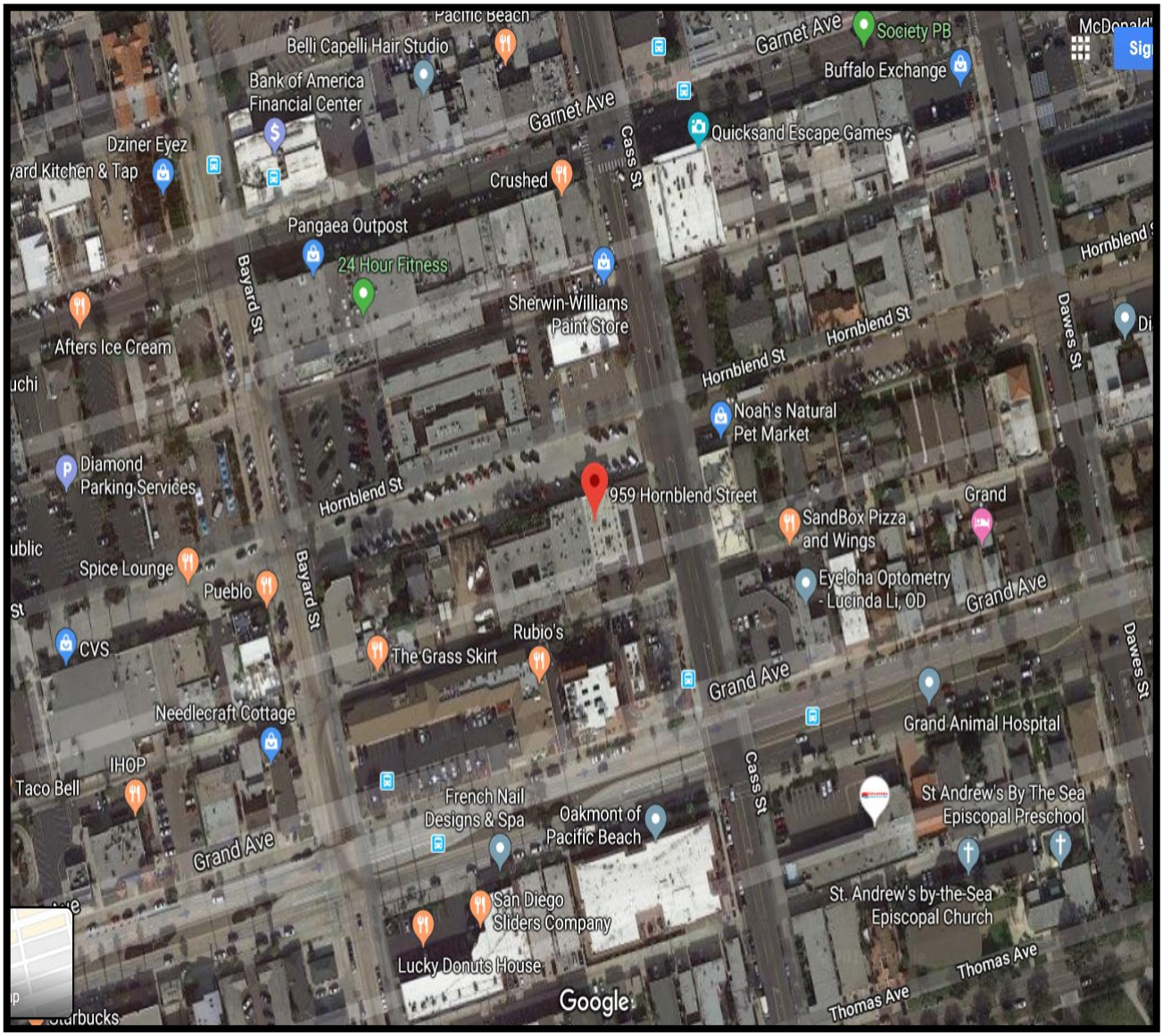


Pacific Beach Resource Center (RC) - AS Audeo

RC Address: 959 Hornblend St, San Diego, CA 92109
RC Public Phone Number: 858-678-2050
RC Fax Number: 619-280-8033

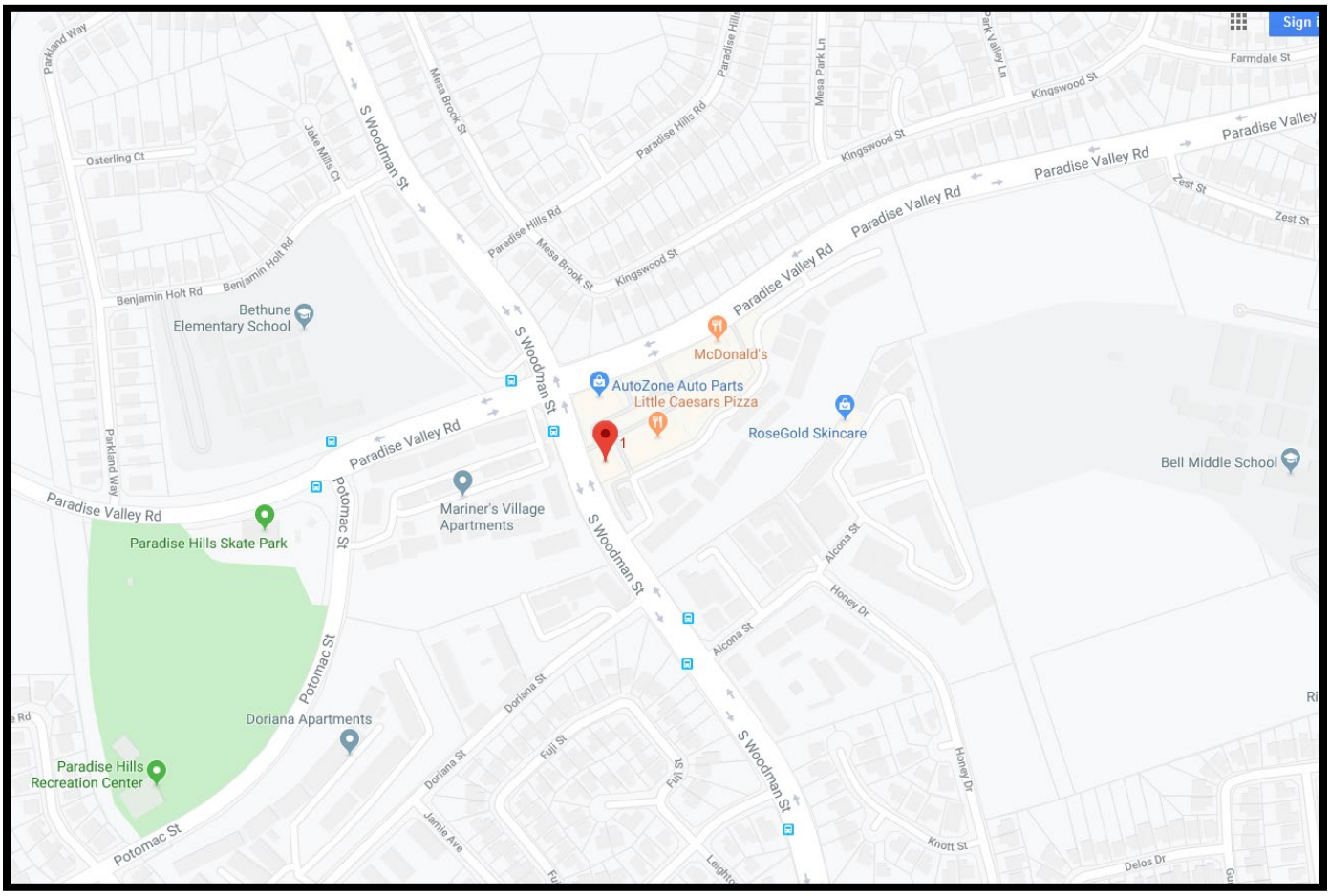


Pacific Beach Aerial Map



Paradise Hills Cadet Corp Resource Center -AS CSSD

RC Address: 6907 Paradise Valley Road, Unit 1, San Diego, CA 92139
RC Public Phone Number: 858-678-2020
RC Fax Number: 619-472-6641



Paradise Hills Cadet Corp Aerial Map

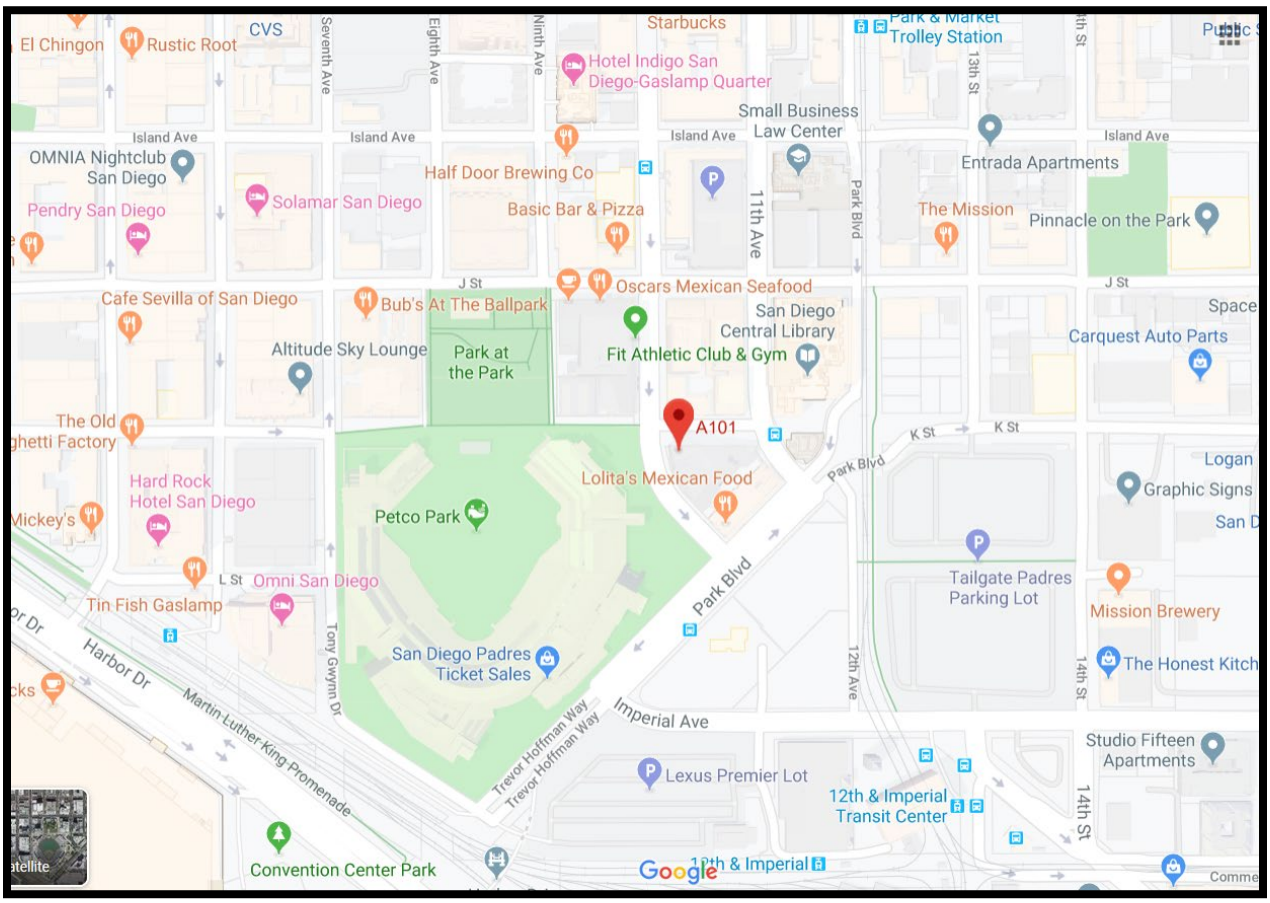
Petco Park Resource Center (RC) - AS CSSD

RC Address: 1091 K St., Ste. A101, San Diego, CA 92101

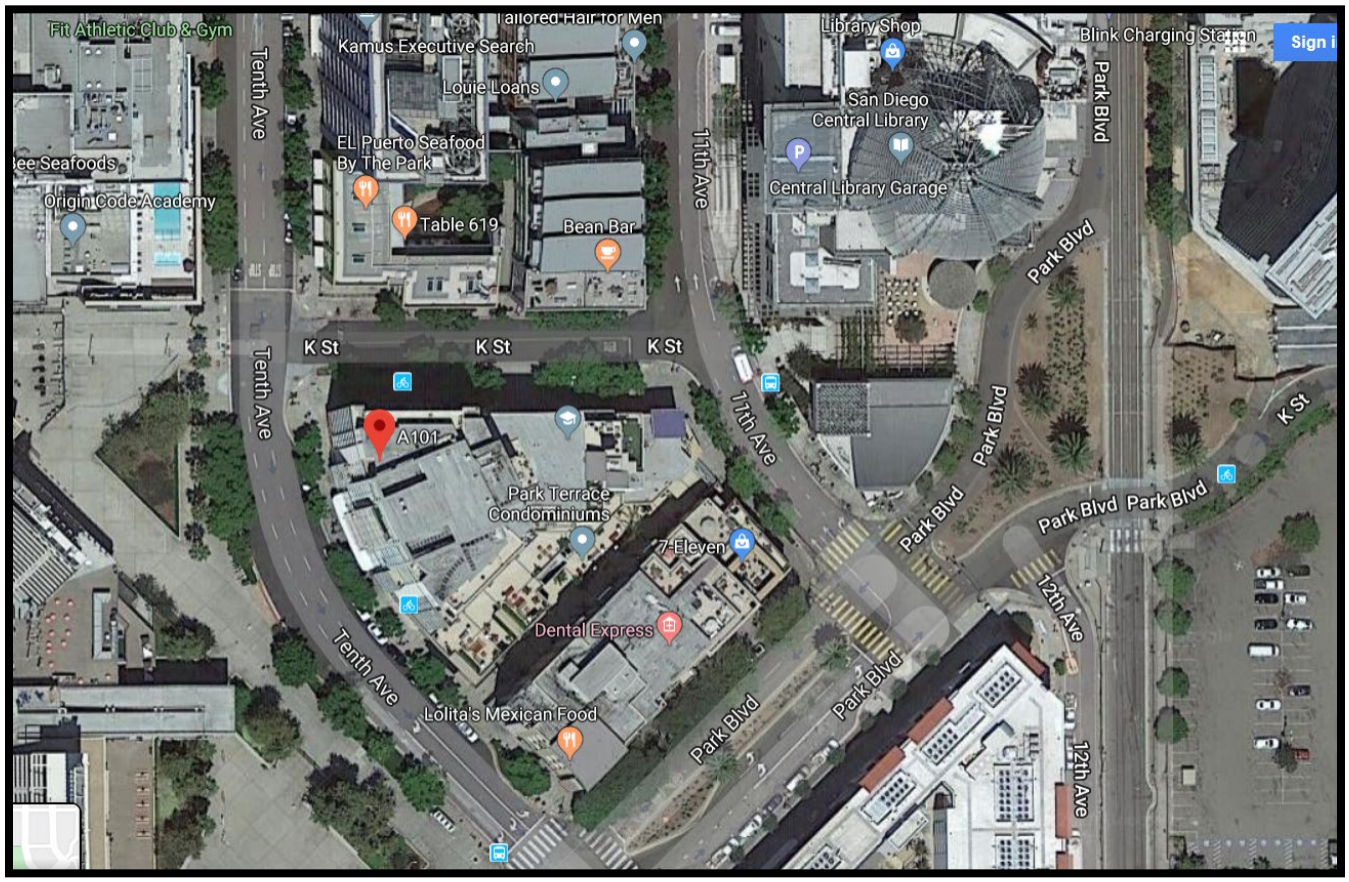
In downtown San Diego, east of Petco Park

RC Public Phone Number: 858-678-2020

RC Fax Number: 858-552-6660



Petco Park Aerial Map



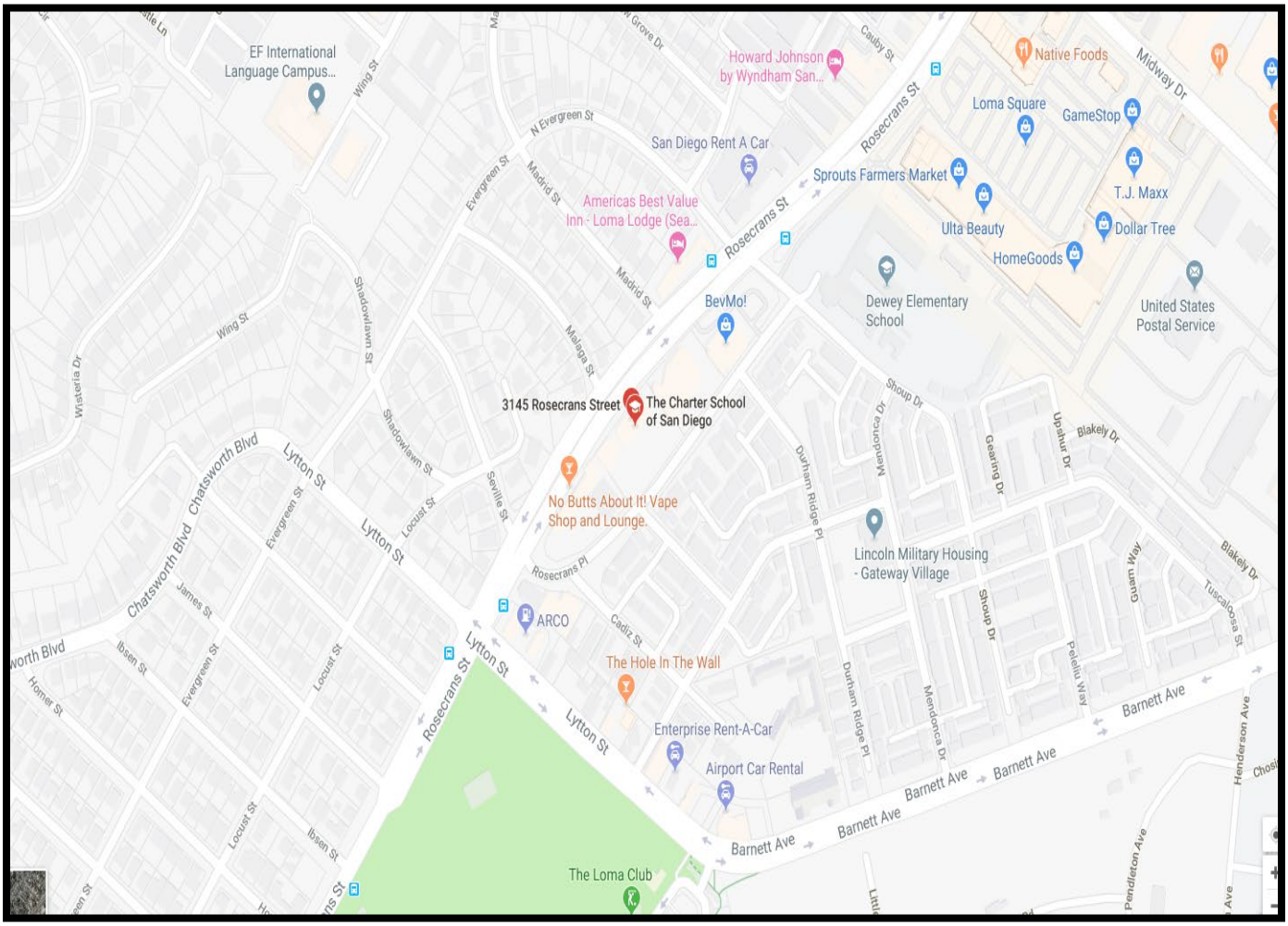
Point Loma Resource Center (RC)-- AS CSSD

RC Address: 3145 Rosecrans Street, Suite D, San Diego, CA 92110

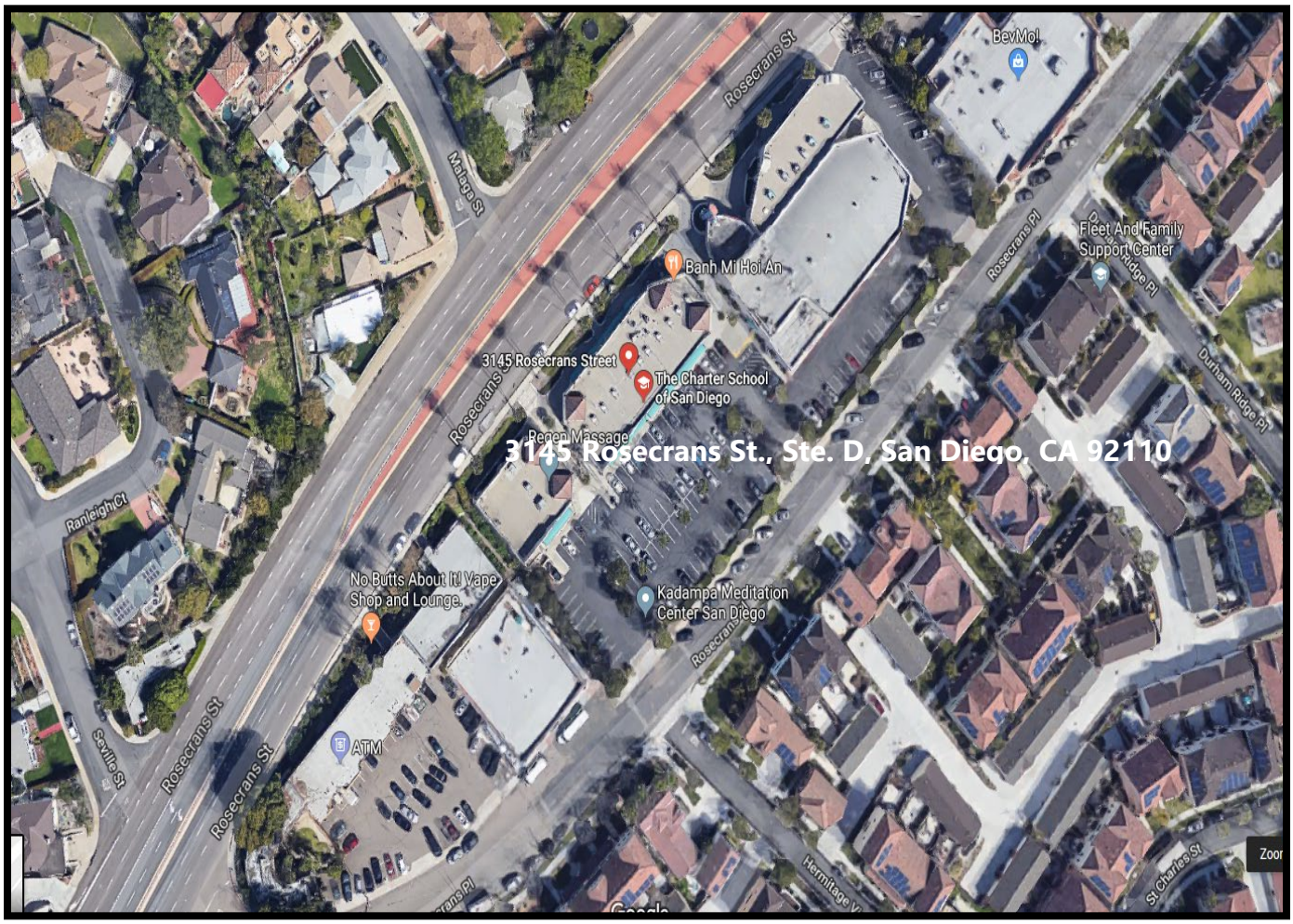
Located in shopping center with Bookstar

RC Public Phone Number: 858-678-2020

RC Fax Number: 858-552-6660



Point Loma Aerial Map



Scripps Ranch Resource Center (RC) - AS CSSD

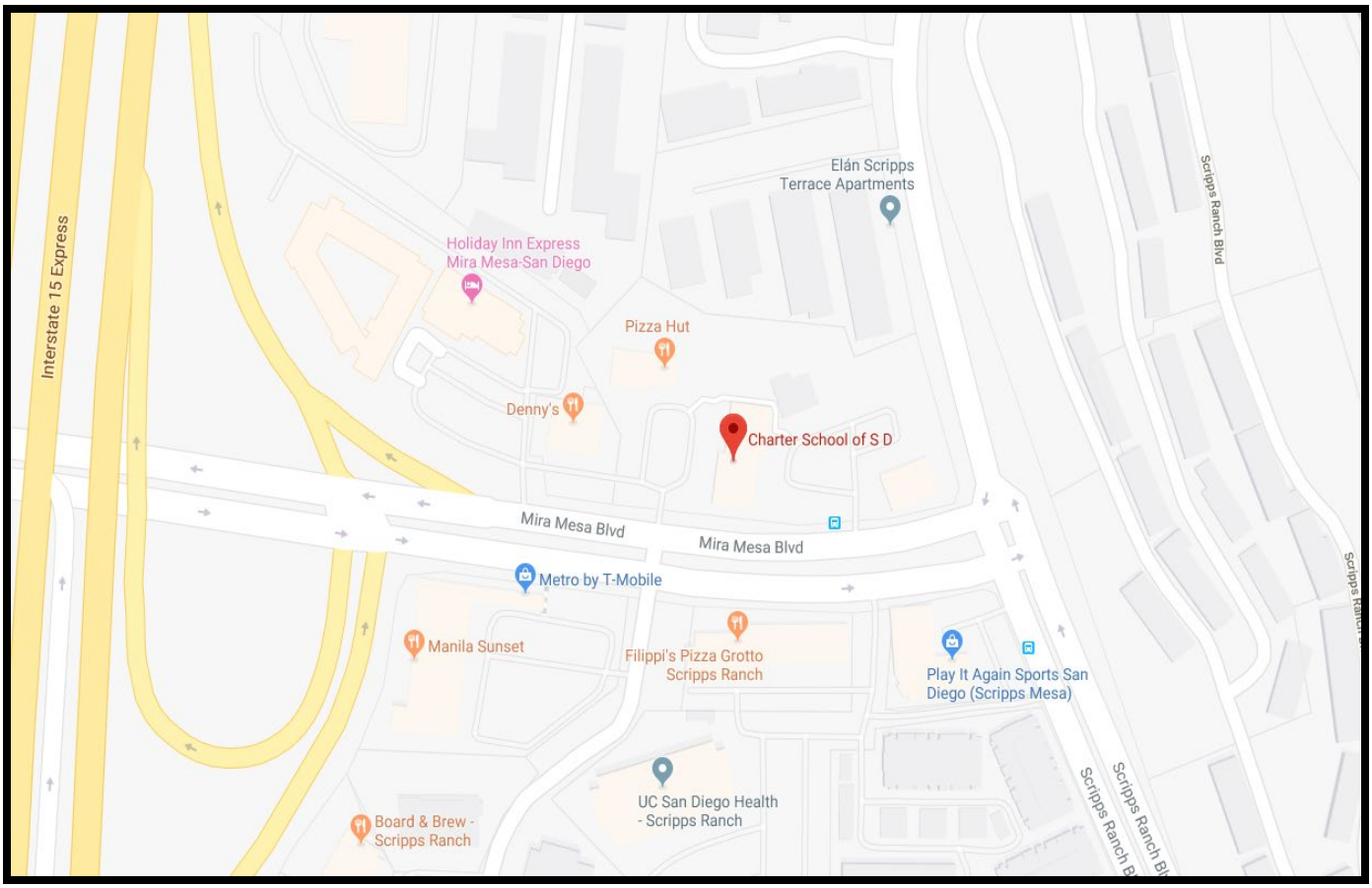
RC Address: 9910 Mira Mesa Blvd., Suite A-2, Bldg. B, San Diego, CA 92131

Same complex as Denny's, Pizza Hut and beside Ariana Kabob House

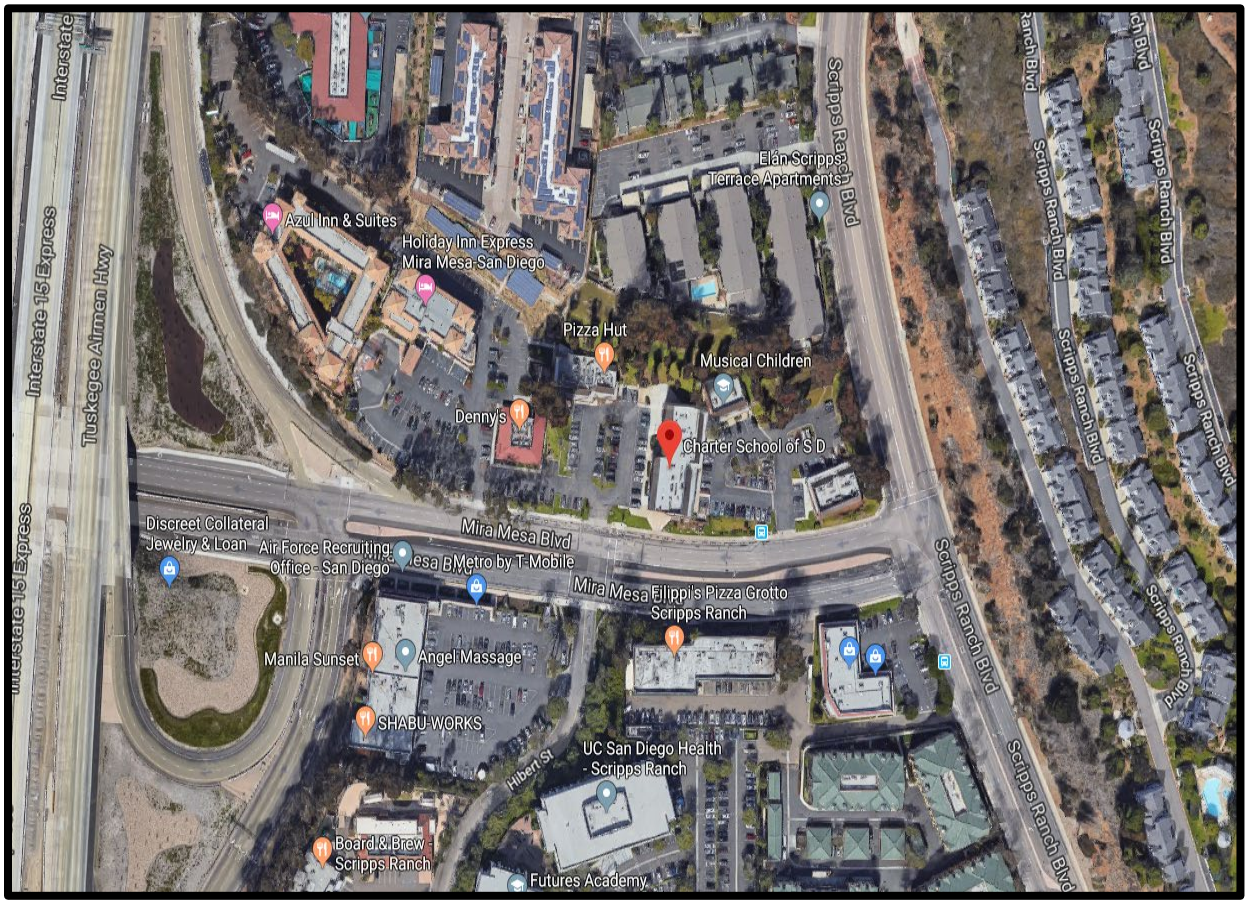
RC Public Phone Number: 858-678-2020

RC Direct Phone Number: 858-547-5995

RC Fax Number: 858-552-6660



Scripps Ranch Aerial Map



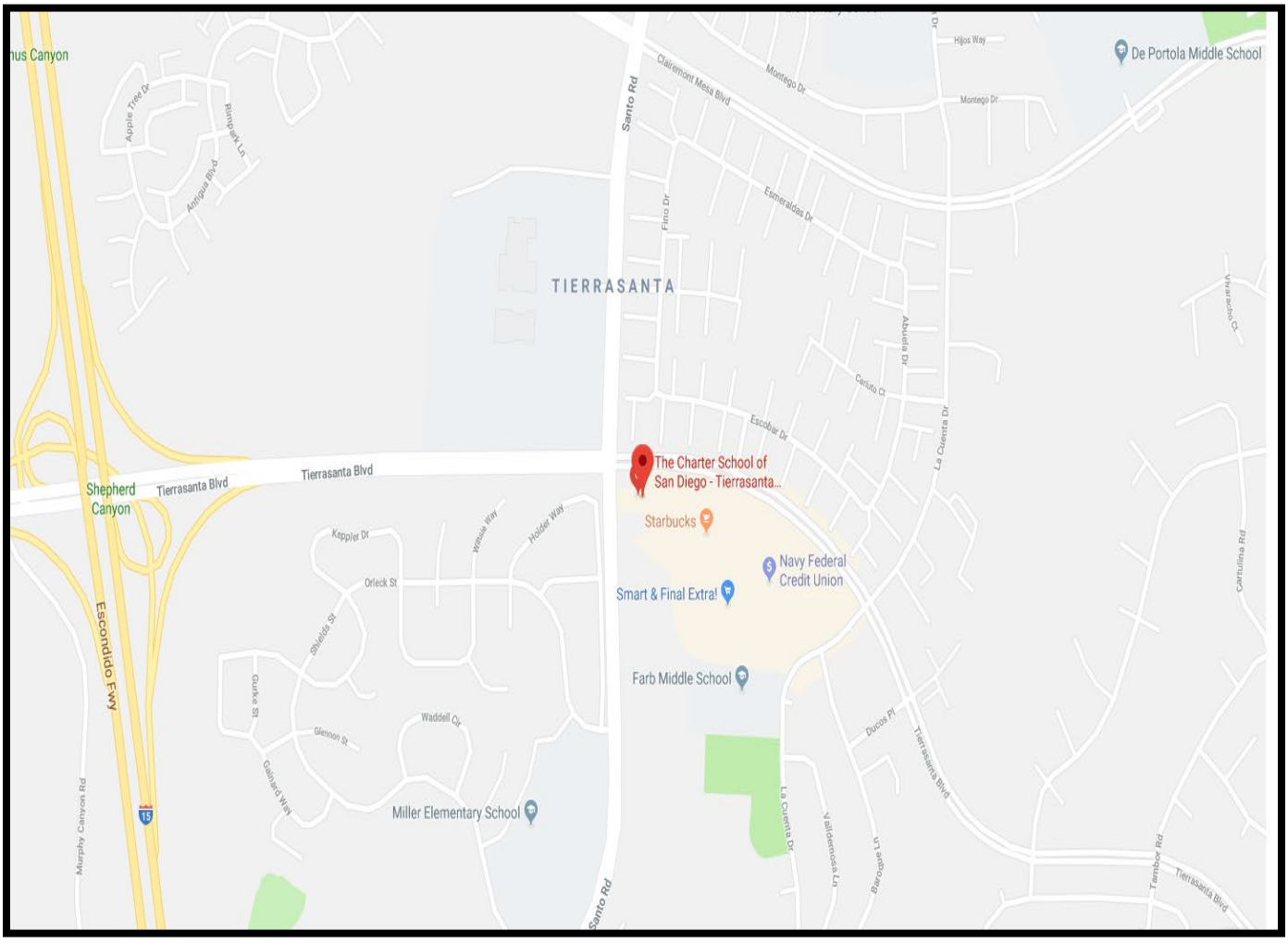
Tierrasanta Resource Center (RC) - AS CSSD

RC Address: 10425 Tierrasanta Blvd, Suite 101, San Diego, CA 92124

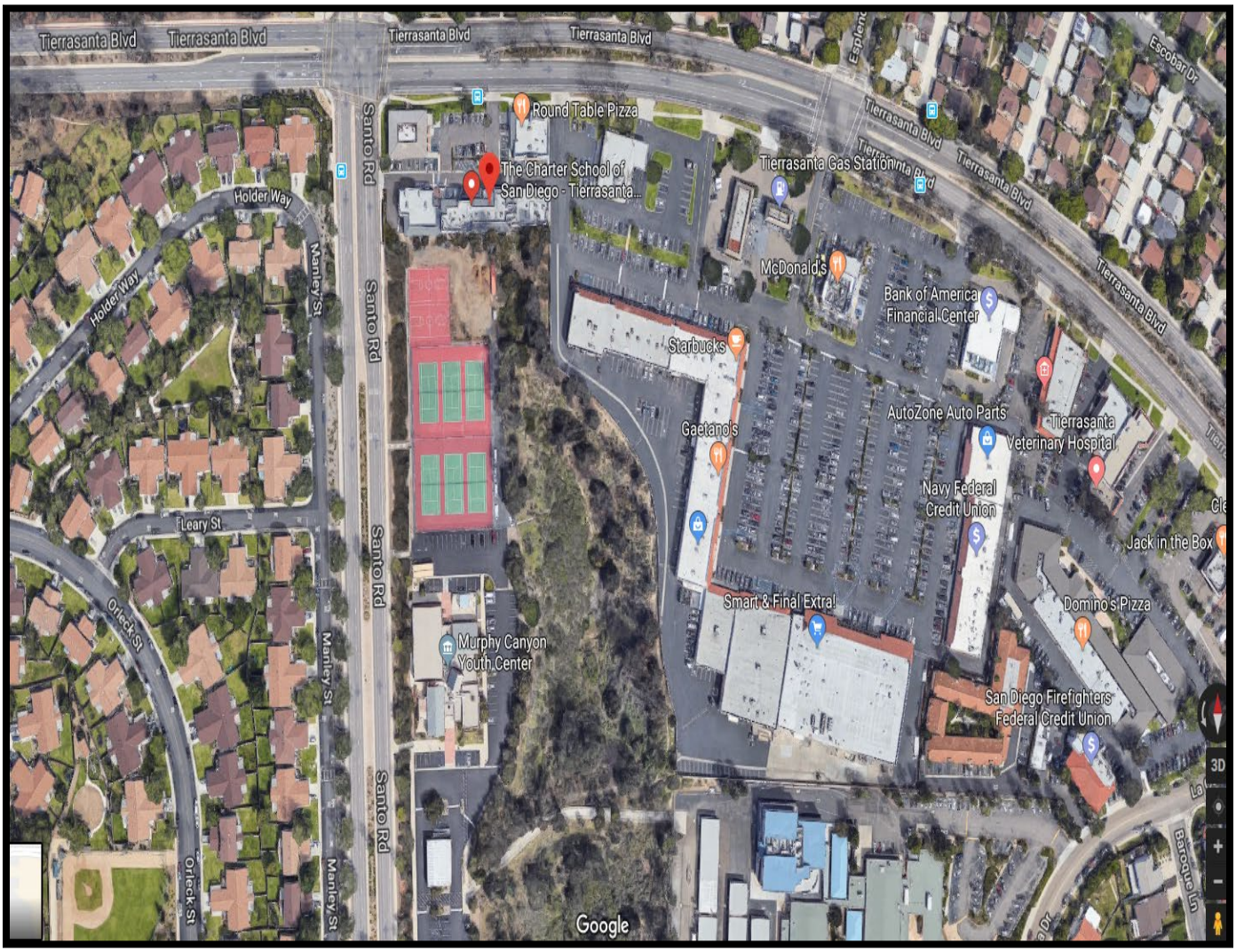
First right from the center driveway to two-story building

RC Public Phone Number: 858-678-2020

RC Fax Number: 858-552-6660



Tierrasanta Aerial Map



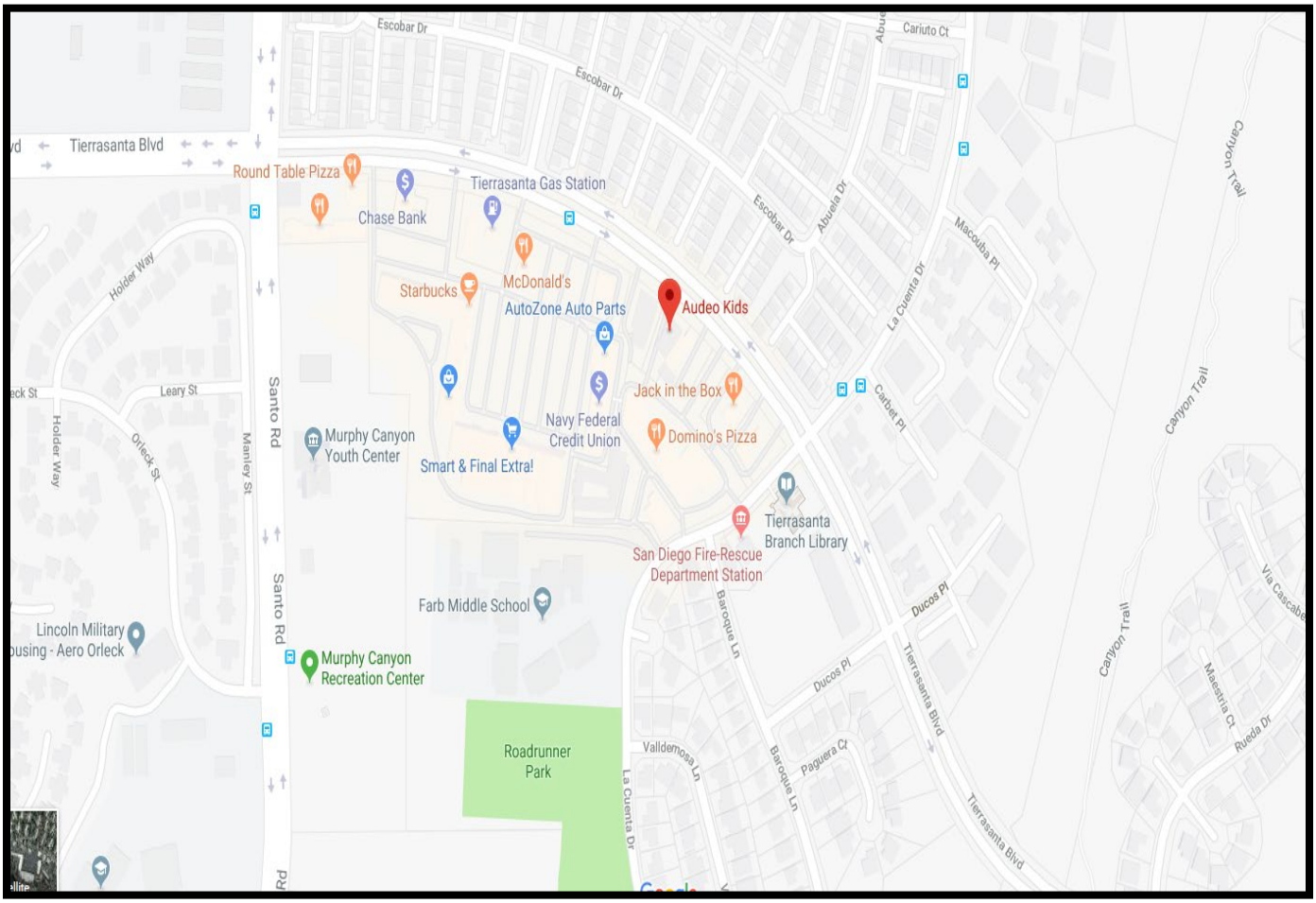
Tierrasanta K- 5 Resource Center (RC) - AS Audeo

RC Address: 10725 Tierrasanta Blvd., San Diego, CA 92124

Same block as 76 Gas Station, Jack in the Box beside Tierrasanta Veterinary Hospital

RC Public Phone Number: 858-678-2050

RC Fax Number: 619-280-8033



Tierrasanta K-5 Aerial Map

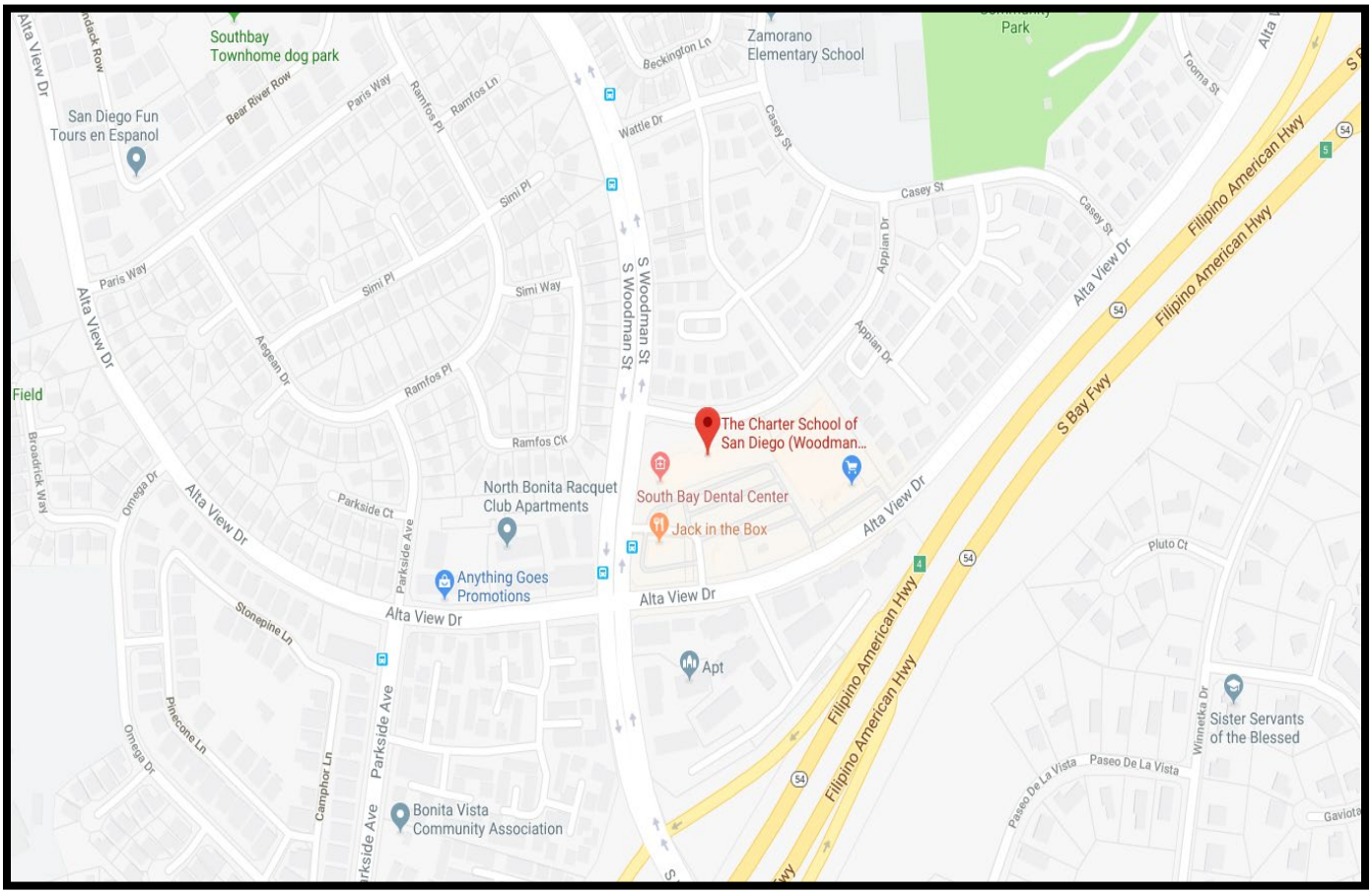
Woodman Resource Center (RC) - AS CSSD

RC Address: 2939 Alta View Dr., Stes. B & C, San Diego, CA 92139

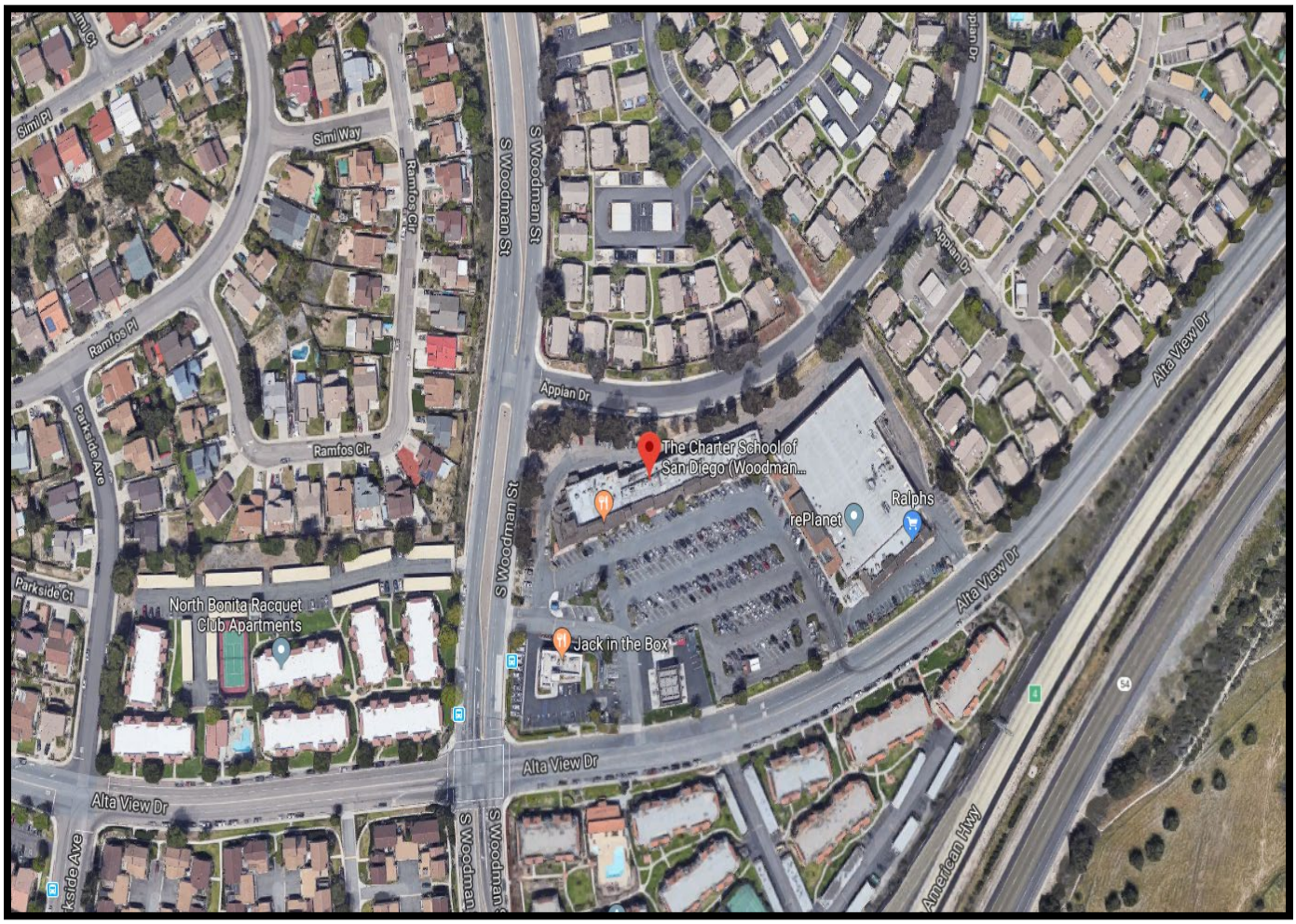
By Ralph's Supermarket complex beside Taco Fiesta II

RC Public Phone Number: 858-678-2020

RC Fax Number: 858-552-6660



Woodman Aerial Map



HAZARD ASSESSMENT SUMMARY

Assessment of School Crime

In assessing the crime rate for the last two school years at Altus Schools Audeo and Altus Schools Charter School of San Diego, the crime data indicates that there have been no incidents of the last two years. The school staff will continue to monitor student behavior to ensure a safe and supportive environment. Both students and parents continue to rate the school high for providing a safe environment in their annual surveys.

	23-24yr	Rate	24-25yr	Rate	% Change
PROPERTY CRIME					
Arson	0	0.00	0	0.00	0.00
Burglary	0	0.00	0	0.00	0.00
Graffiti	0	0.00	0	0.00	0.00
Theft	0	0.00	0	0.00	0.00
Vandalism	0	0.00	0	0.00	0.00
Total	**0**				
DRUGS & ALCOHOL					
Use of Alcohol/Drugs	0	0.00	0	0.00	0.00
Possession of Alcohol	0	0.00	0	0.00	0.00
Possession of Drugs	0	0.00	0	0.00	0.00
Sale of Furnishing of Alcohol/Drugs	0	0.00	0	0.00	0.00
Total	**0**		**0**		
CRIMES AGAINST PERSONS					
Assault with Deadly Weapon	0	0.00	0	0.00	0.00
Battery	0	0.00	0	0.00	0.00
Homicide	0	0.00	0	0.00	0.00
Robbery/Extortion	0	0.00	0	0.00	0.00
Sex Offense	0	0.00	0	0.00	0.00
Total			**0**		
OTHER OFFENSES					
Bomb Threat	0	0.00	0	0.00	0.00
Destructive/Explosives	0	0.00	0	0.00	0.00
Loitering/Trespassing	0	0.00	0	0.00	0.00
Possession of Weapon(s)	0	0.00	0	0.00	0.00
Total	**0**		**0**		
ENROLLMENT 23-24yr	**1845**	**24-25yr**	**1825**		

The data represented is the total number of reported incidents within each crime category and as rates per 100 students enrolled. It is important to note that comparisons (% Change) are calculated from incident rates and not total numbers, because the rates reflect changes in student enrollment from year to year. Crimes involving Arson, Graffiti, and Vandalism must exceed $100 per incident, theft $50, and Burglary has no dollar limit. Any rate change to or from zero is represented as a 100% change. Caution should be used when drawing conclusions from individual rate changes. Improved reporting practices may have resulted in increases in crime rates which may not represent actual increases in crime.

RESPONSE GUIDELINES FOR DANGEROUS, VIOLENT OR UNLAWFUL ACTIVITIES

Altus Schools San Diego adheres to the following Law Enforcement Notification Matrix in assessing and responding to dangerous and unlawful activity.

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
• Bomb threat/Suspicious package • Firearm on complex • Explosive on complex • Fire • Immediate risk of harm to student(s) and/or staff' • Intruder on complex • Medical emergency • Possible abduction	• Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) ○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) ○ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) ○ Any action that creates a **reasonable suspicion** that the student is preparing to commit a homicidal act related to school or a school activity	• Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapon (EC48902) ○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun,any instrument that expels a metallic projectile, such as a BB or a pellet.

Emergency Notification Information

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The Safety Coordinator will serve as the primary notification point for emergencies at this RC. The primary or alternate Incident Commander will notify the Safety Ambassadors. Once notified, they will begin contacting public safety officers to assist the Incident Commander, pursuant to their policies and procedures.

The very next action to occur is the need to alert or warn RC staff. Methods for notifying staff include: Telephone – Landline and/or cellular, RC radio, Runners – staff and/or students, Siren System – Siren and/or bell depending upon RC, Public Announcement System (PA), Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this RC. Additional information is found in the School Emergency Procedure.

The Safety Coordinator will conduct an initial assessment based on available information and will advise the Incident Commander and Office of the President of the recommended actions to be taken. However, if the emergency requires immediate action, the Safety Coordinator will initiate the appropriate warnings and notifications to public safety responders without delay.

As services are being dispatched to assist, the Incident Commander will begin to gather and direct RC resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

ALWAYS USE A HARD-WIRED PHONE IN AN EMERGENCY

External Contacts

CONTACT	EMERGENCY	NON-EMERGENCY
San Diego Police	**911**	**619-531-2000**
San Diego Fire	**911**	**619-533-4300**
San Diego Paramedics	**911**	**619-531-2000/ 858-484-3154**
San Diego Water Emergency	**619-515-3525**	
San Diego Gas & Electric	**1-800-611-7343**	

Internal Contacts for Altus Schools CSSD and Altus Schools Audeo

CONTACT	EMERGENCY	NON-EMERGENCY
Life or limb Threatening		
Primary Contact: Executive Director	**619-992-5740**	**858-678-2042 Sorrento Mesa Resource Center**
AS CSSD Safety Coordinator	**619-757-0028**	**858-678-2045 Sorrento Mesa Resource Center**
AS Audeo Safety Coordinator	**619-757-0028**	**858-678-2045 Sorrento Mesa Resource Center**
AS CSSD Administrator of Instructional Services	**909-720-9216**	**858-678-2051 Sorrento Mesa Resource Center**
AS Audeo Home Learning Lead	**850- 637-7732**	**858-678-3919 TS K5 Resource Center**
AS Audeo Administrator of Instructional Services	**909-720-9216**	**858-678-2051 Sorrento Mesa Resource Center**
Facilities Emergency Maintenance	**619-757-0028**	**858-678-2045 Sorrento Mesa Resource Center**
Communications Officer	**858-678-4811**	

Emergency Resource Information
Emergency Disaster Kit

This RC maintains: one kit
The kit(s) are located: Janitorial Closet

The Emergency Disaster Kit stores necessary resources for an RC incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the RC to a Public Safety Incident Command Post. RC personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- ☑ Handheld Air Horns – recommend a minimum of five (Incident Commander & Chiefs)
- ☑ Bull Horn – recommend a minimum of one
- ☑ Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie-talkies)
- ☑ Flashlights – recommend one per Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately)
- ☑ Walkie-Talkies – recommend a minimum of five (Incident Commander & Chiefs)
- ☑ Duct Tape – recommend a minimum of two rolls used for marking blank vests.
- ☑ Rosters - recommend a minimum of one set per room sorted by alphabet
- ☑ Steno Pads (5x7) – recommend one per Incident Command Team member (17)
- ☑ Pencils & Pens - recommend one each per Incident Command Team member (34)
- ☑ Copies of Forms
- ☑ Chalk - recommend twenty-five sticks, red in color
- ☑ 3x5 Cards – recommend one hundred
- ☑ Department or RC Placards
- ☑ First Aid & Medical Team Supplies
- ☑ Search and Rescue Team Supplies
- ☑ Vests for Key Personnel – recommend a total of 17 for Incident Command Team members (Search & Rescue Team and First Aid & Medical Team requirements listed separately in Section Four)

All Emergency Disaster Kits and their contents are the responsibility of the Incident Commander. The Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the RC. The responsibility to delegate the transport the Emergency Disaster Kit to an activated Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Crisis Response Boxes

This RC maintains: 1 Crisis Response Box.
The Crisis Response Boxes are located: Janitorial Closet and each Support Team Member.

The Crisis Response Boxes are a file folder type- boxes. The boxes are clearly labeled and contain vital information needed by the Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established. The following information is stored inside each box:

- ☑ Current copy of the Emergency Plan which should include RC evacuation procedures, including staging locations. Also included should be an aerial photo including all **new** structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, RC numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.
- ☑ Current map of RC layout. Map must show **all** buildings, RC numbers, and evacuation routes.
- ☑ Most current blueprint (architectural drawings).
- ☑ Current roster of students and staff assigned to the RC, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- ☑ A list of the RC's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- ☑ If available, current student photos on CD-ROM or most recent yearbook.
- ☑ Telephone numbers listed in numerical order for each RC/building.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Incident Commander. The Incident Commander will work with Safety Coordinator on conducting an inspection during October of each year. The responsibility to inspect and replace information belongs to the RC.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Emergency Quick Reference Guide

This document, often referred to as the "Emergency Quick Reference Guide" is a red, white and blue quick flip-type reference chart that provides basic guidelines for emergencies. The information in this guide is drawn directly from the School's Emergency Procedures. Each RC has been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All staff should familiarize themselves with the content annually. Replacement copies are available through the Operations Department.

EMERGENCY OPERATIONS OVERVIEW

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The emergency procedures within this Plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "…all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain in the RC to carry out assigned responsibilities. RC staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the "Evacuation Area"), where the students will be reassigned to another teacher. The teachers will then carry out their assigned Incident Command Team responsibilities.

Plan Maintenance

The Incident Commander is responsible for the maintenance of this plan. The Emergency Plan is Criterion 2 of California's mandated Comprehensive Safe Schools Plan. The School Safety Coordinator is responsible for annual plan review. Appropriate changes or modifications shall be forwarded by the Incident Commander to the Safety

Coordinator for approval prior to any distribution. The Emergency Plan will be maintained on a secured intranet with "read only" access to the Incident Command Team and revision access to the Incident Commander and the Safety Coordinator.

Training & Exercises

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. Exercises allow "people" to practice what they have been trained to do and improve their skills for an actual emergency.

The Incident Commander will coordinate annual trainings for all staff on the basic emergency procedures of this plan. All new staff assigned to the RC will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent reunification locations, and the location of related resources. Members of the Incident Command Team will receive additional training specific to their duties every year by the Incident Commander and School Safety Coordinator.

The Incident Commander will coordinate annual exercises for all staff as outlined in the School Emergency Procedures.

INCIDENT COMMAND TEAM OVERVIEW

According to ICS, the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one "position". (Example: in a small incident the School Principal oftentimes serves as the Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Incident Commanders have been encouraged to "cluster" certain same-section positions, if the workload allows. The Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning & Intelligence Chief could assume the Documentation and Situation Analysis duties.

Incident Command Team Assignments

Key staff will be pre-assigned to the Incident Command Team and have specific duties during emergencies. These duties include:

- **Incident Commander** – responsible for overseeing the RC emergency operations. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties
    - **Safety Officer** - ensures that all activities are conducted in as safe a manner as possible
    - **Public Information Officer** – acts as official spokesperson for the RC in an emergency situation, until the School's Communications Officer is available
    - **Liaison Officer** – serves as the point-of-contact for agencies outside of the School's organization.
- **Operations Chief** – manages direct response to the RC emergency
    - **Facility Check & Security** – controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Incident Commander
    - **Search & Rescue Leader and Team** – checks RC for damage, rescues victims, and reports RC conditions

    - **First Aid & Medical Leader and Team** – provides medical response including CISM (Critical Incident Stress Management)
    - **Student/Parent Reunification**
        - **Assembly Area** – ensures the care and safety of all students in RC (except those in the Medical Treatment Area)
        - **Request Gate** – processes requests by parents or authorized adults for release of students
        - **Release Gate** – releases student to parent or authorized adult
- **Planning & Intelligence Chief** – in charge of collection, evaluation and documentation of information about the incident
    - **Documentation** – collects, evaluates, and documents event
    - **Situation Analysis** – assesses the overall incident
- **Logistics Chief** – provides facilities, services, personnel, equipment and materials to support response – includes food and transportation services
    - **Supplies, Facilities, & Staffing** – provides supplies, equipment and staffing to support response
- **Finance & Administration Chief** – tracks purchases, staff hours, costs, and student accountability

In the event of an emergency, a Command Post will be established by the Incident Commander. Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Incident Command Team will report to the Incident Commander at the Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The Emergency Operations Center (EOC) located at the Sorrento Mesa Resource Center may be activated to support RC emergency operations. In the event that the EOC is activated, the Incident Commander will establish communications and coordinate closely with the EOC.

It's important that the Incident Command Team refer to both the Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

Notification to Staff of Dangerous Students

The administration will inform the Administrator of Instructional Services of information received from the court and the Probation Department. The Administrator of Instructional Services shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.

Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.

Any information received from the court shall be kept in a separate confidential file at the school of attendance and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.

After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.

Anti-Discrimination and Harassment Policy

The Altus Schools Audeo and Altus Schools Charter School of San Diego are committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Altus Schools Audeo and Altus Schools Charter School of San Diego shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from Altus Schools Audeo and Altus Schools Charter School of San Diego may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the Executive Director at (858) 678-2042 for resolution. If not resolved, contact: The President of the Board, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2020.

School-Wide Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to the resource centers. Students who are not wearing appropriate clothing, parents/guardians will be notified, and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- Pants sagging below the waist
- Beachwear or sleepwear, including bedroom slippers
- Shorts/skirts that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses vulgar/profane language and/or images
- Head coverings such as hats, bandanas, beanies, or do-rags

Going To and From Resource Center Safely

Everyday, millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Altus Schools Audeo and Altus Schools Charter School of San Diego students to understand safety guidelines and tips to follow to ensure their safety to and from the resource center. The following safety tips are reviewed annually with Altus Schools Audeo and Altus Schools Charter School of San Diego students and parents to help prepare all the students for a safer journey.

1. Every Altus Schools Audeo and Altus Schools Charter School of San Diego student will have set schedule for arrival and departure from the resource center. When a student fails to arrive for their appointment and has not notified the resource center for the absence, his or her teacher will call home to ensure the student is safe.

2. Every student, parent or guest is required to sign-in and out each time they arrive and depart the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.

3. All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.

4. Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.

5. Parents will be encouraged to walk the route to and from resource centers with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.

6. If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their students and

learn the bus number. This will avoid confusion for the student about knowing which bus to ride.

7. In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and **TELL** a **resource center** staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.

8. Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.

9. Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to **TELL** a resource center staff member, parent, or another trusted adult what happened.

10. Students will be taught that if anyone tries to take them somewhere, they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.

11. Students will be taught to never leave the resource center with anyone they don't know. They should always **CHECK FIRST** with a resource center staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always **CHECK FIRST** before doing anything. Students will be taught to make sure they understand to **TELL** a trusted adult if they notice anyone, they don't know hanging around the resource center.

12. Parents are encouraged to practice these safety tips with their students to make certain they really know and understand them. Make the walk to and from the resource center a "teachable moment" and chance to put their skills to the test.

Safe Ingress and Egress Procedures

All Altus Schools Audeo and Altus Schools Charter School of San Diego staff and students shall review resource center evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted on the resource center. If there is a need for evacuation from the resource center, the following procedures are as follows:

- Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted resource center evacuation plan
- Designated staff take along emergency release binder, student sign-in sheets, emergency materials specified in disaster preparedness plan
- Using student sign-sheets, staff verifies presence of all students and staff
- Staff contacts appropriate emergency units
- Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given
- Once the ALL CLEAR is given, Learning Lead or designee reenters building to ensure that it is safe and secure
- Staff and students reenter building and resume instructional/administrative activities

If the building is not safe to reenter, the reunification procedures are required:

- Staff will notify parent/guardians regarding emergency situations and procedures for verification and release of students
- When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms
- Parent/Guardian will sign form verifying that student is being released to them
- Staff will maintain documentation to ensure accountability of all students

LOITERING LAW COMPLIANCE

SY 2025-2026

Daytime Loitering of Students in Public Places on School Days

Students who are subject to compulsory education must comply with the daytime loitering laws of their community. General guidelines are below, however, may differ slightly among communities.

- On days and times when schools are open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.
- On scheduled school days, students may travel to and from school without parental or guardian accompaniment.
- Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences if multiple violations occur.

Responsibility of parents, guardians, etc. It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.

Law Enforcement Procedures *may include*:

- Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the school from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile's parents/guardians.
- If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.
- When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace officer may issue a citation for a misdemeanor to the parent to appear in court.

Exceptions *may include*:

- A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.

- Students who have permission to leave school campus for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.
- A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.
- A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.
- A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.
-

Definitions

- "Adult" means any person twenty-one (21) years of age and older.
- "Emergency" includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.
- "Establishment" means any privately-owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.
- "Juvenile" means any person under eighteen (18) years of age.
- "Parent" means a person who is the natural or adoptive parent of a person. "Parent" includes a court- appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.
- "Public place" means any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and the common areas of schools, hospitals buildings, transport facilities, shopping centers, stores, and malls.
- "Scheduled school days" are Monday through Friday excluding school holidays. "School hours" are generally 8:30 a.m. to 2:30 p.m. (in some communities 1:30 p.m.) NOT the student's appointment times at the Resource Center.

I have read and understand this notice. My student and I will obey the laws.

Student_____ **Date:** _____

Parent: _____ Date: _____

Ensuring a Safe and Orderly Environment

The Altus Schools Audeo and Altus Schools Charter School of San Diego are, and will remain, "a safe place" for students and adults.

Altus Schools Audeo and Altus Schools Charter School of San Diego staff believe that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high- quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

Discipline Procedures

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

School Rules/Discipline

- Attend school according to the schedule on the master agreement, arrive on time and return directly home after each weekly appointment.
- Complete ALL assignments as scheduled.
- Respect the authority of ALL ADULTS at Altus Schools Audeo and Altus Schools Charter School of San Diego.

Severe Clause Bypasses

A majority of students at Altus Schools Audeo and Altus Schools Charter School of San Diego will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

- Fighting/open rebellion
- Possession or use of drugs or alcohol
- Defiance/unprovoked attack
- Smoking
- Stealing
- Vandalism
- Profanity, Vulgarity, or Obscene Acts
- Severely inappropriate behavior

Parent Responsibilities

Attendance

- Ensure that students get to their scheduled weekly appointment on time.
- Contact teacher if this is not possible to arrange an alternate time.
- Follow up to make sure your student is doing high quality work according to scheduled dates.
- Arrange for your student to attend appropriate tutoring sessions, seminars and field trips.
- Meet with staff when requested.

Parents' Role in Discipline and Behavior

Parents are expected to cooperate with school staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.

- Help him/her to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

Child Abuse Reporting Procedures

All Altus Schools Audeo and Altus Schools Charter School of San Diego certificated teachers and staff, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Altus Schools Audeo and Altus Schools Charter School of San Diego employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a **reasonable** suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff member is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss **ALL** situations at the time of occurrence with the Administrator of Instructional Services or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the staff and/or student(s) are threatened or in danger, call 911 immediately.

Instructions to Submitting a Suspected Child Abuse Report via Mandated Reporter Application, Child & Family Well-Being (CFWB), San Diego

1. Create a New Account: Log into the Mandated Reporter Application (MRA) on website: Cosdapps.sandiegocounty.gov/CWS/Landing Page

2. Complete Online Report**:** Complete the online Safety Questionnaire (required by State mandate) to determine if your report is non-urgent without needing to call the Child Abuse Hotline or submit a follow-up written report. Please complete every space on the online report. If you do not know certain requested information, type unknown or N/A.

3. If your report does not qualify as non-urgent, the system will not allow you to continue to report online.

a. Mandated Reporter (MR) will need to call the San Diego Child Abuse Hotline at (858)560-2191. For immediate, life-threatening situation, call 9-1-1.

4. Once the Mandated Reporter has finished report submission, the Mandated Reporter will receive a pop-up verification that the report has been completed.

5. Online option not available? Call immediately to make a report to (858)560-2191 and follow up with a written SS-8572 report within 36 hours.

https://www.sandiegocounty.gov/hhsa/programs/phs/documents/EMS-FormSS8572_SuspectedChildAbuse.pdf

6. Need Assistance with MRA Account? Contact the Child Abuse Hotline at (858)560-2192

NOTE: Suspected Child Abuse Reports are never placed in the student's cumulative record or documented in the student's health record.

I. REPORTING RESPONSIBILITIES

- No child care custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made and the person knew or should have known that the report was false.

- Any child care custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report thereof within 36 hours of receiving the information concerning the incident.

- Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering

has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected instances of child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

"Child care custodian" means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.

• "Health practitioner" means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

• "Child protective agency" (CPA) means a police or sheriff's department, a county probation department, or a county welfare department.

SECTION THREE
EMERGENCY PROCEDURES

Evacuation Procedure

Notification

The Incident Commander is responsible to notify the Incident Command Team when an evacuation is necessary. The Safety Ambassador, in coordination with the Incident Commander is responsible for activating the evacuation notification procedures for RC-level personnel. Additional information pertaining to RC evacuations can be found in Emergency Procedures.

The signal for evacuation is: short interrupted blast.

If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns **found in the Emergency Disaster Kit.**

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by telephone, radio or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings

The Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each RC and department have developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation area. All staff will be trained to conduct rapid visual and verbal "sweeps" of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Evacuation Locations

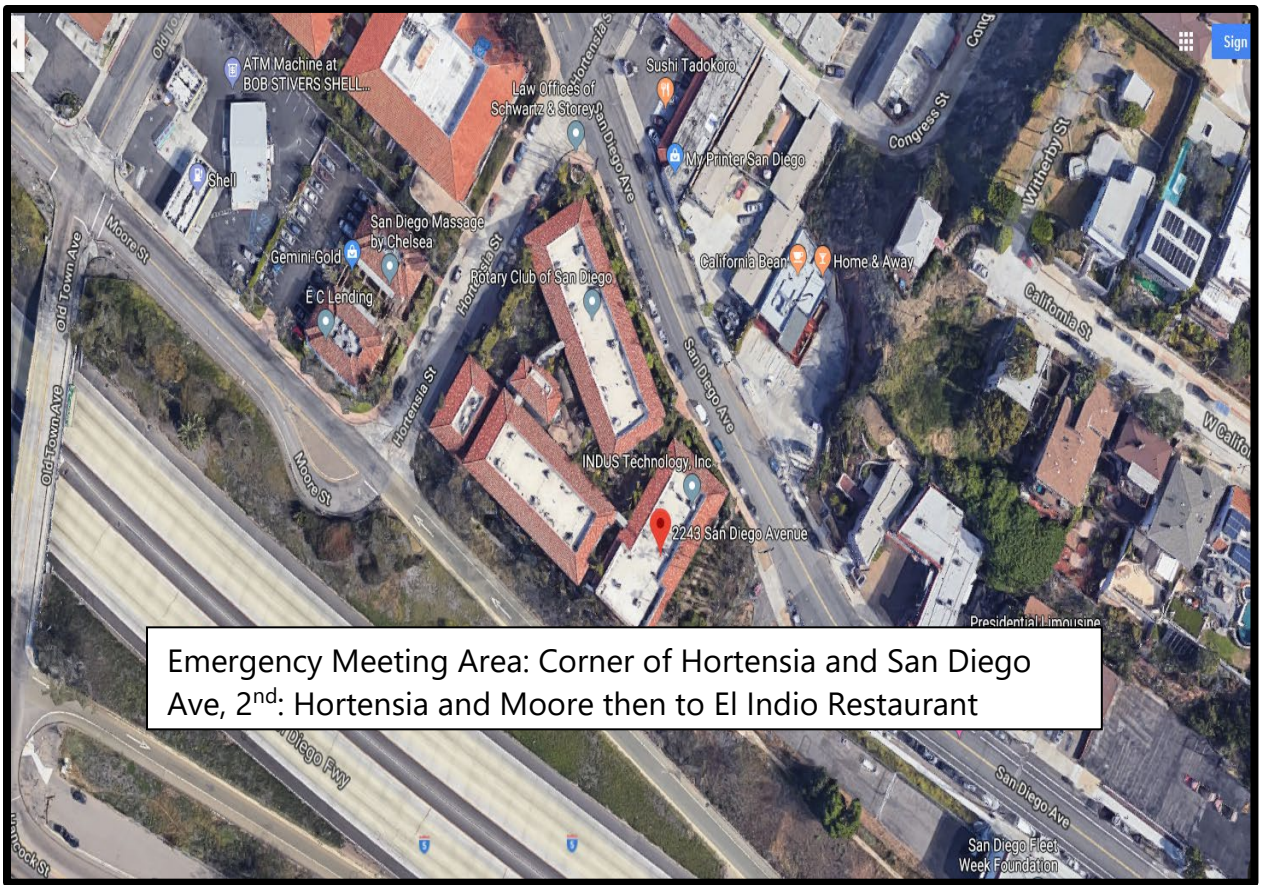
In the event that the situation requires a further distance be placed between individuals and the facility, the Incident Commander will direct individuals to proceed to the designated emergency meeting area.

Sorrento Mesa Resource Center: 10170 Huennekens Street, San Diego, CA 92121
Cross Street: Corner of Mira Mesa Blvd and Huennekens Street
Emergency Meeting Area: Corner of Waples and Huennekens then to Vons

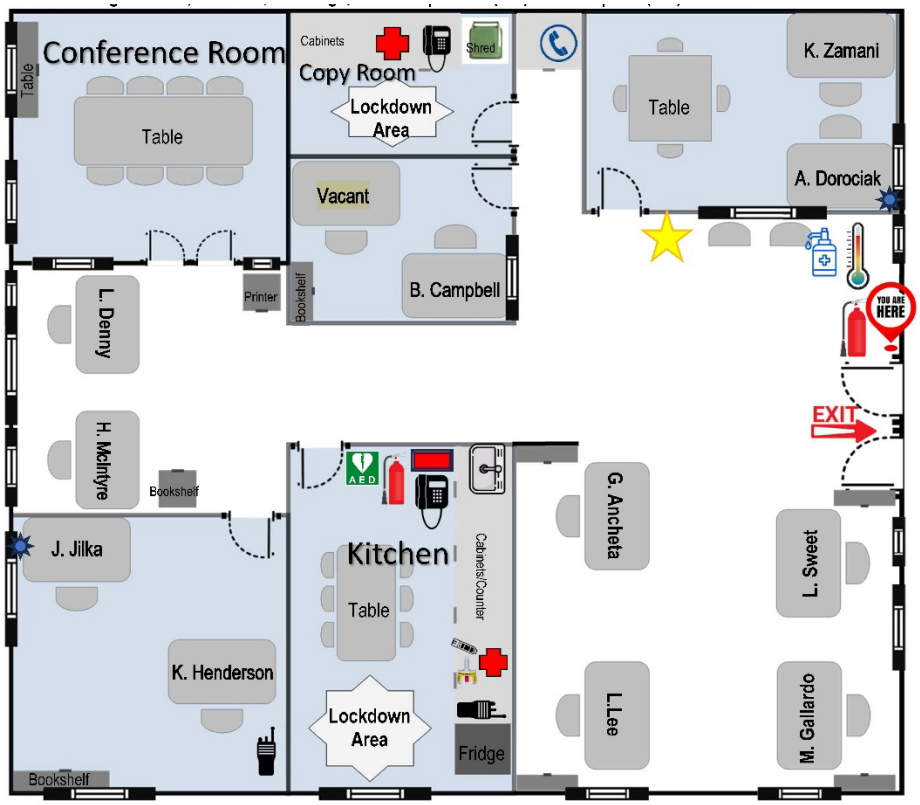
Sorrento Mesa Plan—First Floor

Sorrento Mesa Plan—Second Floor

Old Town Resource Center: 2243 San Diego Avenue, Ste. 115, San Diego, CA 92110
Cross Street: Hortensia St. Corner San Diego Avenue
Emergency Meeting Area: Corner of Hortensia and San Diego Avenue; 2nd: Hortensia and Moore then to El Indio Restaurant Off Washington Street Exit



Old Town Plan



Emergency Contacts

- Tiffany Y. (858) 678-2041
- Angela N. (858) 678-2045
- OT Emergency Phone Line: (619) 260-8186
- OT Avaya Phone: (858) 678-2030

Legend

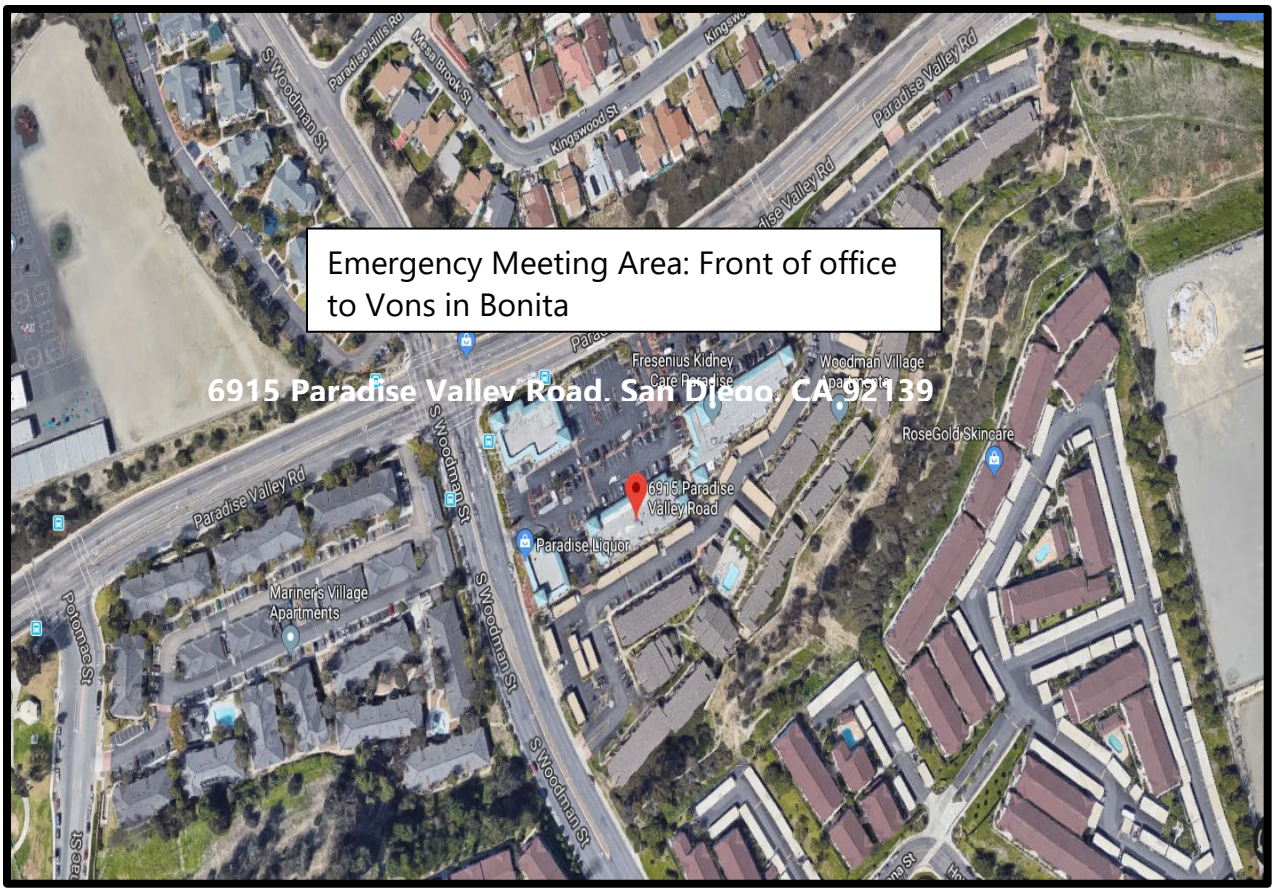
- AED
- Analog Emergency Phone
- Avaya Phone
- Circuit Breaker
- Covid Caddy
- Fire Extinguisher
- First Aid/Medical Supplies: Epi-Pen, Narcan (Naloxone)
- Hand Sanitizer
- Main Shut-off located in P2 parking lot-room
- Safety Radio
- Security Pad
- ThermoScan

Evacuation Meeting Area

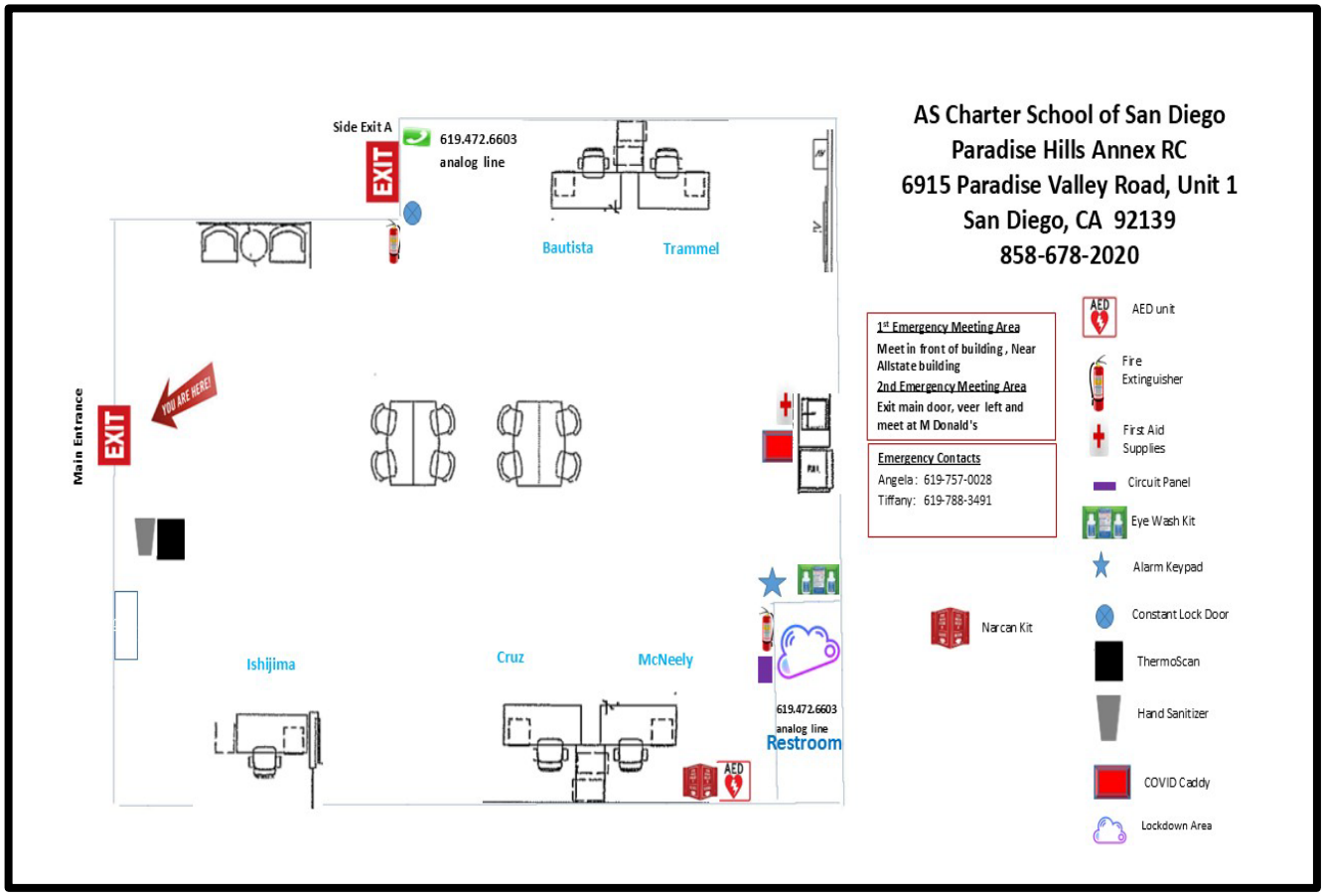
1st	Home and Away parking lot located off of Hortensia and San Diego Avenue.
2nd	On the meridian located off of Hortensia and Moore Street
3rd	Emergency Meeting Area: El Indio Restaurant off Washington Street Exit

Updated: March 20, 2025

Paradise Hills Annex Resource Center: 6915 Paradise Valley Road, Unit 1, San Diego, CA 92139
Cross Street: Woodman St.
Emergency Meeting Area: Front of Resource Center to Vons in Bonita

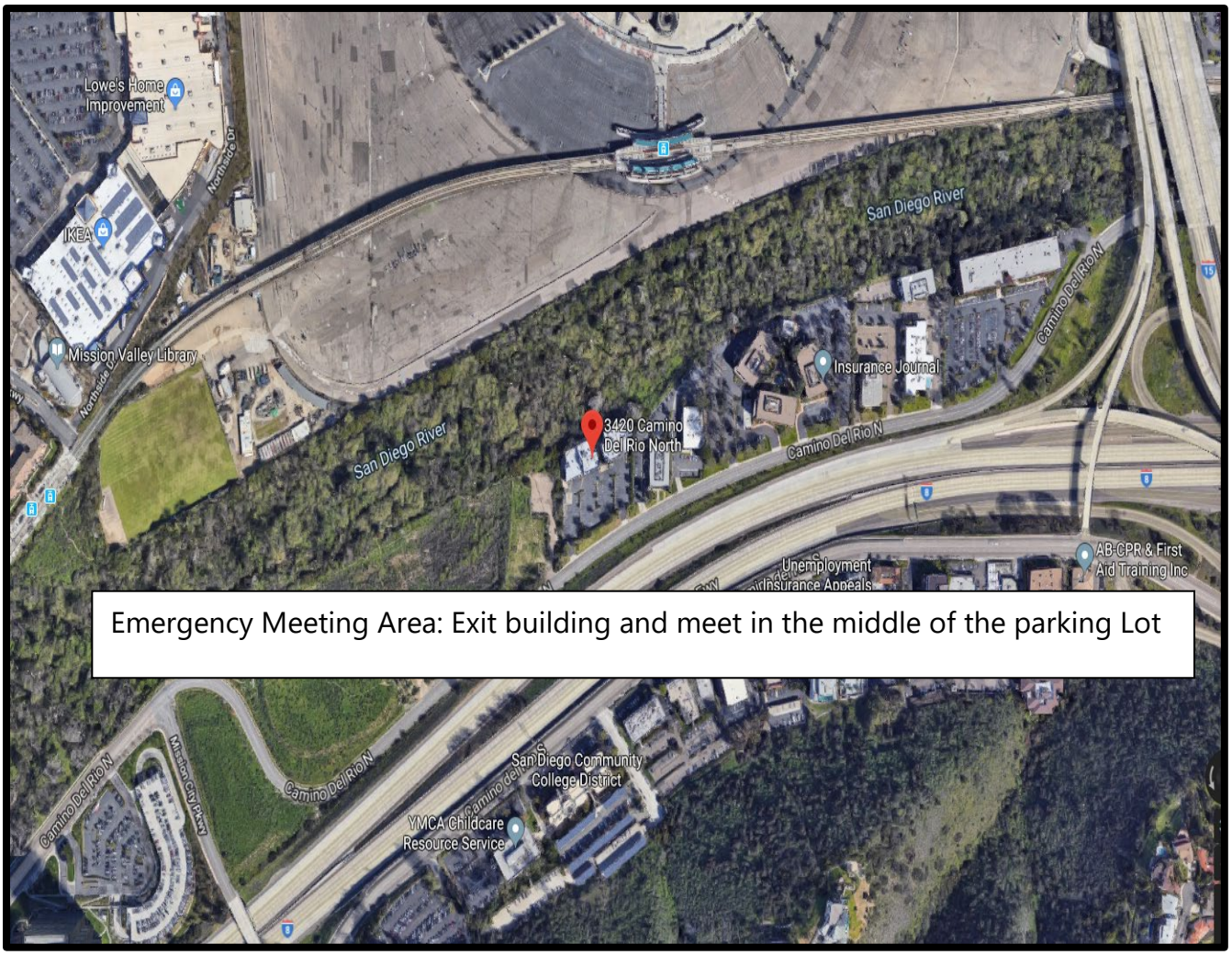


Paradise Hills Annex Plan



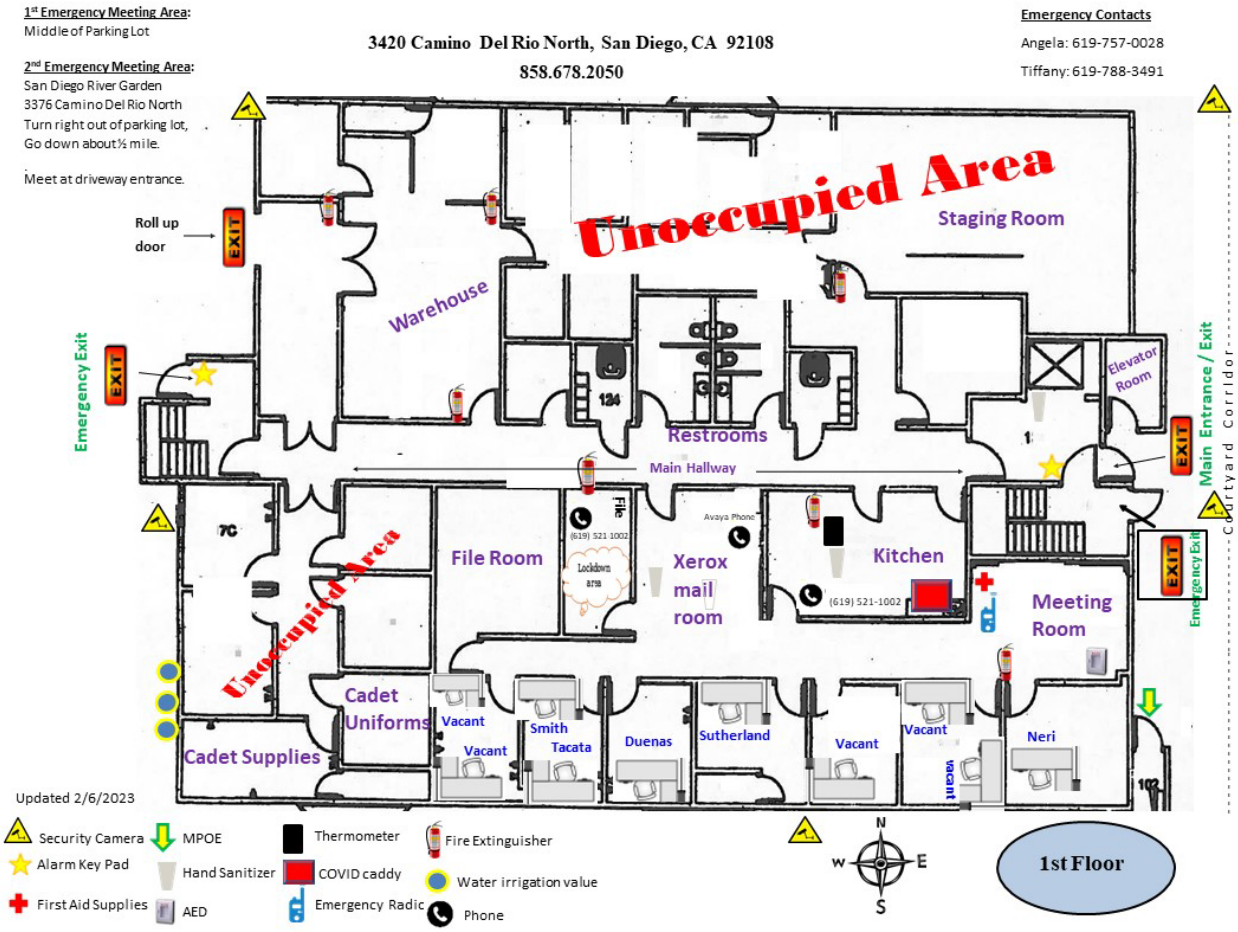
Mission Valley West Resource Center: 3420 El Camino Del Rio North, San Diego, CA 92108
Cross Street: Mission City Parkway
Emergency Meeting Area: Middle of the parking lot

UNDER RENOVATION

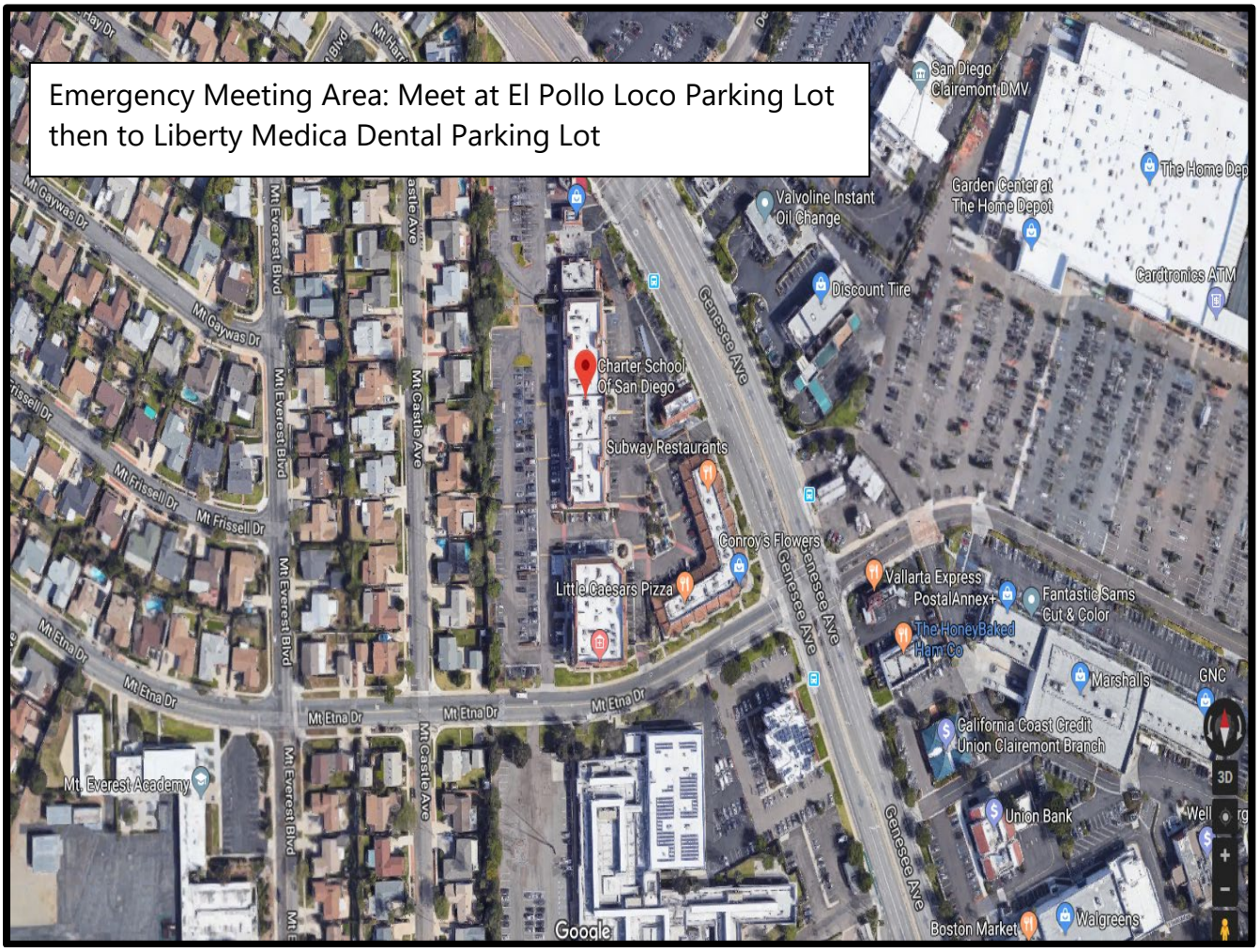


Mission Valley- West Plan

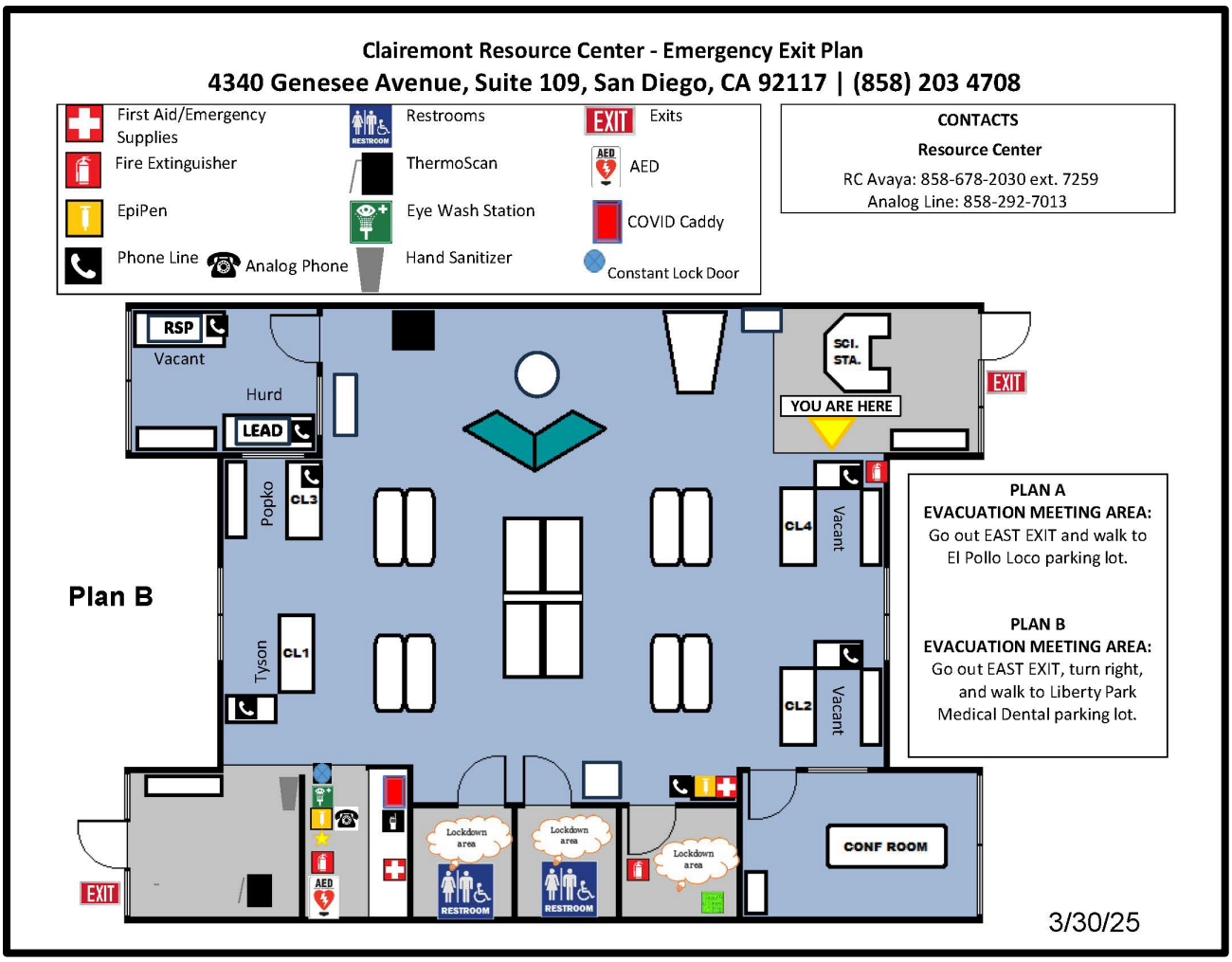
UNDER RENOVATION



Clairemont Resource Center: 4340 Genesee Ave., Ste. 109, San Diego, CA 92117
Cross Street: Corner of Genesee Avenue and Mt. Etna Drive
Emergency Meeting Area: Meet at El Pollo Loco Parking Lot then Liberty Medica Dental Parking Lot



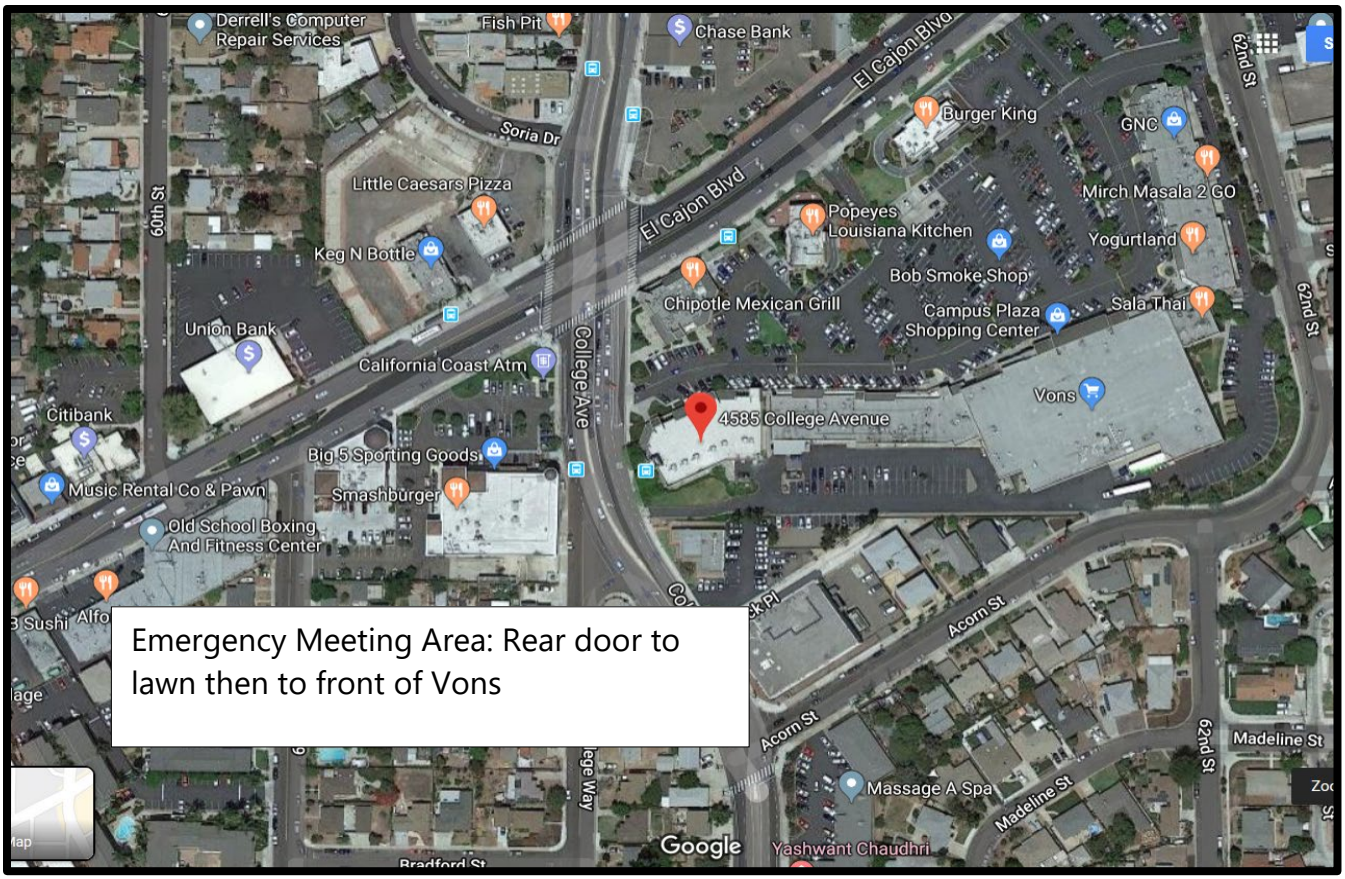
Clairemont Plan



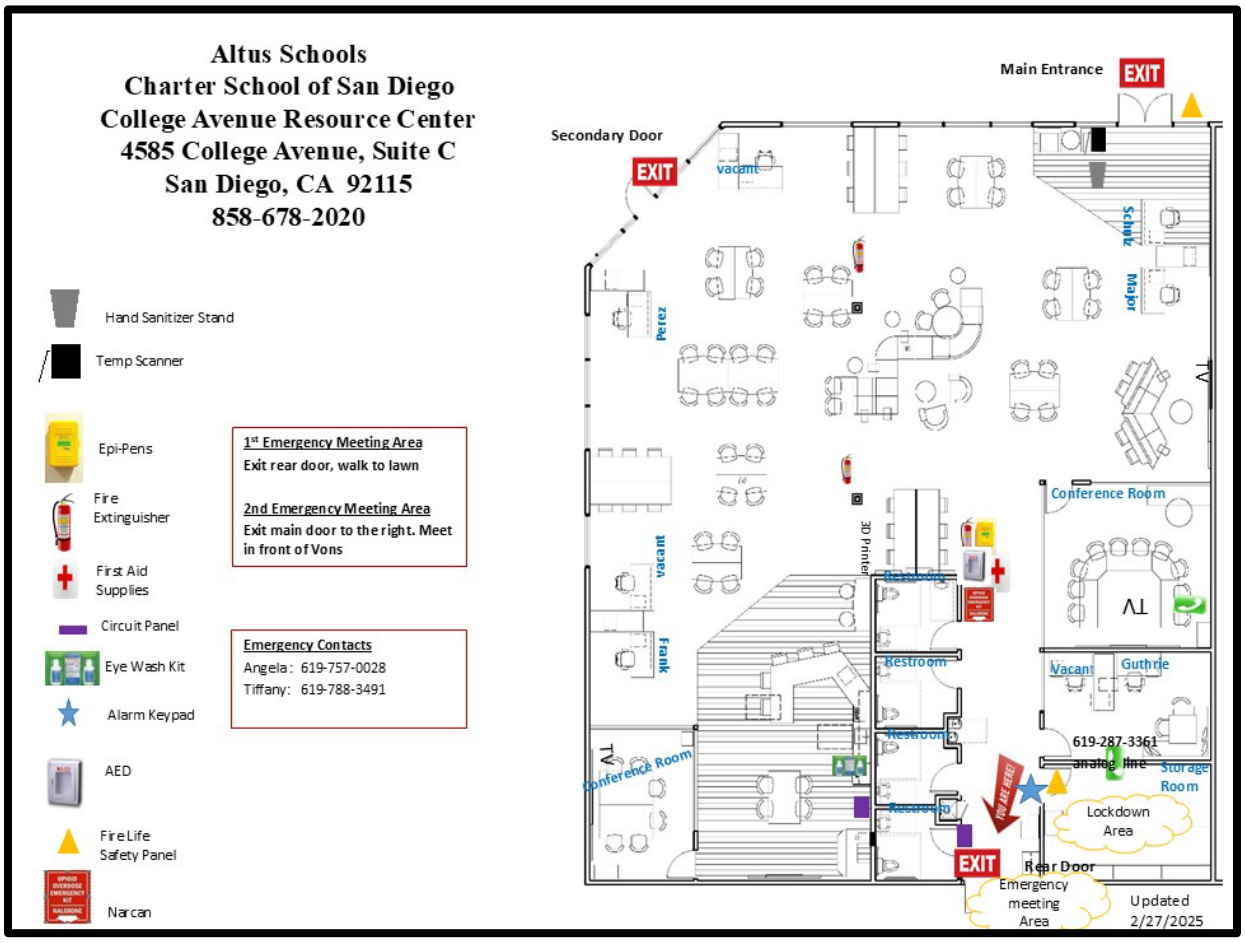
College Avenue Resource Center: 4585 College Ave., Stes. C1 & C2 San Diego, CA 92115

Cross Street: El Cajon Blvd.

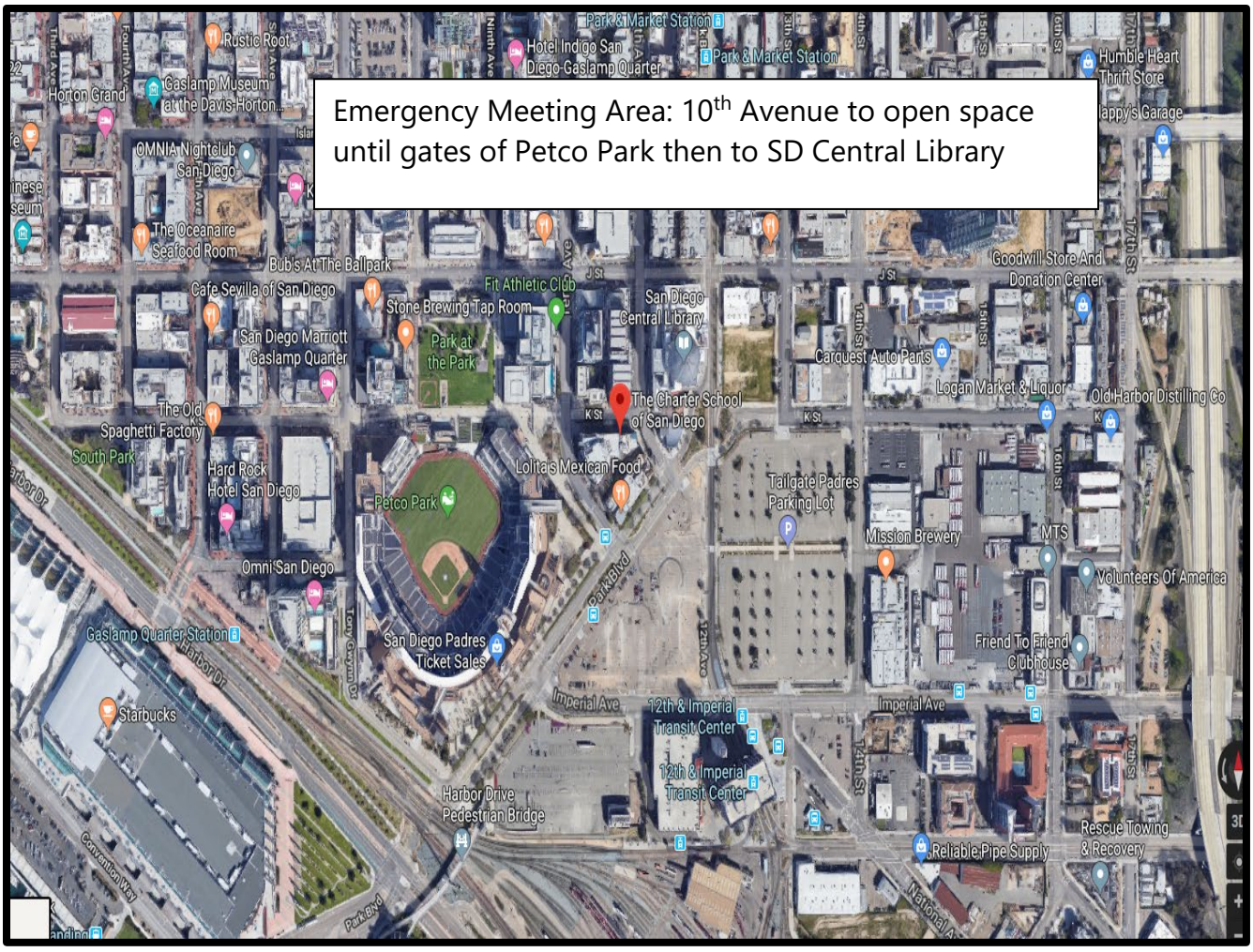
Emergency Meeting Area: Rear Door to Lawn then to Front of Vons



College Avenue Plan



Downtown Resource Center: 1095 K Street, Suite A, San Diego, CA 92101
Cross Street: 11th Street
Emergency Meeting Area: 10th Avenue to open space until gates of Petco Park then to the San Diego Central Library



Downtown Plan

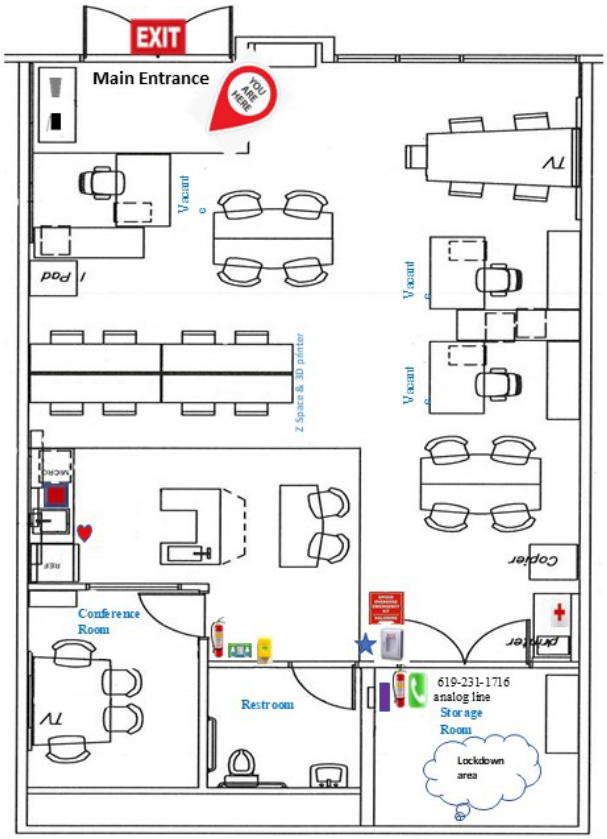
Altus Schools Charter School Of San Diego
Downtown Resource Center
1095 K Street, Suite A
San Diego, CA 92101
858-678-2020

Epi-Pens
Fire Extinguisher
First Aid Supplies
Circuit Panel
Eye Wash Kit
Alarm Keypad
ThermoScan
Hand sanitizer
Hardwire button for constant door lock
COVID Caddy
AED
Lockdown area
Analog emergency phone
Bloodborne pathogen kit
Narcan

1st Emergency Meeting Area
Go out the Exit, turn left and follow the sidewalk to 10th Ave. Cross 10th Ave until gates of Petco Park. The open space is the meeting area.

2nd Emergency Meeting Area
Go out the Exit, turn right and follow the sidewalk to 11th Ave. Cross 11th Ave until passing the library gates. Turn left and enter the library.

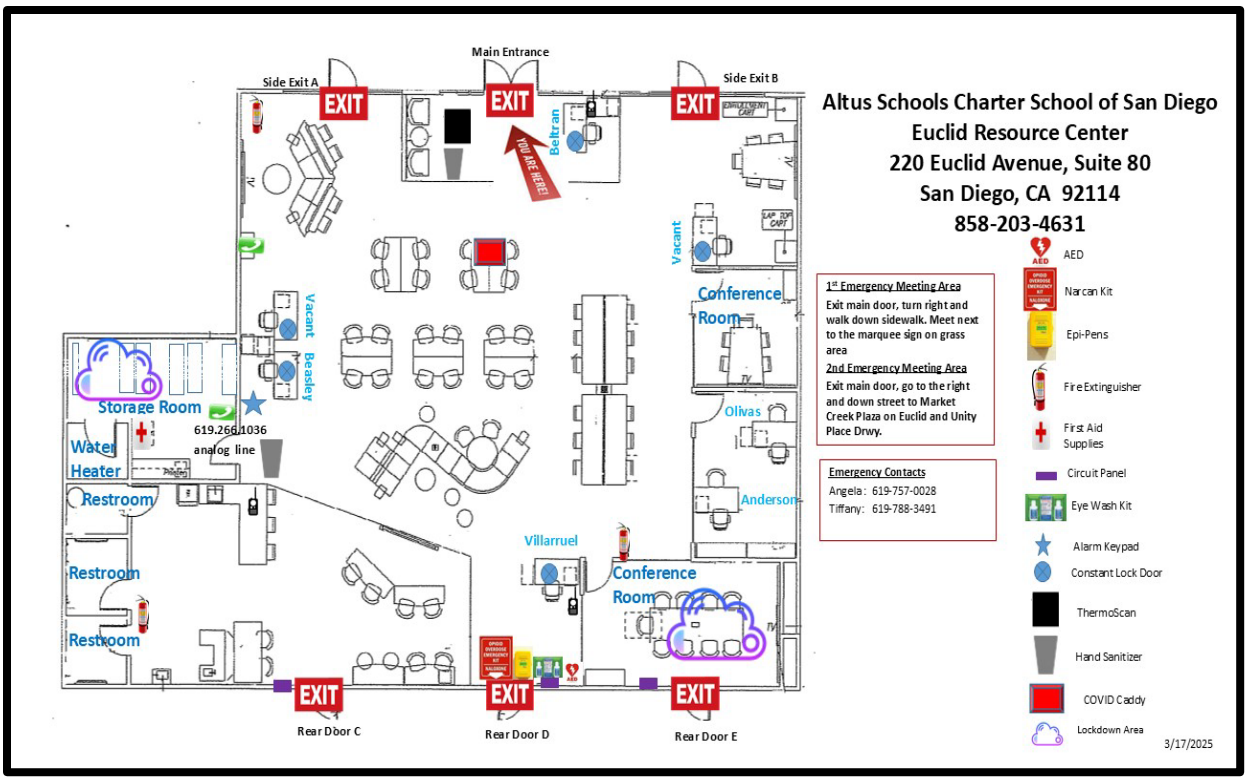
Emergency Contacts
Angela : 619-757-0028
Tiffany: 619-788-3491



Reviewed: 03/24/2025

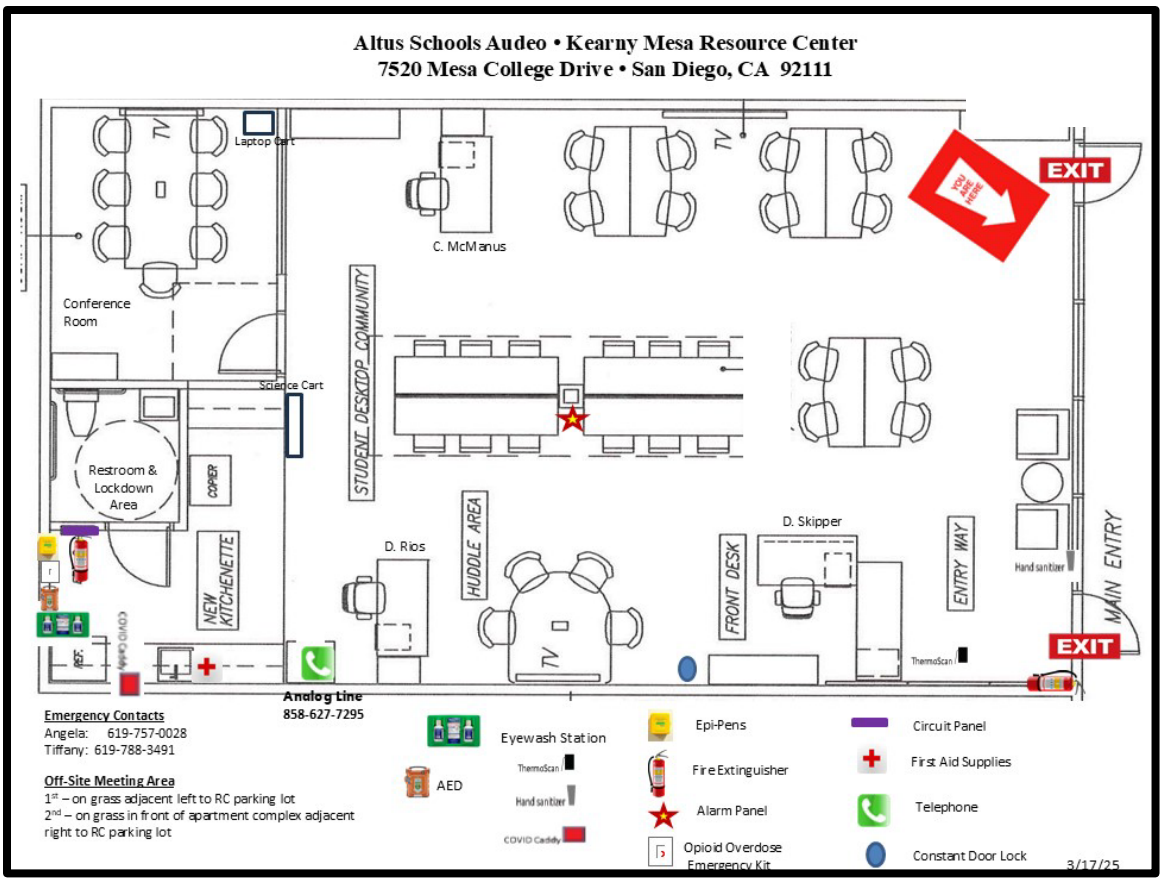
Euclid Resource Center: 220 Euclid Avenue, Suite 80, San Diego, CA 92114
Cross Street: Imperial Avenue
Emergency Meeting Area: Meet next to marquee on grass area to St. Rita's Church, corner of Imperial Avenue

Euclid Plan

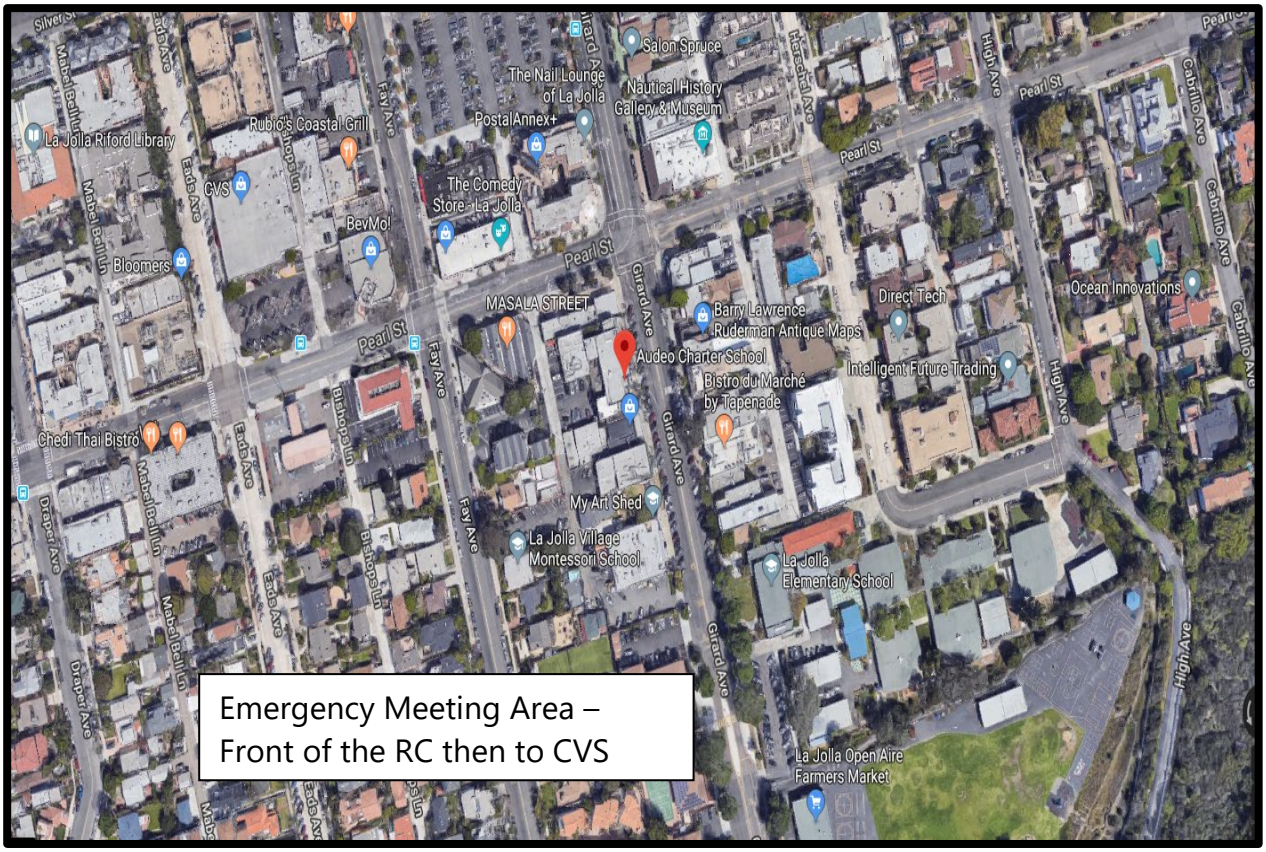

Main Entrance
Side Exit A
Side Exit B
EXIT
YOU ARE HERE!
Beltran
Vacant
Beasley
Storage Room
619.266.1036
analog line
Water Heater
Restroom
Restroom
Restroom
Vacant
Conference Room
Olivas
Anderson
Villarruel
Conference Room
Rear Door C
Rear Door D
Rear Door E
Altus Schools Charter School of San Diego
Euclid Resource Center
220 Euclid Avenue, Suite 80
San Diego, CA 92114
858-203-4631
1st Emergency Meeting Area
Exit main door, turn right and walk down sidewalk. Meet next to the marquee sign on grass area
2nd Emergency Meeting Area
Exit main door, go to the right and down street to Market Creek Plaza on Euclid and Unity Place Drwy.
Emergency Contacts
Angela: 619-757-0028
Tiffany: 619-788-3491
AED
Narcan Kit
Epi-Pens
Fire Extinguisher
First Aid Supplies
Circuit Panel
Eye Wash Kit
Alarm Keypad
Constant Lock Door
ThermoScan
Hand Sanitizer
COVID Caddy
Lockdown Area
3/17/2025

Kearny Mesa Resource Center: 7520 Mesa College Drive, San Diego, CA 92111
Cross Street: Ashford Street
Emergency Meeting Area: Grass adjacent to Parking Lot

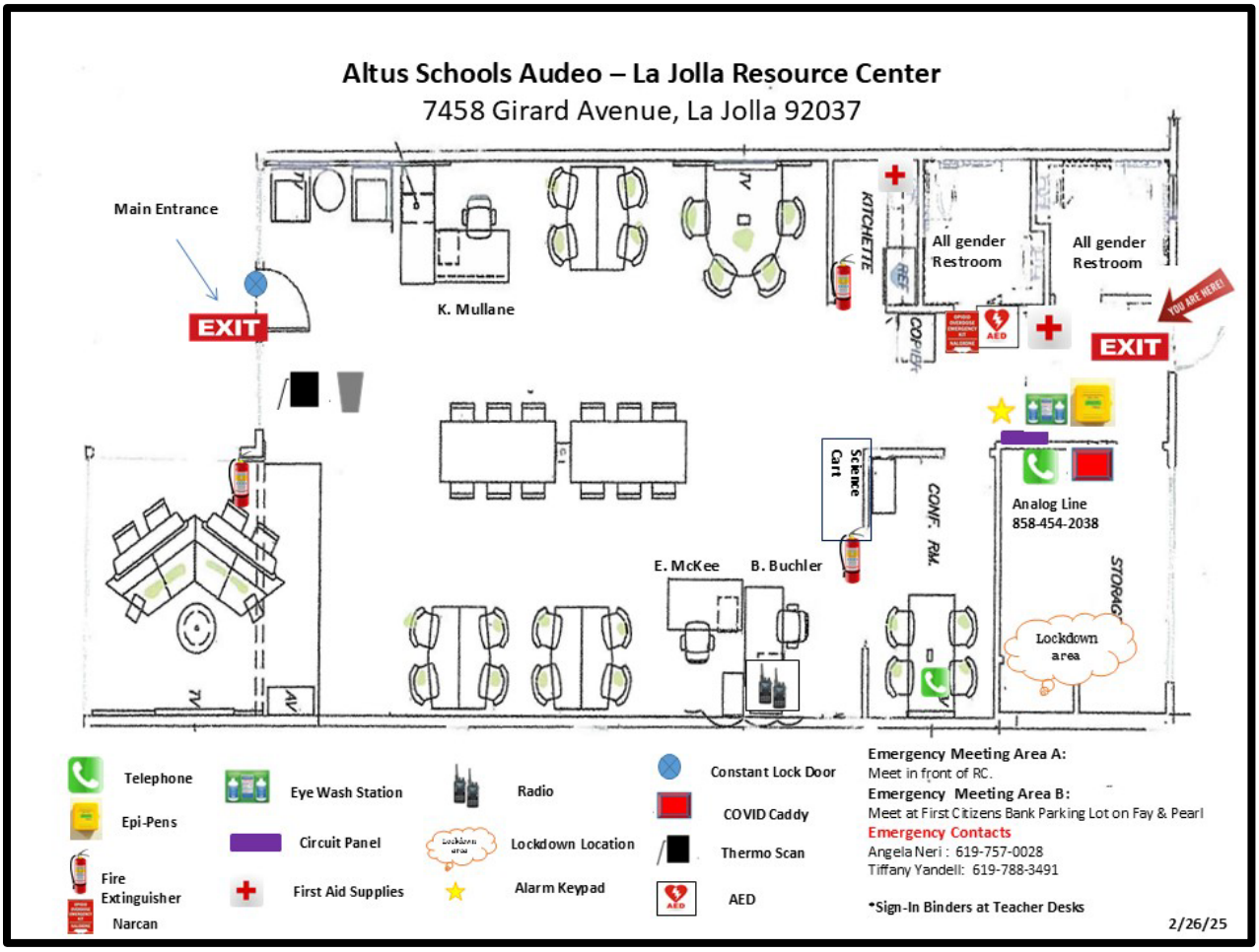
Kearny Mesa Resource Center Plan



La Jolla Resource Center: 7458 (7456) Girard Avenue, La Jolla, CA 92037
Cross Street: Pearl Street & Drury Lane
Emergency Meeting Area: Front of the RC then to CVS

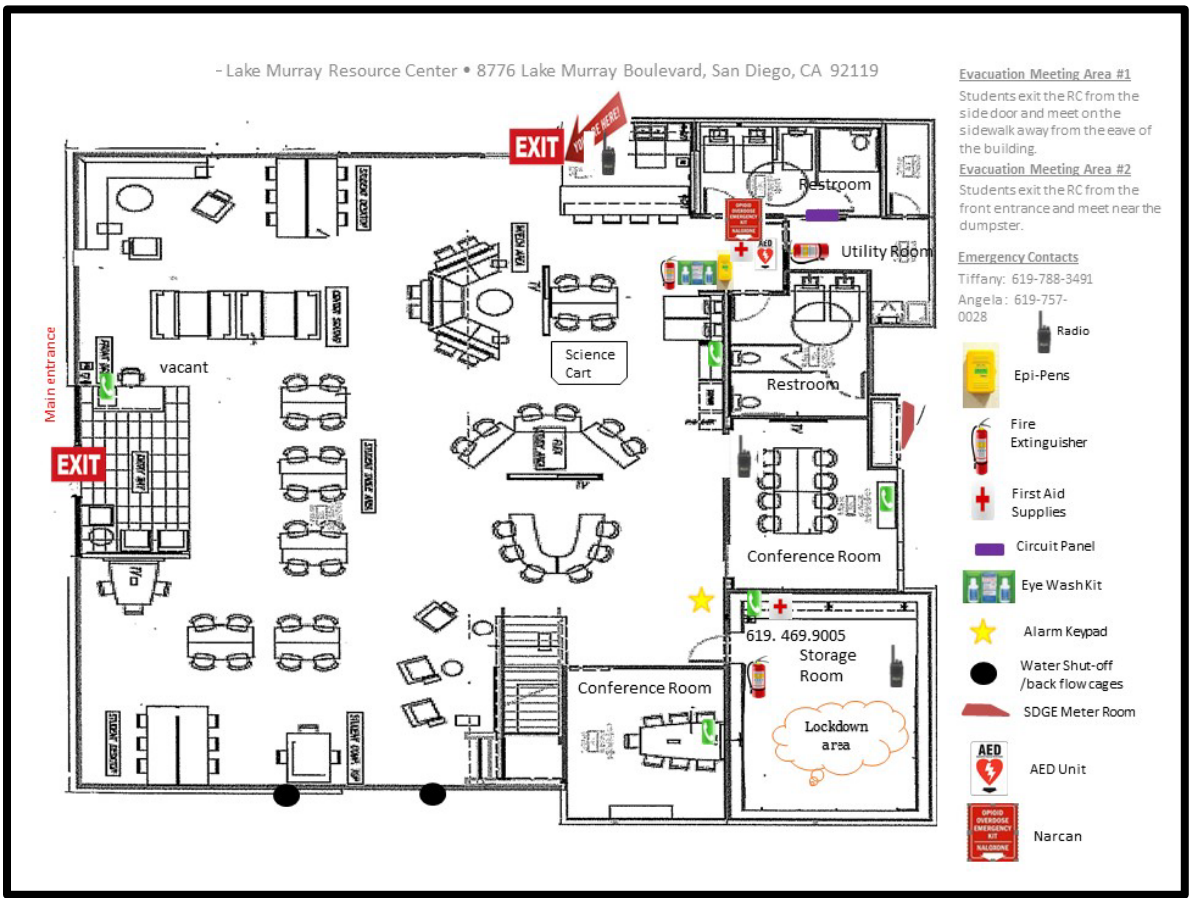


La Jolla Plan

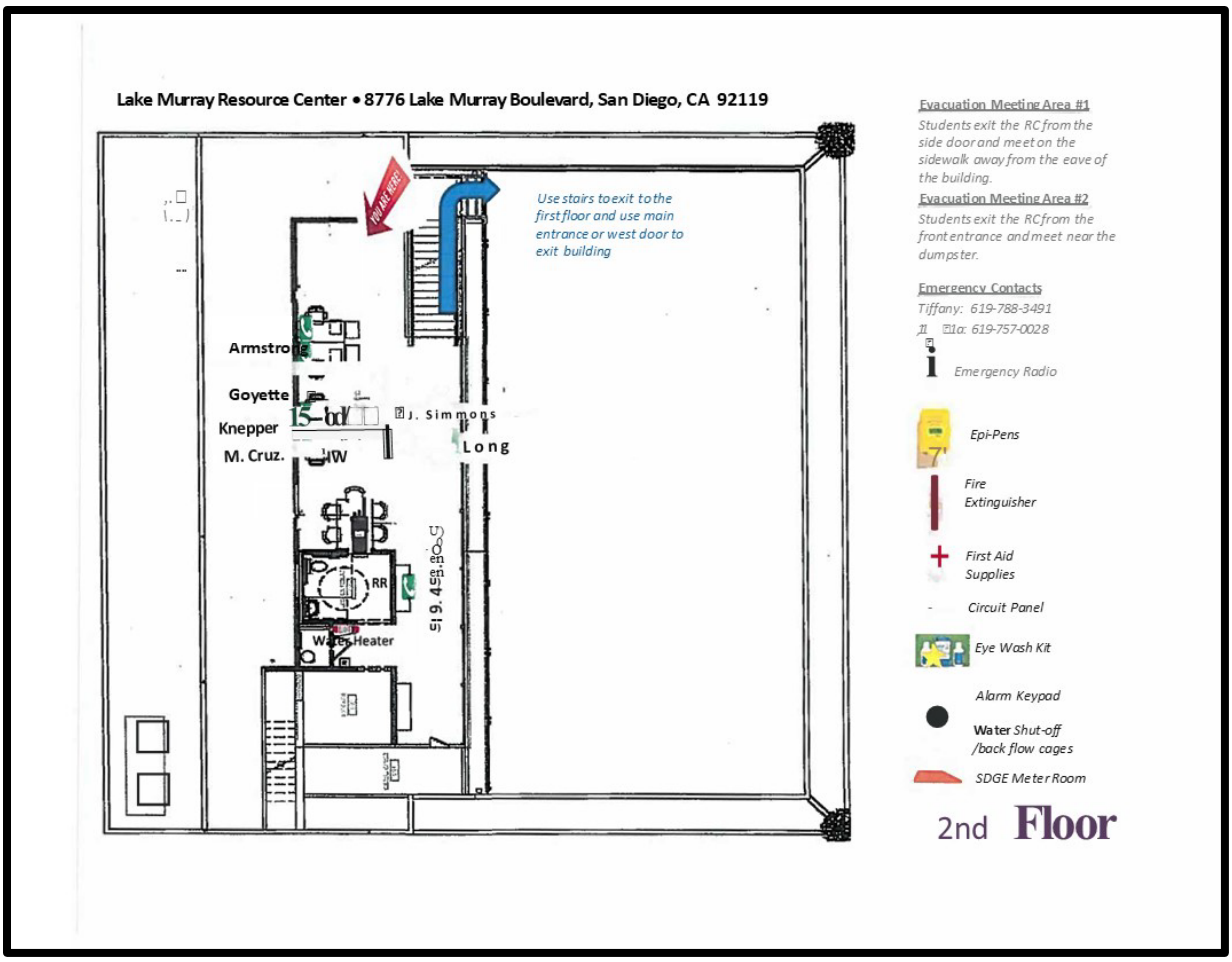


Lake Murray Resource Center: 8776 Lake Murray Blvd., San Diego, CA 92119
Cross Street: Navajo Road
Emergency Meeting Area: Sidewalk near the west door away from the eaves of the building to area near the dumpster

Lake Murray Plan—First Floor

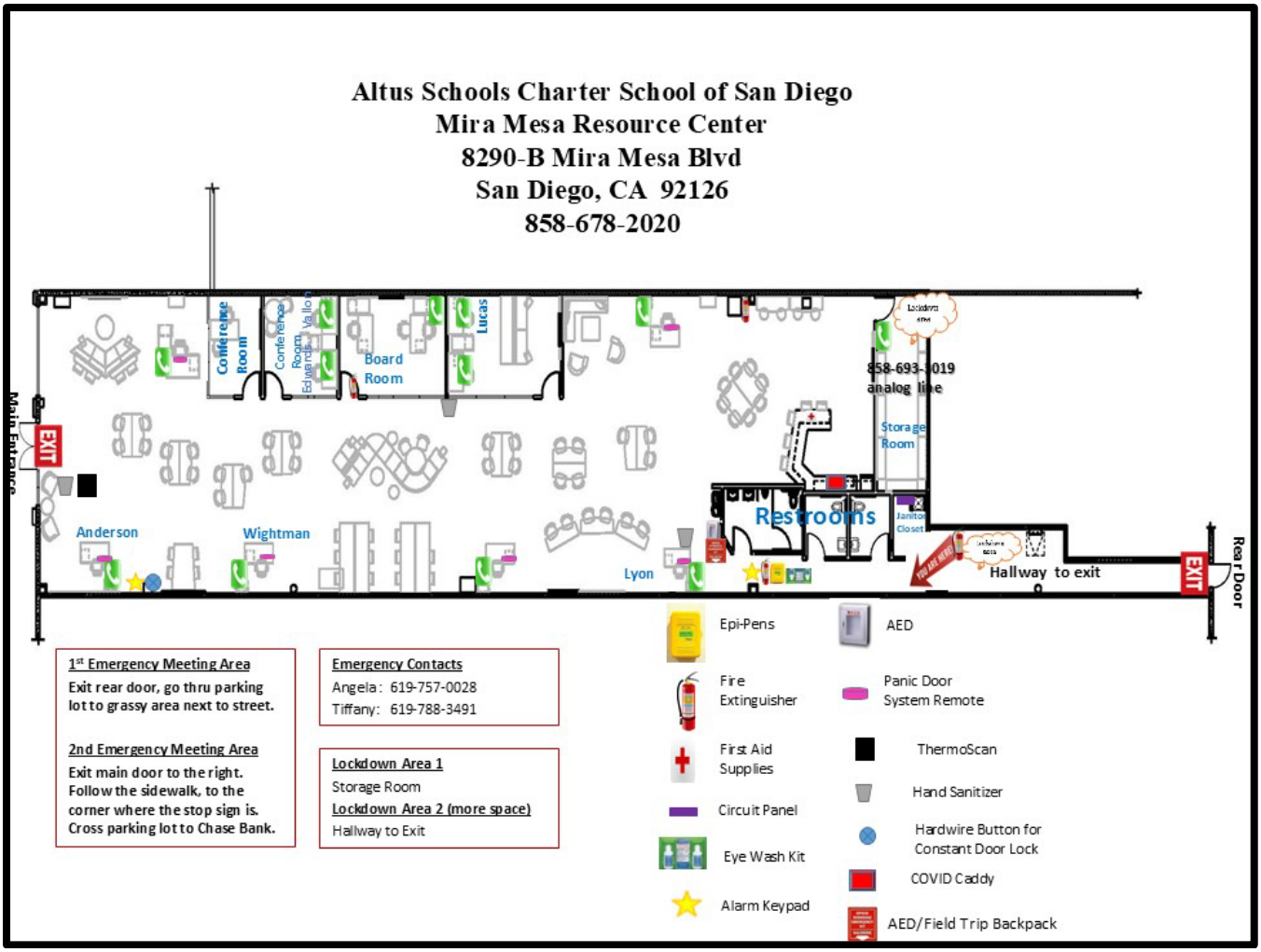


Lake Murray Plan—Second Floor



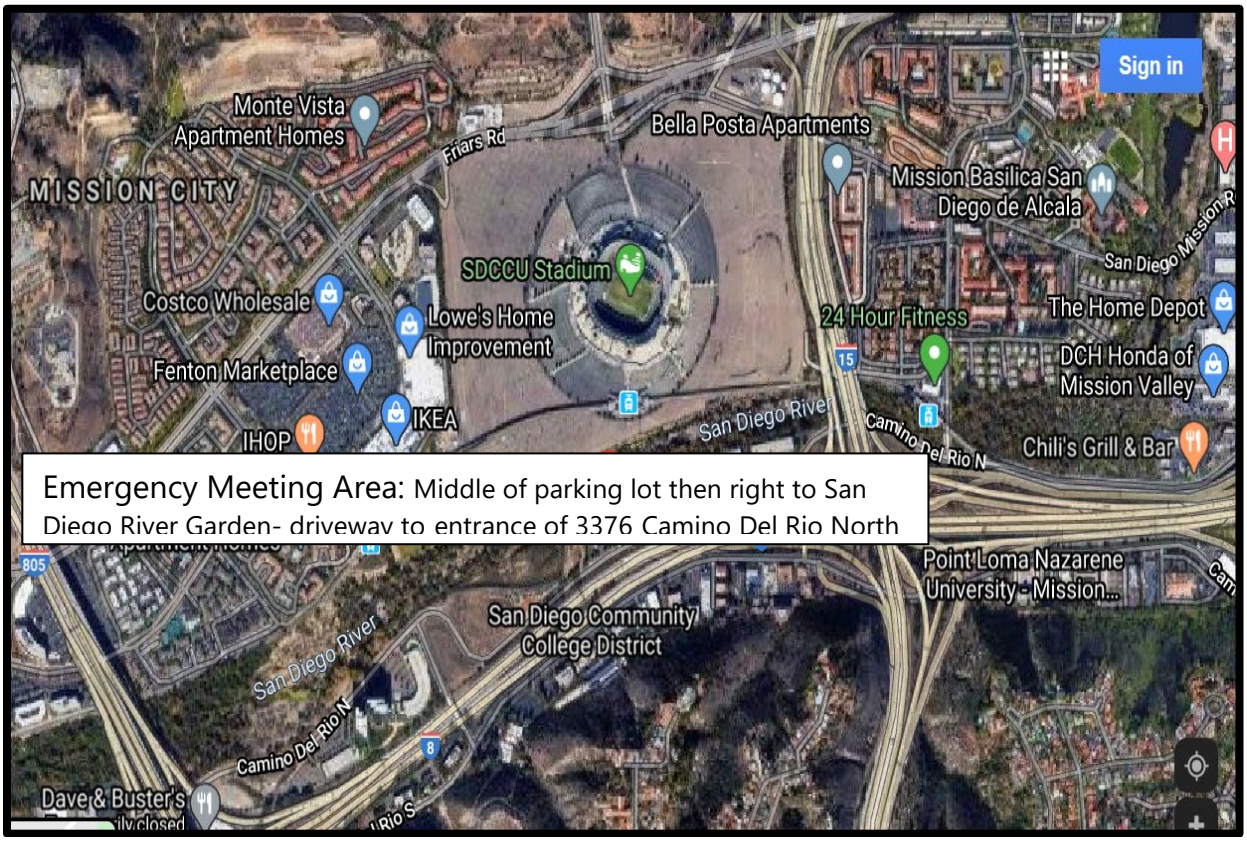
Mira Mesa Resource Center: 8290-B Mira Mesa Blvd., Unit 23, San Diego, CA 92126
Cross Street: In Mira Mesa Mall Across Vons, beside Petco Store
Emergency Meeting Area: First- Exit rear door to grassy area; Second – Cross parking lot to Chase Bank

Mira Mesa Plan

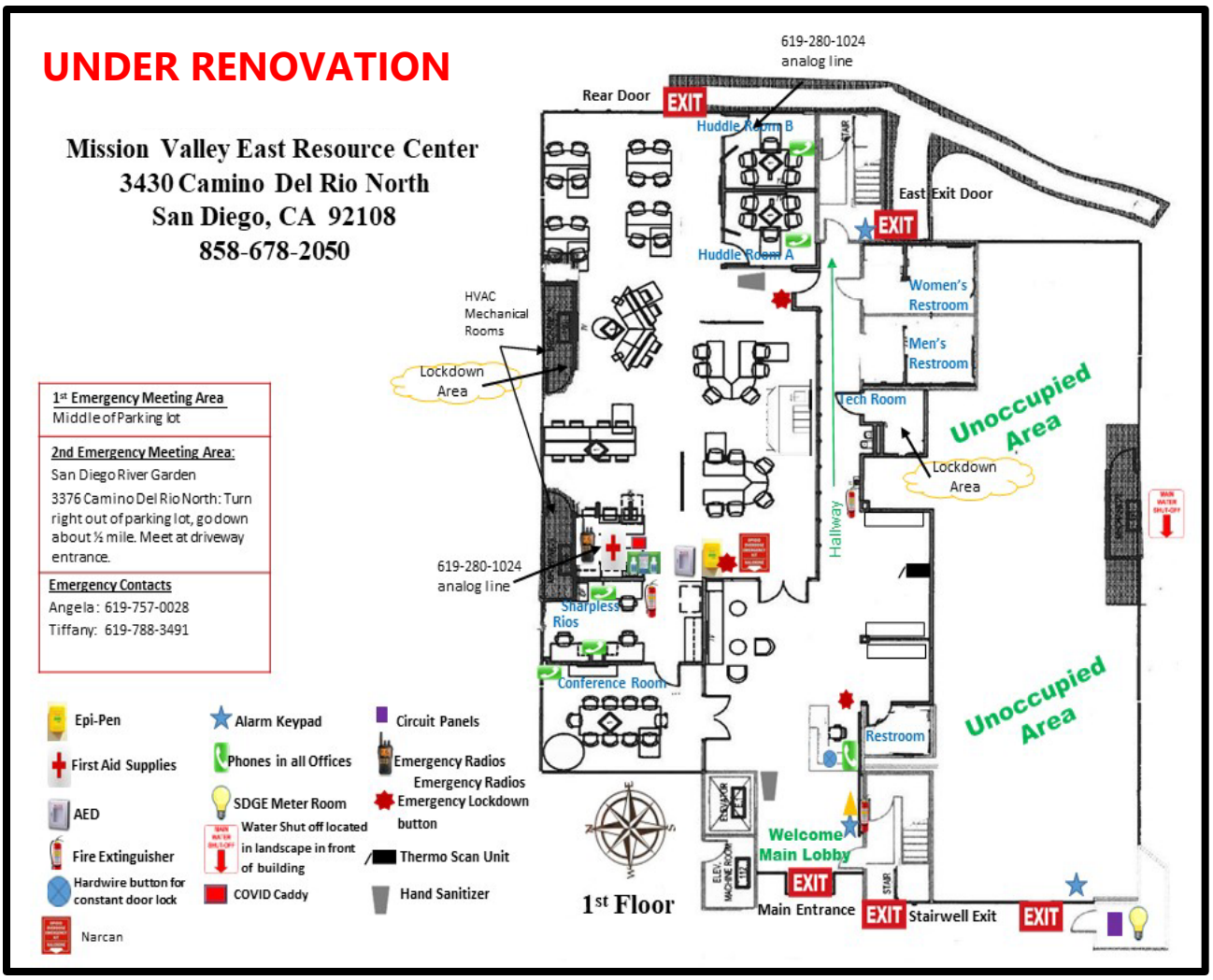


Mission Valley- East Resource Center: 3430 Camino Del Rio North, San Diego, CA 92108
Cross Street: Camino Del Rio North and Mission City Parkway
Emergency Meeting Area: Middle of parking lot then right to San Diego River Garden- driveway to entrance of 3376 Camino Del Rio North

UNDER RENOVATION



Mission Valley- East Plan

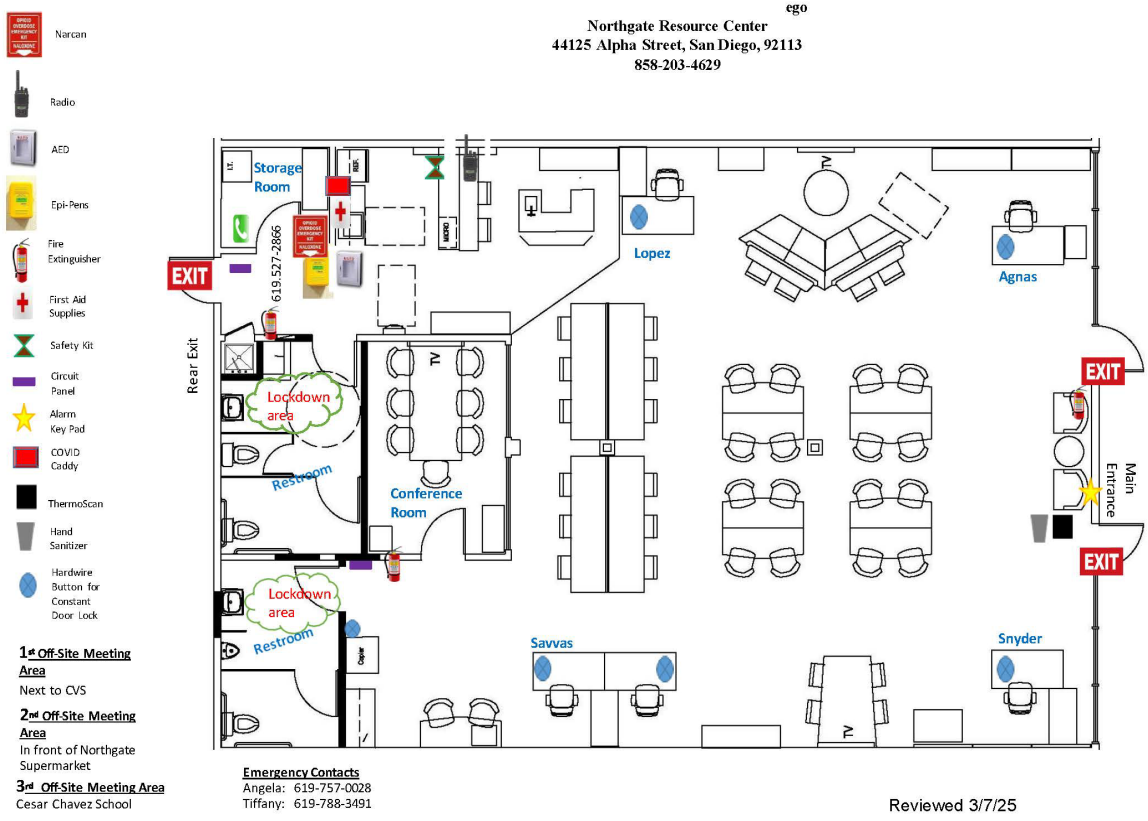


Northgate Resource Center: 4125 Alpha Street, Suite C-D, San Diego, CA 92113
Cross Street: Alpha Street and S 41st Street
Emergency Meeting Area: Next to CVS then in front of Northgate Supermarket then to Cesar Chavez School

Northgate Plan

ego

Northgate Resource Center
44125 Alpha Street, San Diego, 92113
858-203-4629



1st Off-Site Meeting Area
Next to CVS

2nd Off-Site Meeting Area
In front of Northgate Supermarket

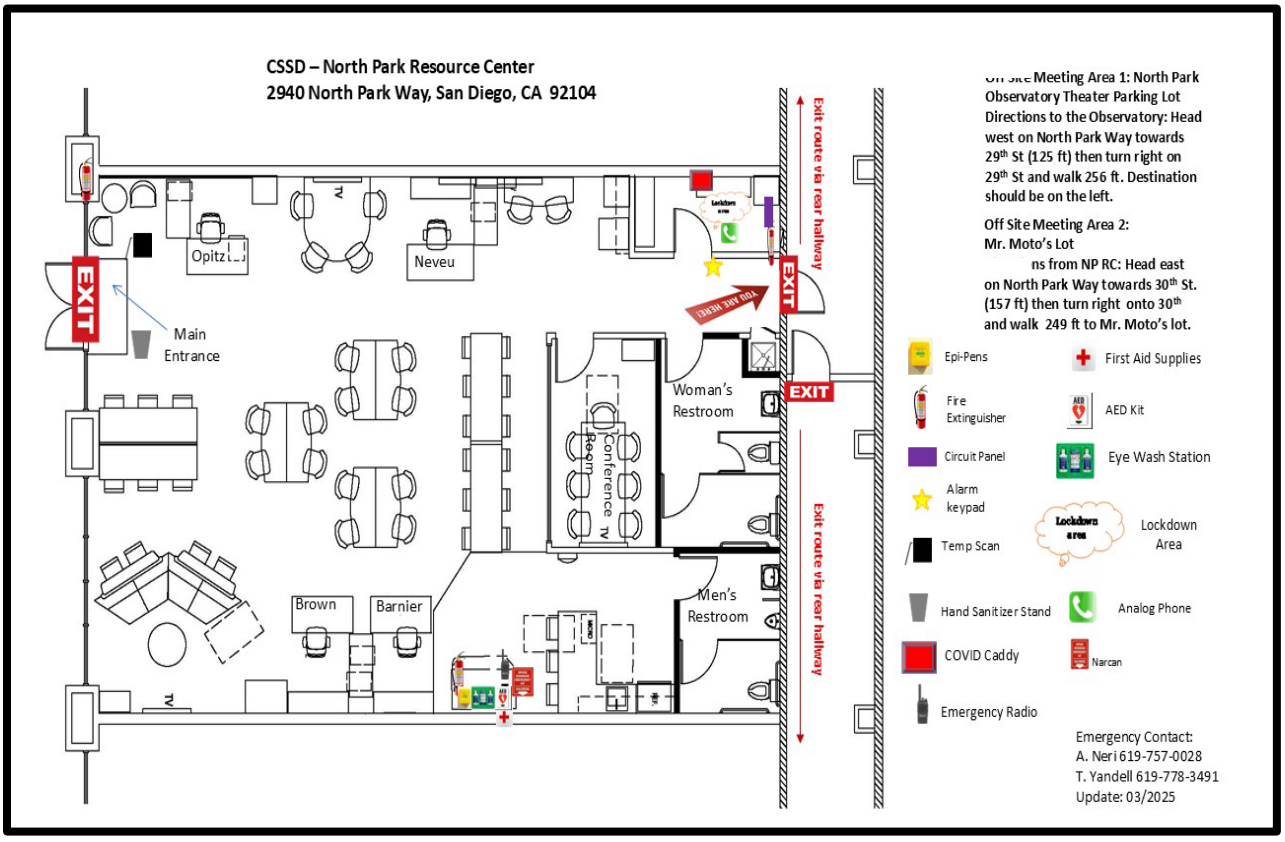
3rd Off-Site Meeting Area
Cesar Chavez School

Emergency Contacts
Angela: 619-757-0028
Tiffany: 619-788-3491

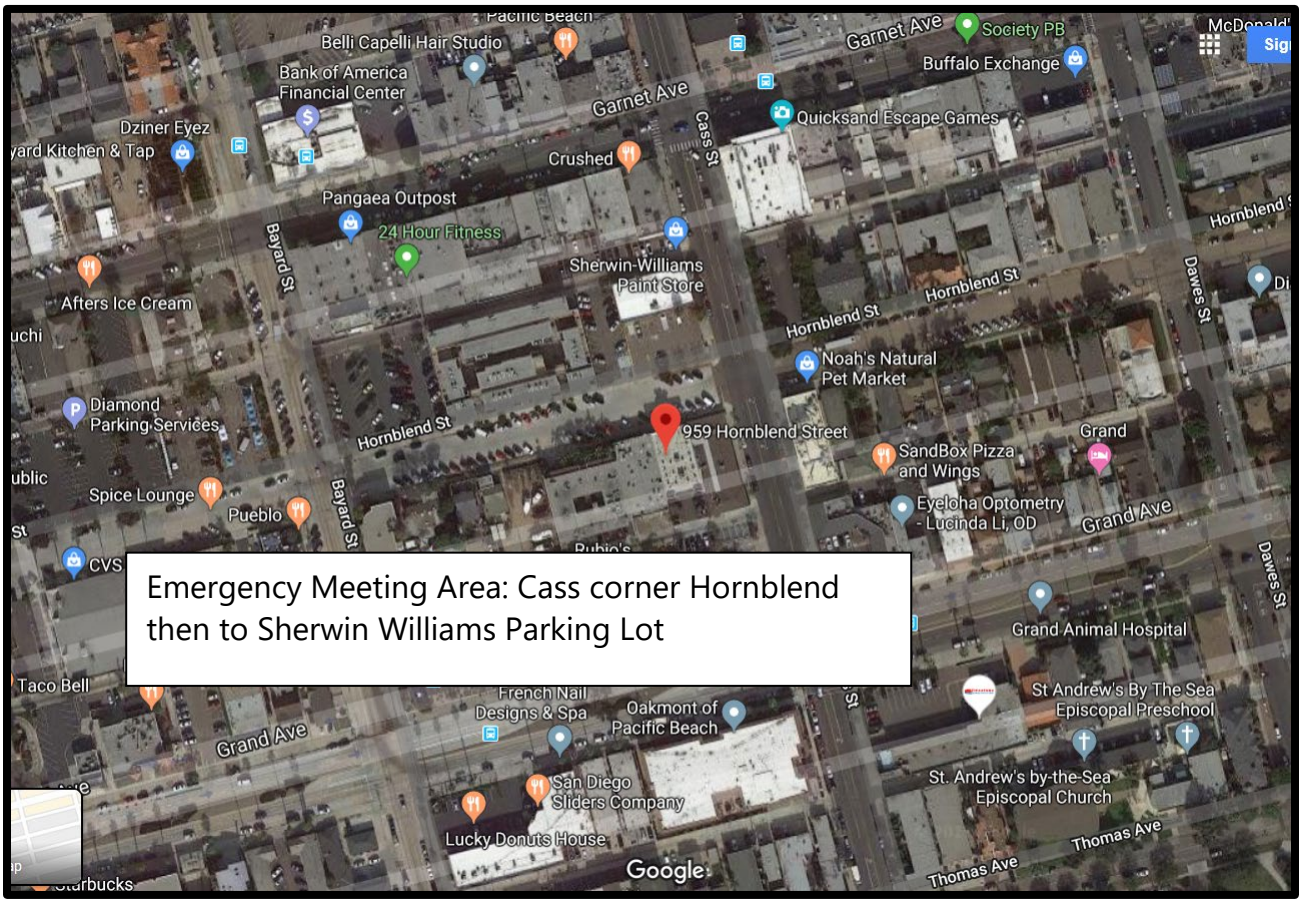
Reviewed 3/7/25

North Park Resource Center: 2940 North Park Way, San Diego, CA 92104
Cross Street: 29th Street and North Park Way
Emergency Meeting Area: North Park Theatre Parking Lot

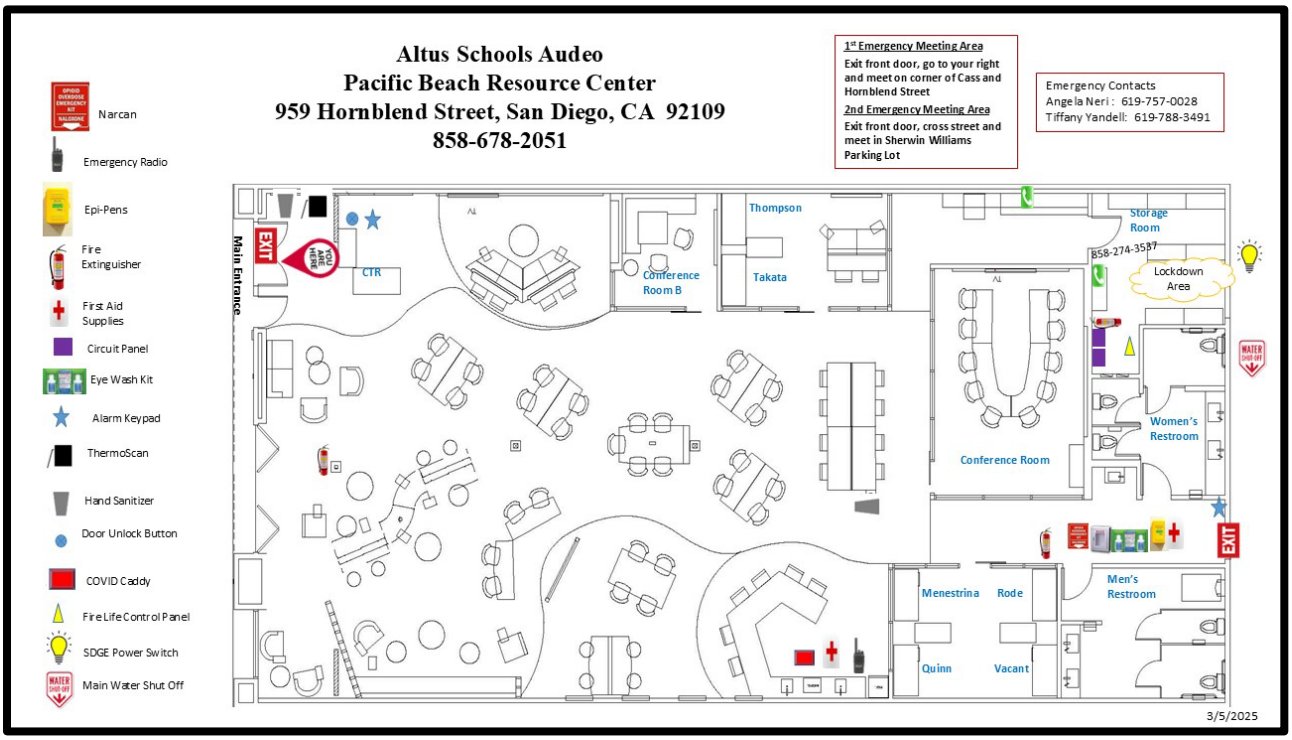
North Park Plan



Pacific Beach Resource Center: 959 Hornblend St., San Diego, CA 92109
Cross Street: Cass St.
Emergency Meeting Area: Cass cor. Hornblend then to Sherwin Williams Parking Lot



Pacific Beach Plan



Paradise Hills Cadet Corp Resource Center: 6907 Paradise Valley Rd., Unit #1, SD 92139
Cross Street: S. Woodman St.
Emergency Meeting Area: First, Parking lot next to Autozone, then to Dialysis Center

Paradise Hills Cadet Corp Plan

Altus Schools Charter School Of San Diego
Cadet Corp Resource Center
6907 Paradise Valley Road, Unit 1
San Diego, CA 92139
858-678-2020

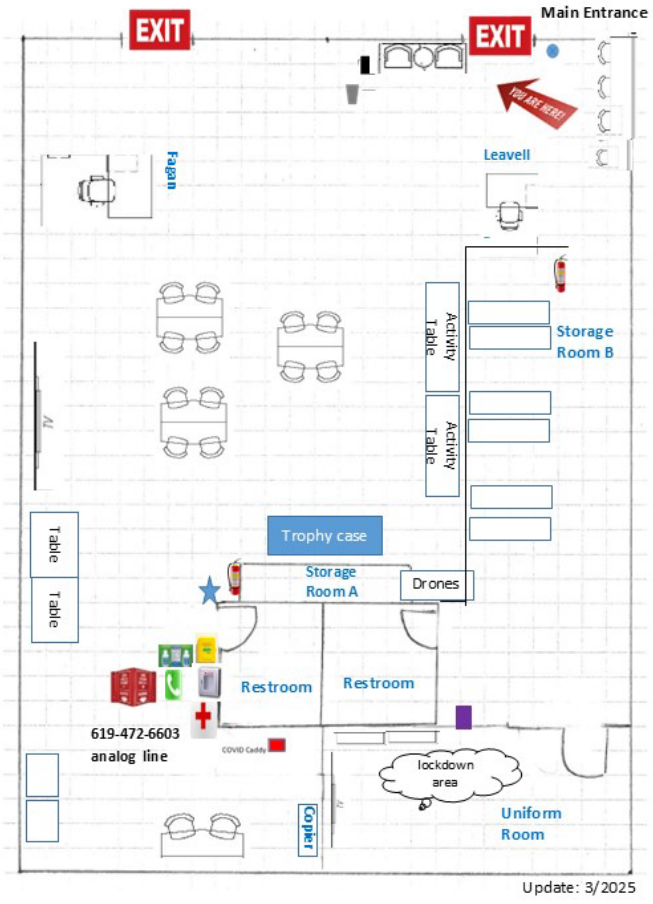
1st Emergency Meeting Area
Exit main door , walk across parking lot and meet in parking lot area next to Auto Zone.

2nd Emergency Meeting Area
Exit Main Door, head east and go to Dialysis center.

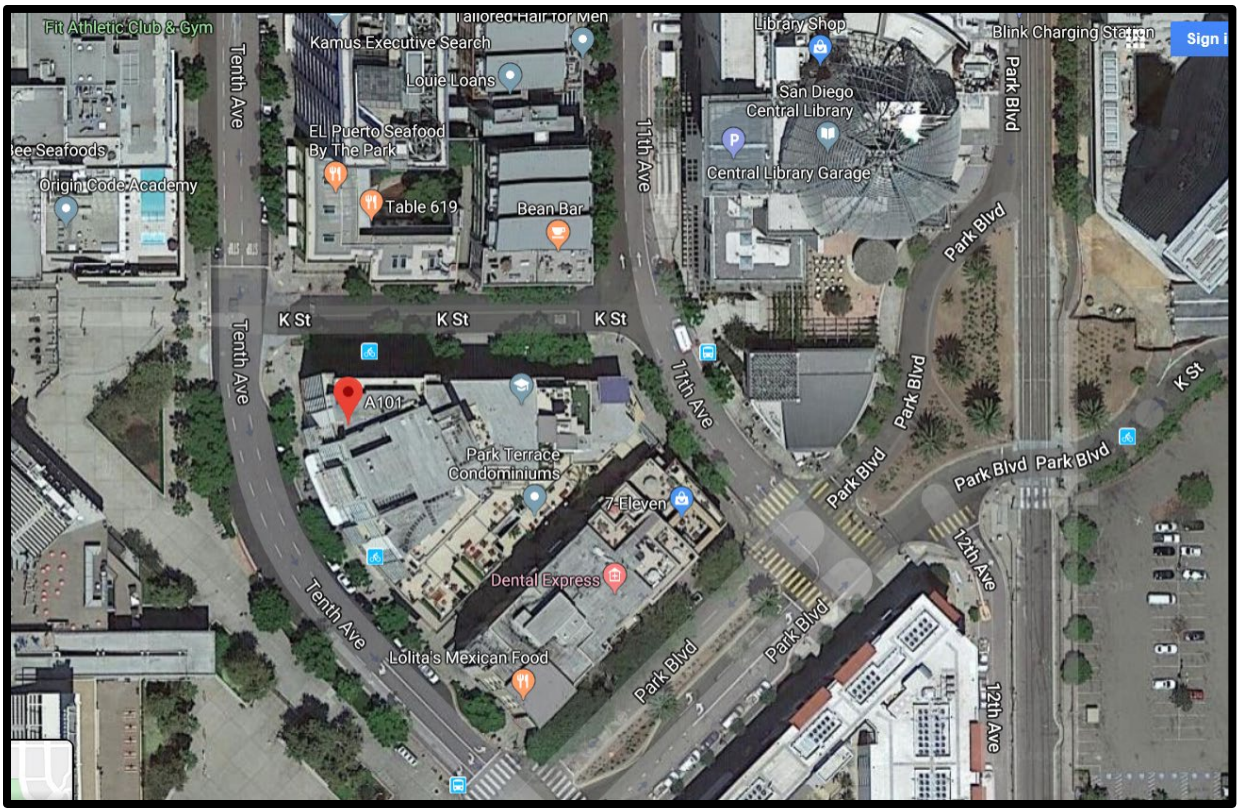
Emergency Contacts
Angela: 619-757-0028
Tiffany: 619-788-3491

Epi-Pens
Fire Extinguisher
First Aid Supplies
Circuit Panel
Eye Wash Kit
Alarm Keypad
AED
Lockdown area

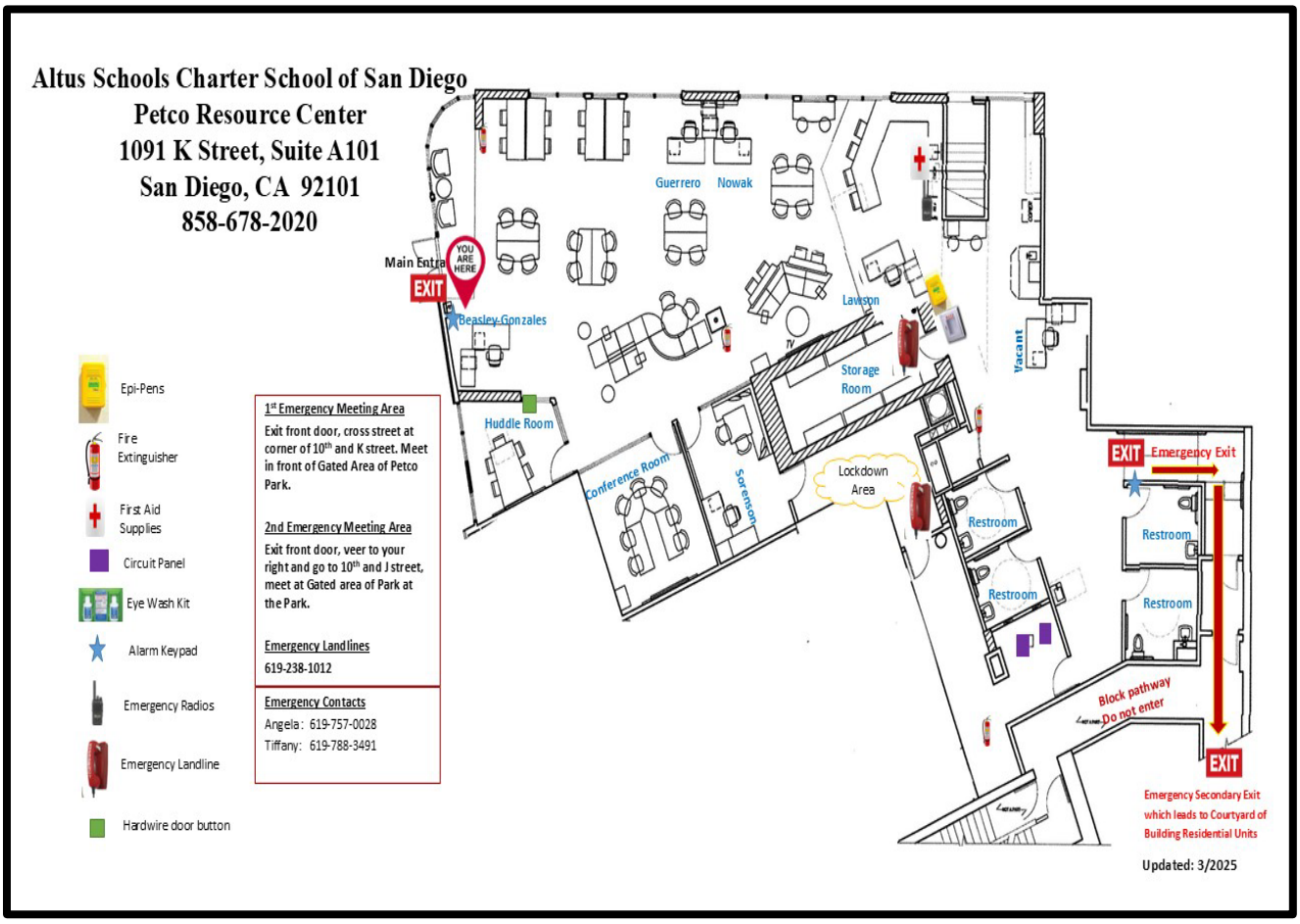
Narcan Kit
ThermoScan
Hand sanitizer
Hardwire button for constant door lock
COVID Caddy



Petco Park Resource Center: 1091 K St., Suite A101, San Diego, CA 92102
Cross Street: 10th Street
Emergency Meeting Area: 10th or. K St. to gated area of Petco; 10th or. J St to gated area of Park at the Park

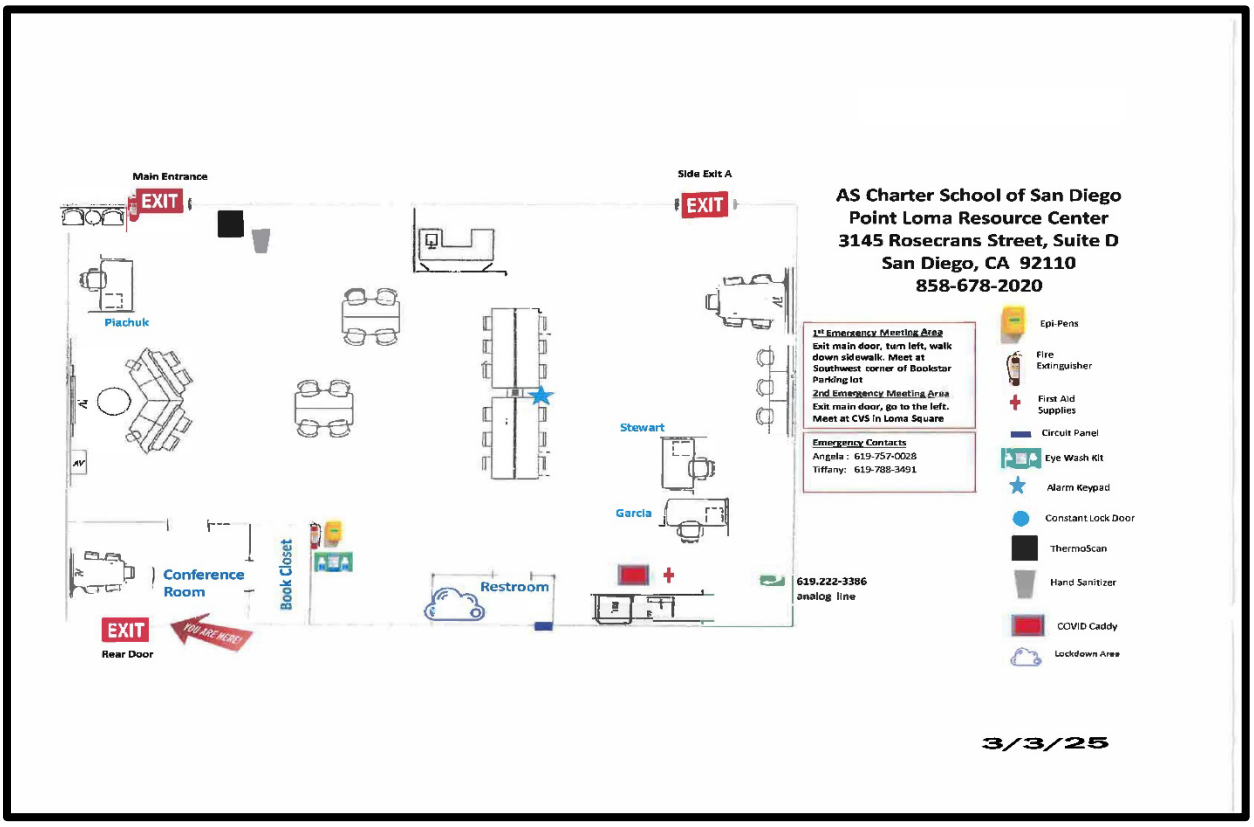


Petco Park Plan

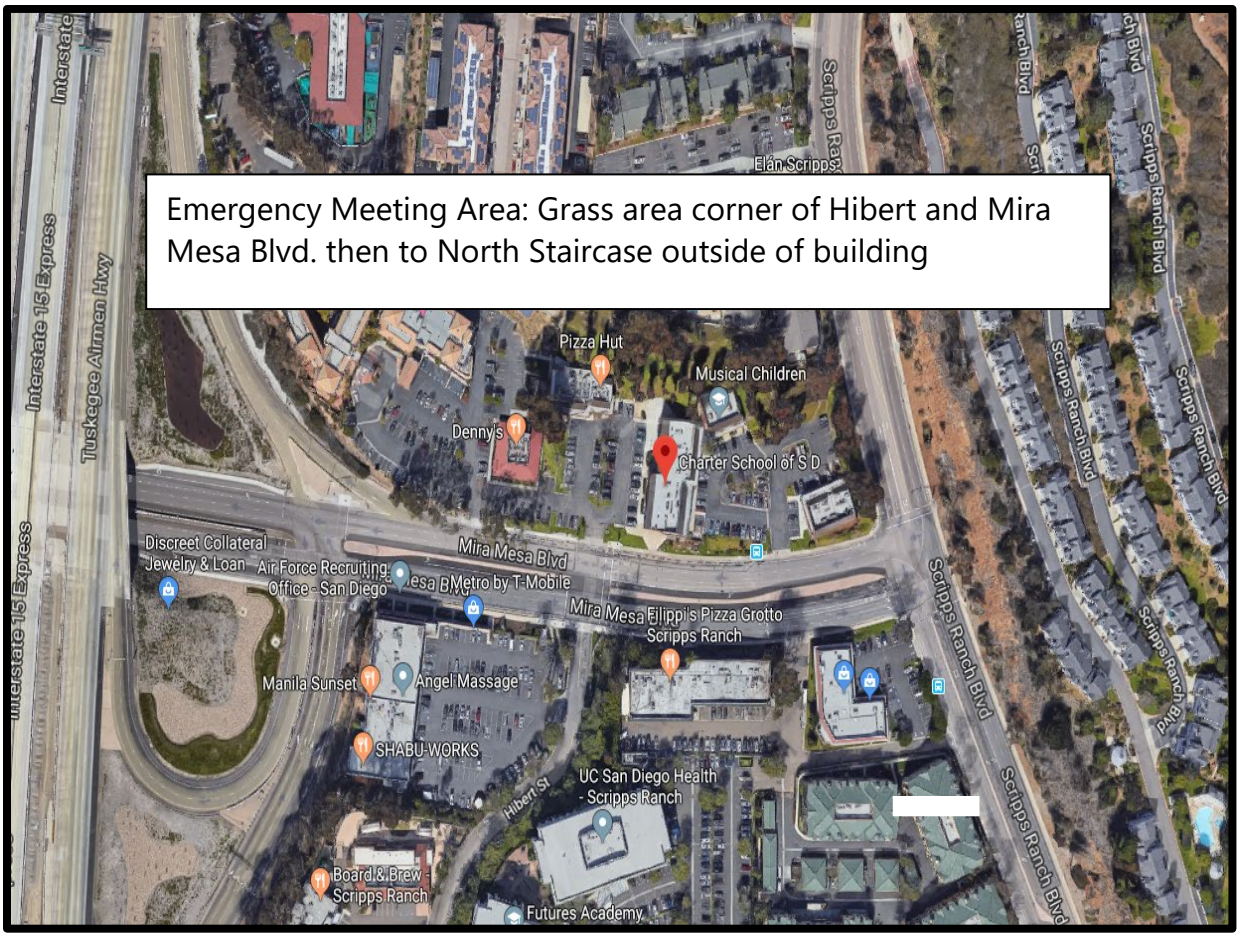


Point Loma Resource Center: 3145 Rosecrans Street, Suite D, San Diego, CA 92110
Cross Street: Rosecrans Street and Evergreen Street
Emergency Meeting Area: Southwest Corner of the Bookstar Parking lot to CVS

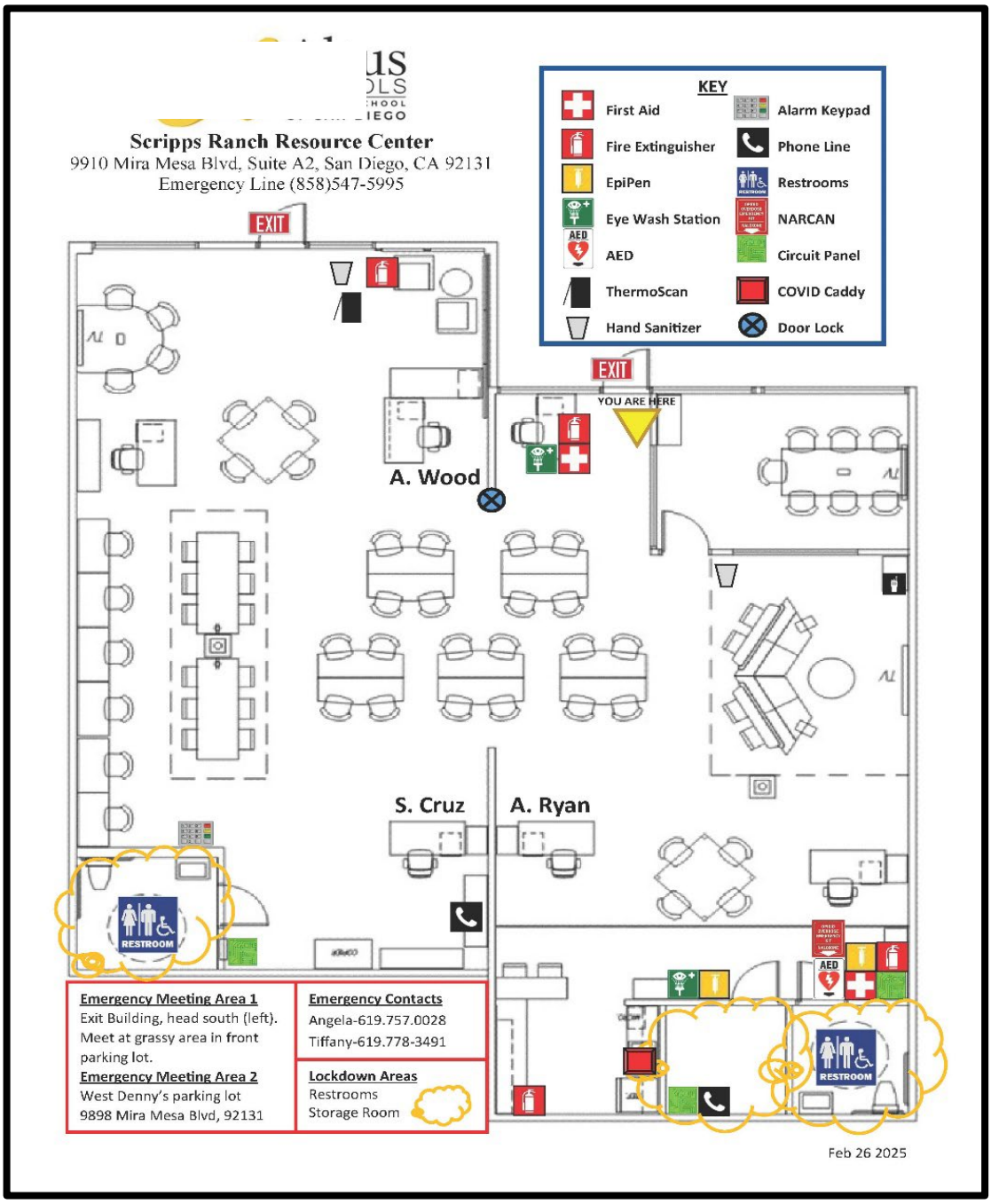
Point Loma Plan



Scripps Ranch: 9910 Mira Mesa Blvd., Suite A-2, Bldg. B, San Diego, CA 92131
Cross Street: Scripps Ranch Blvd.
Emergency Meeting Area: Grass Area Corner of Hibert and Mira Mesa Blvd. then to North Staircase Outside of Building

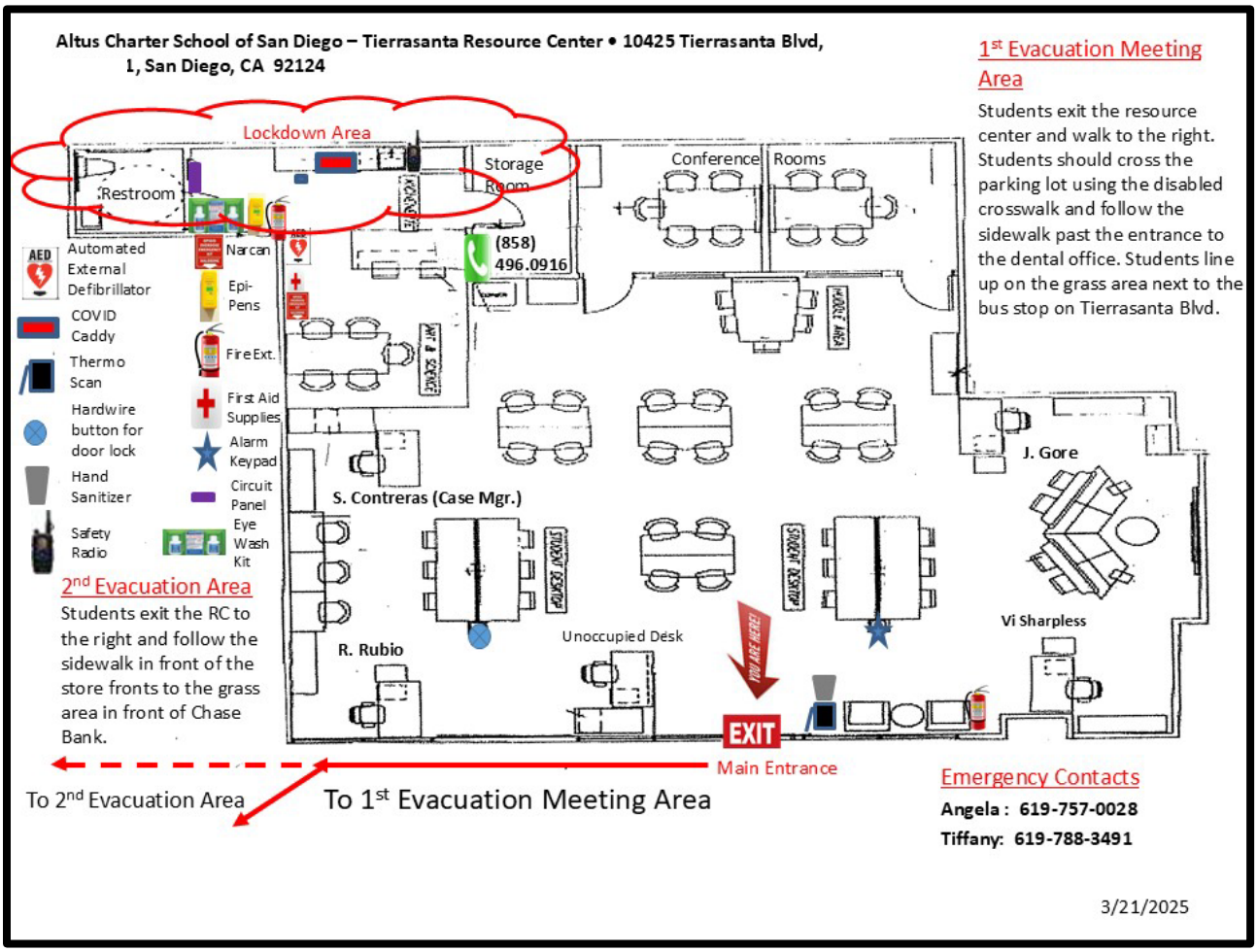


Scripps Ranch Plan



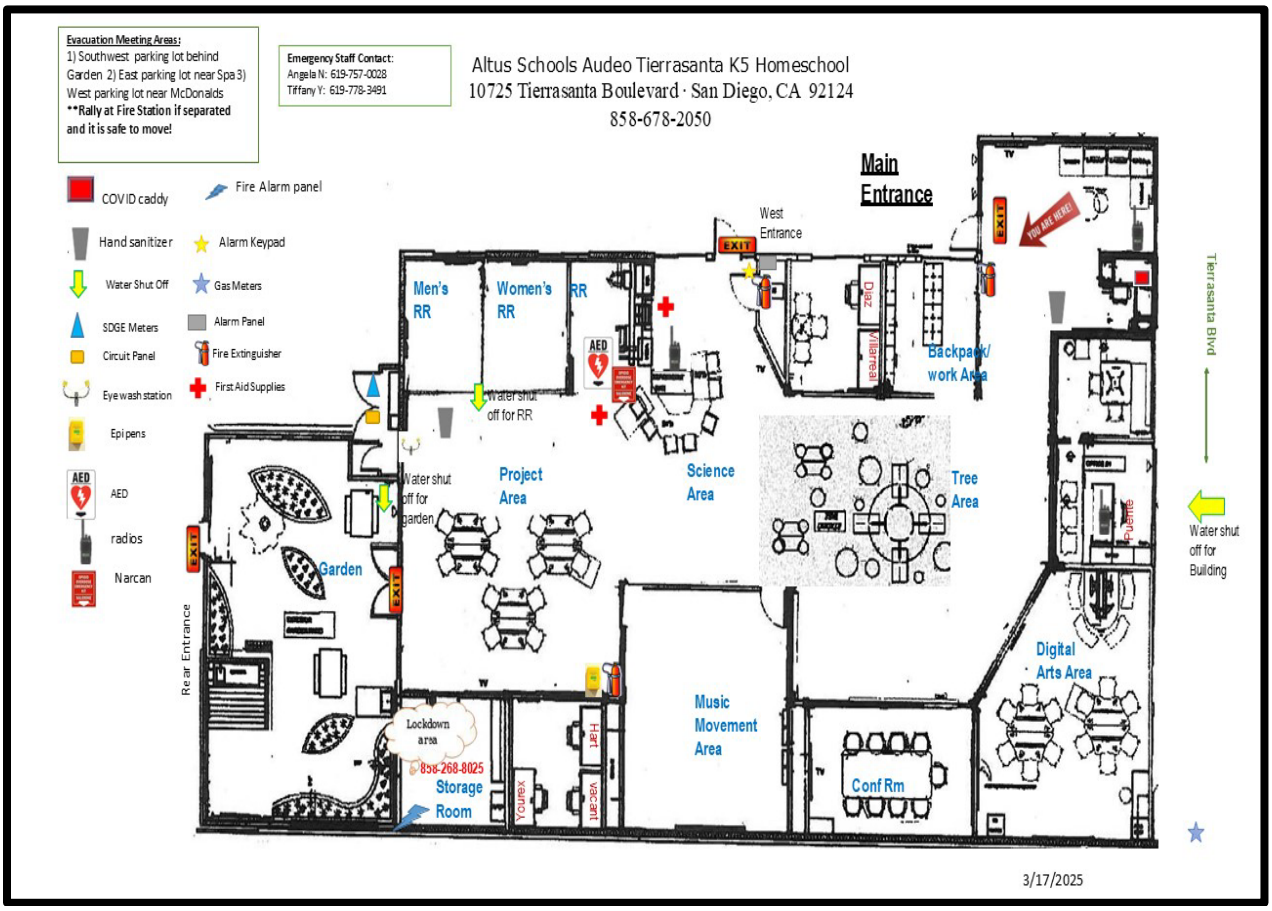
Tierrasanta Resource Center: 10425 Tierrasanta Blvd, Suite 101, San Diego, CA 92124
Cross Street: Santo Road
Emergency Meeting Area: Grass Area Behind Bus Stop on Tierrasanta Blvd. to Front of Chase Bank

Tierrasanta Plan



Tierrasanta K-5 Resource Center:10725 Tierrasanta Blvd., San Diego, CA 92124
Cross Street: Santo Road and La Cuenta Dr.
Emergency Meeting Area: Southwest Area of Parking Lot Behind Garden to Parking Lot Next to Spa

Tierrasanta K-5 Plan



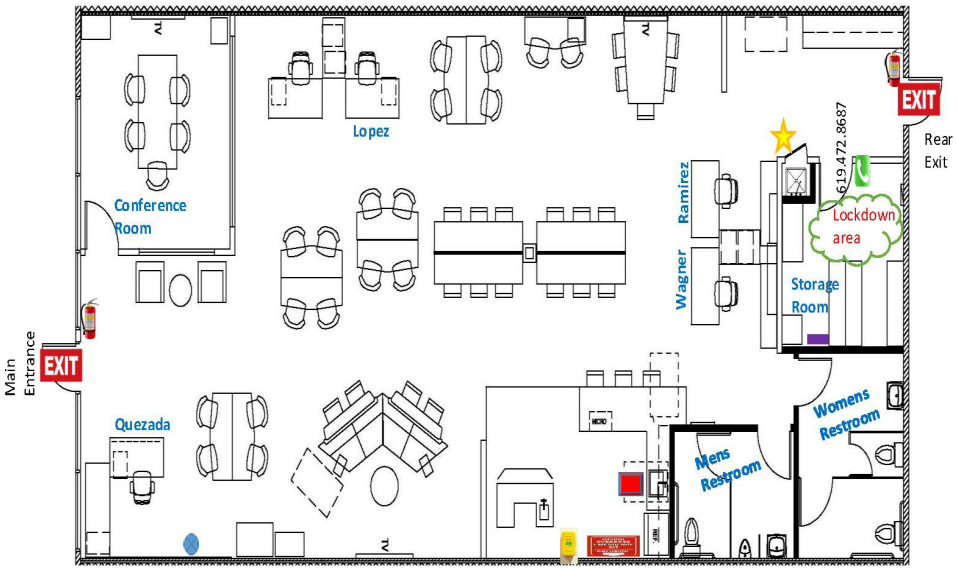
Woodman Resource Center: 2939 Alta View Dr., Stes. B & C, San Diego, CA 92139
Cross Street: S. Woodman Street
Emergency Meeting Area: Grassy knoll in between the RC and Jack in the Box

Woodman Plan

Altus Schools The Charter School of San Diego
Woodman Resource Center
2939 Alta View Drive, Suite B, San Diego, 92139
858-203-4636

1st Off-Site Meeting Area
Grass Knoll in between our RC and Jack in the Box

2nd Off-Site Meeting Area
Rear parking lot using back door emergency exit



Emergency Contacts
Angela: 619-757-0028
Tiffany: 619-788-3491

02/25/2025

Persons with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. Each Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time. Proper signage for this area is "Area of Rescue Assistance." Evacuation maps will articulate this information.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Return to Facility

The Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Incident Commander must request approval from the Office of the President. The Safety Coordinator should be advised of this information.

The notification for a safe return to facilities located at this RC is:
Communication via Emergency Radio and/or Cell Phone

Shelter-In-Place Procedure

Shelter-In-Place generally occurs when evacuating the RC is more dangerous than taking shelter inside a building. This generally occurs during natural disasters, severe weather conditions, or health hazards. The following procedure applies to this RC. Additional information pertaining to Shelter-in-Place is available in Emergency Procedures.

Notification
The Incident Commander is responsible to notify the Incident Command Team when a Shelter-In-Place is necessary. The Safety Coordinator, in coordination with the Incident Commander is responsible for activating the Shelter-In-Place notification procedures for RC-level personnel.

The signal for Shelter-In-Place is: 3 short beeps, 3 long beeps followed by Verbal Instructions

If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns **found in the Emergency Disaster Kit.**

Activation & Deactivation
Quickly direct students and staff inside to the nearest room; do a verbal and visual sweep as you get everyone inside. Shut all doors and windows leading into the room, including interior doors. Doors may be opened for late arrivals if the exterior environment is safe. Take student attendance and report missing or extra students to the Director of Technology and Operations by radio, telephone, or e-mail. For environmental emergencies, immediately shut off the air conditioning/heating system, try to seal air vents and gaps under doors and around windows. Monitor your local radio, T.V. or e-mail for updates. Remain in Shelter-in-Place until the "All Clear" signal is sounded.

Return to Facility

The Incident Commander, in consultation with the Public Safety Incident Commander, if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Incident Commander must request approval from the Office of the President. The Safety Coordinator should be advised of this information.

The notification for a safe return to facilities located at this RC is:
Communication via Emergency Radio and/or Cell phone

Emergency Lockdown Procedures

If an emergency situation near an RC endangers student or staff safety, Lockdown the Resource Center/Building.

FIRST: Follow the lockdown procedures below and notify an Executive Safety Committee Member immediately.

Executive Safety Committee	Office Number	Cell Number
Angela Neri	858-678-2045	619-757-0028
Eleanor Pe	858-678-2036	
Tim Tuter	858-678-2042	619-992-5740

During a lockdown, several security measures will take place:

1. A teacher or designee will declare **"this is a lockdown"** alerting staff and students in a calm manner.
2. All students and staff remain in their RC.
3. All RC doors and windows are to be closed and locked.
4. All window blinds should be drawn or closed.
5. A staff member will activate "STAY" function on ADT/Everon Security Alarm Panel.
6. Safety Lead or designee in RC will call/email Executive Safety Committee.
7. A staff member will take a head count of ALL persons in RC/building
8. A staff member will use the attached Sign In sheet for ALL persons on location.
9. All lights should be turned off (as needed)
10. A member of the Executive Safety Committee will communicate and work directly with the Resource Center Safety Ambassador and/or designee.
    a. ONE TO ONE COMMUNICATION--NOT EVERYONE NEEDS TO CALL.
11. No one is permitted to leave and no one, including a parent, is allowed in the RC.
12. Students and staff will remain quiet and calm.
13. All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors as needed.
14. First aid will be rendered by staff as necessary.
15. Resource Center staff should not make statements to the media.

Only a member of the Executive Safety Committee may lift a lock down.

Persons who may activate an RC lockdown:

- Any member of the RC staff or community safety support (Police, Fire, Mall Management etc.) may declare a lockdown.

Conditions in which to activate a school-wide or RC- specific lockdown may include, but not limited to:

- Authorities inform the school or RC of a dangerous situation in close proximity to the facility.
- The immediate pursuit of a dangerous suspect.
- The execution of a high-risk search or arrest warrant.
- A large-scale enforcement operation involving potentially dangerous suspects.
- Someone with a weapon is en route to an RC.
- Gunshots are heard nearby.
- An act of terrorism.

BEST PRACTICE: Enroll your work email on local media news alerts for your area.

Should a lockdown occur, parents should be aware of the following:

- Remain calm as RC and local authorities manage the situation.
- If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. RC staff will attempt to notify parents by phone.
- Parents may be required to pick up children from the RC or another designated staging area, once it is determined to be safe to do so.
- Parents will be required to present identification.
- The reunification location will be given to parents over the phone, if possible.
- Students and parents are reminded that during an emergency situation, cellular sites may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff on the RC.

Following Lockdown:

- The Safety Ambassador for the RC will fill out and submit to Angela Neri within 24 hours:
  - Lockdown Incident Report Form
  - Emergency Sign-In Report
  - Emergency Student Sign Out Report
- The Safety Committee will convene within 72 hours to debrief
- The Safety Ambassador Coordinator will keep a record of all occurrences.

LOCKDOWN INCIDENT REPORT

Resource Center/Building:	**Duration of Lockdown:** **Beginning time:** **End Time:**
Date of Incident:	**Report Prepared by:**
Name of Executive Safety Lead Notified:	

1. Type of Incident/Brief Explanation:

2. Who declared the lockdown?

3. How did you hear about the need for a lockdown?

4. Were there any First Aid or Health matters during the lockdown? If so, please explain.

5. Is there a need for follow up to any students/parents?

6. Did you have enough communication, information and resources during your lockdown?

7. Are there any recommendations:

Attach this report to the Sign in Sheets and the Sign Out report.
Return entire Lockdown packet to Angela Neri within 24 hours.

Signature: _____ **Date:** _____

Date Report Received: _____

ASSD EMERGENCY LOCKDOWN SIGN IN SHEET

(ALL persons in RC/building sign in) When the Safety Team lifts the lockdown, please use the attached Emergency Release Record to sign students out.

Date/Time of lockdown:	**RC/Building:**	**Name of Safety Lead Notified:**

Use the below sign in sheet for **ALL** persons in the lock down area.

NO ONE is to leave OR enter the RC/Building

	Last Name	**First Name**	**Position/Role**	**Signature**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

Page _____ of _____

EMERGENCY RELEASE SIGN OUT RECORD PAGE 1 of __

Date:	Time of lockdown:	Safety Lead lifted lockdown:
RC/Building:	Time lockdown lifted:	Location of students at Lift:

PLEASE PRINT

1.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

2.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

3.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

4.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 2 of __

5.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

6.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

7.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

8.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

9.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 3 of __

10.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

11.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

12.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

13.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

14.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 4 of __

15.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

16.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

17.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

18.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

19.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 5 of __

20.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

21.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

22.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

23.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

24.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 6 of __

25.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

26.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

27.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

Parent Notification & Reunification Procedure

Following a lockdown, shelter-in-place, or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following RC procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification

In the event the Administrator of Instructional Services determines students are to be released from the RC, or that notification of parents/guardians is warranted, he/she will first notify the Director of Operations and Technology. A collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the school student database.

Reunification

Reunification will generally occur from the location pre-identified as the evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Incident Command Team members will use RC attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification at this RC belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Earthquake Procedure

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this RC.

Notification

Give the command to "Drop, Cover, and Hold" at the first indication of shaking ground. Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your RC evacuation procedures after confirming the path and destination are safe.

Monitor your RC emergency radio for possible updates and instructions from the School's Emergency Operations Center. Use radio Channel 1.

Do not return to the inside of any building until emergency personnel check the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premises to prevent entrance by others.
Advise your Administrator of Instructional Services of the situation. Contact the Director of Operations & Technology at (619) 778-3491 or by using your emergency radio.
Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

Fire Procedure

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this RC.

Notification

Notify your Administrator of Instructional Services. If possible, quickly assess the RC and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department ("9-1-1") or notify the Director of Operations & Technology by calling 619-778-3491. If phone service is unavailable, use your emergency radio (Channel 1). The Director of Operations & Technology will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify the Director of Operations & Technology of injuries.

Activate specific components of your RC emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the RC assembly area until the situation is under control.

Have some staff standing by at the RC entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the RC or arrange for an early dismissal.

Fire/Earthquake
Evacuation Drill Report

Altus SCHOOLS

_____
School/Resource Center

Date of Training/Drill	Time of Training/Drill	Duration (in minutes)	Number of Students Participating

**Please conduct the drill at least three times on different days and/or times so as many students as possible can participate.*

1. Names of staff members participating in drill:

2. If there were others present during the drill, please list their names and reasons for being at the RC (volunteer, guest speakers, parent, etc.):

3. Location of Evacuation/Assembly Area:
4. What worked particularly well during the training and drill?

5. How could the training/drill be improved to make it more effective?

6. Any other suggestions?

7. Safety Supplies have been reviewed?
   - See attached for needed items
   - Reviewed and NO items are needed at this time

Report prepared by: _____

Signature: _____ ***Date:*** _____

Safety Supplies

The following checklist will help you identify the items that you will review each time you perform a drill. If your kit needs replenishment, please identify the item(s) below.

First Aid Kit

- ❑ Twenty Gauze pads, non-sterile (3 x 3 or 4 x 4)
- ❑ Four Roller Gauze, 4" wide, to secure gauze pads over wounds
- ❑ Two Adhesive tape, 1" wide, to secure gauze pads or bandages over wound
- ❑ Fifty Band-Aids, Regular size, 1" x 3", to cover minor wounds
- ❑ Twenty Band-Aids, small, to cover minor wounds (finger)
- ❑ Ten Band-Aids, large, to cover large wounds
- ❑ Five Pairs Latex-free gloves, Medium
- ❑ Two Cold compress
- ❑ Twenty Cotton Tip Applicators
- ❑ Two Triangular Bandage
- ❑ Four Thermometers-disposable
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Blood Bourne Pathogen Kit (BBP Kit)

- ❑ Wastebasket for supplies storage
- ❑ Marked spray bottle to create disinfectant solution
- ❑ Dishwashing Soap
- ❑ Sponge
- ❑ Gloves
- ❑ Zip lock baggies
- ❑ Roll of paper towels
- ❑ Brush and dustpan
- ❑ Wastebasket size plastic liners
- ❑ Kitty litter
- ❑ Disposable plastic aprons
- ❑ Written instructions for the use of the BBP kit and materials
- ❑ 1 pair Goggles
- ❑ 2 pairs Shoe Covers

Backpack Survival Kit

- ❑ Emergency Preparedness Binder (contains
- ❑ Safety Plan and other documents) Transistor AM/FM radio
- ❑ Wired Phone
- ❑ Safety glow sticks - 2
- ❑ Candles - 2
- ❑ Emergency Blanket
- ❑ Waterproof Matches
- ❑ Whistle (located on the end of the “Life Gear” glow stick)
- ❑ Flashlights
- ❑ Duct Tape
- ❑ Pad of Paper Marker

Field Trip First Aid Kit

- ❑ Ten Sterile gauze pads, 2”x2”
- ❑ Two Gauze roller, 4”
- ❑ Four Gauze roller, 2”
- ❑ Fifteen Band-Aids, Regular size, 1”x3”
- ❑ Five Band-Aids, large
- ❑ Two Triangular bandages
- ❑ One Adhesive tape, 1”
- ❑ One Hand sanitizer, 2oz bottle
- ❑ One First Aid Antiseptic, 2oz bottle
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Science Cart First Aid Kit

- ❑ One Absorbent Compress
- ❑ Ten Antibiotic Cream
- ❑ Ten Antiseptic Towelettes
- ❑ Ten Burn Cream
- ❑ Five Fabric fingertip bandages
- ❑ Four Fabric Knuckle Bandages
- ❑ One First Aid Tape
- ❑ One Forceps 4”
- ❑ Four Gauze pads 3x3
- ❑ One Gauze roll, 2” x 6 yd
- ❑ One Instant Ice Pack 5x7”
- ❑ 2 large Nitrile Gloves
- ❑ Sixteen Plastic Bandages 1x3”
- ❑ One Scissors 4”
- ❑ One Sting Wipes 1 x2”
- ❑ One Triangular Bandage 40x40x56”
- ❑ First Aid Facts Guide

COVID Caddy

- ❑ One Disinfectant wipe
- ❑ Two Disinfectant sprays
- ❑ Paper towels
- ❑ One box of Masks
- ❑ One box of Gloves
- ❑ One Thermometer with Batteries
- ❑ Hand sanitizer

Notes:

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

OVERVIEW

A. Response to armed assailants has focused on implementing

an RC lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the "Run, Hide, Fight" model.

B. Armed assailant drills have both benefits and concerns associated with their implementation.

- Armed assailants in RC's account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.
- Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.
- Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.

DRILL APPROACHES AND PLANNING

A) Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.

B) Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.

C) Schools should keep simulation techniques appropriate to the participants' developmental maturity.

- Inform participants of the use and purpose of props and simulation aids prior to the drill.
- Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.

A. Regular practice helps participants develop readiness and quickly access and apply knowledge.

DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.

B. It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.

C. School-employed mental health professionals should be involved in every stage of preparation.

- Prior to the drill, staff should be trained to recognize common trauma reactions.
- Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.

- After completion, staff and students should have access to mental health support, if needed.

D. Participation should never be mandatory, and parental consent should be required for all students.

E. If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.

STEPS FOR CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.
2. Conduct a needs assessment of the school community.
3. Implement a cost–benefit analysis that considers all emergency preparedness needs and options.
4. Tailor drills to the context of the school environment.
5. Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.
6. Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.
7. Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.
8. Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.

INTRODUCTION

Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

PART I: OVERVIEW

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed

person who attempts to use deadly force on others, typically in a confined and populated area. The term *active shooter* refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. Background

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a RC). These approaches include adapting the "Run, Hide, Fight" model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. Benefits and Concerns Associated with Armed Assailant Drills

Costs versus benefits. School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, &

Morgan, 2014). While an attack by an armed assailant on RC grounds is possible—and devastating if it happens—it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.

Empowerment versus potential harm. The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological makeup are among the many factors that influence the potential for harm.
It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

Available research. Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.

Potential lawsuits. The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all

participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.

PART II: DRILL APPROACHES AND PLANNING

A. Traditional Lockdown Versus Options-Based Drills

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options- based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade RC doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the RC (e.g., ease of access to outside doors and proximity of places to hide other than a resource center).

B. Hierarchy of Education and Training Activities

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of Education, 2006a). *Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.*

C. Simulations and Simulation Techniques

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and

consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

*Drills utilizing props and simulation aids***.** Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.

*Airsoft as a simulation aid***.** Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.

D. Considerations

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly "escape" into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

E. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Impact of Adult Behavior on Children's Behavior

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. Developmental Levels of Safety Awareness

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. Mental Health Support and Considerations

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

*Before an armed assailant drill or simulation***.** Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.

*During an armed assailant drill or simulation***.** Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.

*After an armed assailant drill or simulation***.** Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to employed school- mental health professionals after the event to provide additional assistance if needed.

D. Parent Consent

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- Parent permission – parents return a permission slip allowing their child to participate.
- Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.
- Parent notification – parents are notified, but no consent form is used; thus, schools assume participation is granted unless parents assertively state otherwise.

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:
    - Identifies a lead person to coordinate school safety efforts, including drills;
    - Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;
    - Takes a lead in identifying the most appropriate preparedness activities for the school;
    - Provides ongoing professional development and training as needed; and
    - Ensures that the school's policies are in compliance with state laws and school board policies.
2. Conduct an assessment of the school community to:
    - Identify the types of crisis events most likely to occur,
    - Determine the current school culture and climate,
    - Map existing resources and capacities of school personnel or school safety teams, and
    - Identify any related policies that should be considered in the planning of drills.
3. Implement a cost–benefit analysis that:
    - Considers financial costs in relation to the likelihood of a particular crisis;
    - Identifies what resources, activities, or preparedness training must be replaced or postponed, to engage in active shooter or other armed assailant drills;
    - Balances the need to empower school staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);
    - Considers the current knowledge and identified needs of the staff; and
    - Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.
4. Tailor drills to the context of the school environment, taking into consideration:
    - The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);
    - Age, cognitive, and developmental levels of awareness of students;
    - Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;
    - The capacity, comfort level, and trust among staff;
    - Administrative support;
    - Optimal timing, including time of year, day of the week, and time of the day;
    - Relationships with external partners, law enforcement, and other first responders; and

- The layout of the RC.

5. Create a plan of progression that:
    - Considers whether any previous activities have been conducted in the school;
    - Starts with simple, low-cost, discussion-based exercises;
    - Considers all available types of drills;
    - Identifies specific objectives and goals for the drills; and
    - Identifies a timeline and metrics to help determine whether more complex exercises are needed.
6. Prepare for logistics of the drill to ensure that:
    - Previous traumatic experiences of those involved are considered;
    - School staff learn to recognize stressful reactions to drills;
    - Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;
    - School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;
    - Adequate follow up is available for students or staff with questions; and
    - Appropriate methods to evaluate outcomes are implemented.
7. Develop a communications plan that:
    - Informs members of the school community of planned drills and what will be entailed;
    - Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;
    - Provides opt-out options for staff and students; and
    - Encourages feedback and evaluation by participants after the fact.
8. Establish a long-term follow up plan to support sustainability that considers:
    - What additional training is required;
    - How the drill integrates with other school safety and crisis prevention efforts;
    - How current and previous training and knowledge can be maintained and built upon; and
      When follow-up should be conducted and how often.

CONCLUSION

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

Suspension and Expulsion Policy and Procedures

3300
Suspension/Expulsion Policy and Procedures
Approved*: *March 11, 1998
Amended*: *May 13, 2009; September 14, 2017; February 17, 2021, June 22, 2023, February 28, 2024, June 26, 2024, February 27, 2025

This Student Suspension and Expulsion Policy and Procedures has been established by the Board of Directors of Altus Schools San Diego in order to promote learning and protect the safety and well-being of all students at the following schools: Altus Schools Audeo and Altus Schools Charter School of San Diego (hereinafter collectively referred to as "Charter School").

In adopting this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

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

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available upon request from the School Coordinator

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student and the student's parent/guardian of the basis for which the student is being involuntarily removed and the student's parent/ guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

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

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Discretionary Suspension Offenses: Students may be suspended when the School Coordinator or designee determines the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 1105311058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material

and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in, hazing. For the purposes of this Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this Policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This Provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233 (e). This section shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating
substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This Provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school location, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

   i. A message, text, sound, video, or image.

   ii. A post on a social network Internet Web site including, but not limited to:

      (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

      (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

   iii. An act of cyber sexual bullying.

      (a) For purposes of this Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described

above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

2. Non-Discretionary Suspension Offenses**:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses**:** Students may be recommended for expulsion for any of the following acts when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 1105311058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of their own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or

prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the

rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school location, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any

serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 for former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Coordinator or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Coordinator or designee.

The conference may be omitted if the School Coordinator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student, as well as the date and time when the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Coordinator or designee, the student and the student's guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the School Coordinator or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial ASSD Board of Directors following a hearing before it or by the neutral and impartial ASSD Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the ASSD Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Coordinator or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the ASSD Board of Directors for a final decision whether to expel. The hearing shall be held in confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Charter School to any other school district or school to which the student seeks enrollment

5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing.
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five
   days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and

cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious

psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining

witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The determination of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding expulsion within ten (10) school days following the conclusion of the hearing or as soon as practical. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order
for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The School Coordinator or designee, following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The School Coordinator or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at Charter School. Such records shall be made available to the charter authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the ASSD Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Coordinator or designee shall

make a recommendation to the Board of Directors following the meeting regarding their determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Removal Due to Noncompliance with Independent Study Requirements

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for noncompliance with independent study requirements shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.]

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

   The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would

reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, , unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative

educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

The Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Coordinator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that

prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Disaster-Related Administrative and Emergency Procedures

Following is a list of the Administrative and Emergency Procedures that have bearing on conducting effective emergency or disaster responses. Complete copies of the Administrative and Emergency Procedures are maintained on the website.

Administrative Procedures

Crisis Response Team
RC Safety

Emergency Procedures

Homeland Security Threat Levels
Fire
Environmental Emergencies
Shelter-in-Place
Earthquake
Weapons
Injury/Illness/Accidental Death
Disturbances and Demonstrations
Lockdown
Threats and Violence
Bombs and Explosions
Shootings
Terrorism
Communications
Emergency Plans & Drills
Evacuation and Reunification
Biological Emergency
Flooding
Utility Emergency

Emergency Responses

EMERGENCY RESPONSE: ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- ☑ If imminent risk, call 911.
- ☑ Send for immediate help (Firs Aid, CPR, medical) and medication kit (for known allergies).
- ☑ Notify the Administrator of Instructional Services.
- ☑ Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- ☑ If an insect sting, remove stinger immediately.
- ☑ Assess situation and help student/staff member to be comfortable.
- ☑ Move student or adult only for safety reasons.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- ☑ If imminent risk, call 911 (always call 911 if using "Epi" pen).
- ☑ Notify nurse/parent or guardian.
- ☑ Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- ☑ Observe for respiratory difficulty.
- ☑ Attach a label to the person's clothing indicating: time & location of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- ☑ Keep an "Epi" pen in the school Resource Center and notify staff as to location.
- ☑ Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the Resource Center

Staff Actions:

- ☑ Notify Administrator of Instructional Services.
- ☑ Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
- ☑ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- ☑ Follow standard student assembly, accounting and reporting procedures.

Administrator of Instructional Services/Safety Ambassador Actions:

- ☑ Initiate **SHELTER IN PLACE**.
- ☑ Shut off HVAC units.
- ☑ Move to central location where windows and doors can be sealed with duct tape.
- ☑ Call 911. Provide location and nature of the emergency and school actions taken.

- ☑ Notify Director of Operations and Technology of the situation.
- ☑ Turn on a battery-powered commercial radio and listen for instructions.
- ☑ Remain inside the resource center until the Department of Health or Fire Department determines it is safe to leave.
- ☑ Arrange for psychological counseling for students and staff.

Inside the Resource Center

Staff Actions:

- ☑ Notify Administrator of Instructional Services or Safety Ambassador.
- ☑ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- ☑ Implement **EVACUATION** or **EMERGENCY MEETING AREA EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- ☑ Follow standard student assembly, accounting and reporting procedures.
- ☑ Prepare a list of those who are in the affected area to provide to emergency response personnel.

Administrator of Instructional Services/Safety Ambassador Actions:

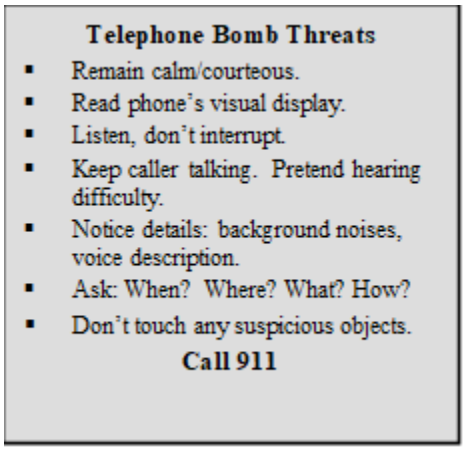
- ☑ Initiate **EVACUATION** of the resource center or **EMERGENCY MEETING AREA EVACUATION** to move students away from immediate vicinity of danger.
- ☑ Move up-wind from the potential danger.
- ☑ Call 911. Provide exact location and nature of emergency.
- ☑ Designate security team to isolate and restrict access to potentially contaminated areas.
- ☑ Wait for instructions from emergency responders-- Health or Fire Department.
- ☑ Notify Director of Operations and Technology of the situation.
- ☑ Arrange for immediate psychological counseling for students and staff.
- ☑ Wait to return to the resource center until it has been declared safe by local HazMat or appropriate agency.

Those Who Have Direct Contact With Biological Agent:

- ☑ Wash affected areas with soap and water.
- ☑ Immediately remove and contain contaminated clothing
- ☑ Do not use bleach on potentially exposed skins.
- ☑ Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

EMERGENCY RESPONSE: BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.



Person Receiving Threat by Telephone:

- ☑ Listen. Do not interrupt caller.
- ☑ Keep the caller on the line with statements such as "*I am sorry, I did not understand you. What did you say?*"
- ☑ Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- ☑ Notify Safety Ambassador immediately after completing the call.
- ☑ Complete the Bomb Threat Checklist.

Person Receiving Threat By Mail:

- ☑ Note the manner in which the threat was delivered, where it was found and who found it.
- ☑ Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- ☑ Caution students against picking up or touching any strange objects or packages.
- ☑ Notify Administrator of Instructional Services or Safety Ambassador.

Administrator of Instructional Services/Safety Ambassador Actions:

- ☑ Call 911.
- ☑ If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- ☑ Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- ☑ Determine whether to evacuate the threatened resource center and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- ☑ Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- ☑ If it is necessary to evacuate the entire school, use the fire alarm.
- ☑ Notify the Director of Operations and Technology of the situation.
- ☑ Direct a search team to look for suspicious packages, boxes or foreign objects.
- ☑ Do not return to the resource center until it has been inspected and determined safe by proper authorities.
- ☑ Avoid publicizing the threat any more than necessary.

Search Team Actions:

- ☑ Use a systematic, rapid and thorough approach to search the resource center and surrounding areas.
- ☑ Check the resource center and work areas, public areas (foyers, , bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- ☑ If suspicious item is found, make no attempt to investigate or examine object.

Staff Actions:

- ☑ Evacuate students as quickly as possible, using primary or alternate routes.
- ☑ Upon arrival at the designated safe emergency meeting area, take attendance. Notify the Administrator of Instructional Services/Safety Ambassador of any missing students.
- ☑ Do not return to the resource center until emergency response officials determine it is safe.

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

** Refer to your local bomb threat emergency response plan for evacuation criteria*

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov

V2

BOMB THREAT CHECKLIST

DATE: TIME:

TIME CALLER HUNG UP: PHONE NUMBER WHERE CALL RECEIVED:

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice	Background Sounds	Threat Language
☐ Female	☐ Animal noises	☐ Incoherent
☐ Male	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking Voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long distance	
☐ Lisp		
☐ Loud	Other Information:	
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

EMERGENCY RESPONSE: FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the resource center. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

Administrator of Instructional Services/Safety Ambassador Actions:

- ☑ Issue **STAND BY** instruction. Determine if evacuation is required.
- ☑ Notify local police department of intent to **EVACUATE**, the location of the emergency meeting area and the route to be taken to that location.
- ☑ Delegate a search team to assure that all students have been evacuated.
- ☑ Post a notice on the resource center door stating where the school has relocated and inform the Sorrento Mesa Resource Center.
- ☑ q Monitor local AM radio weather station for flood information.
- ☑ q Notify the Director of Operations and Technology of school status and action taken.
- ☑ q Do not allow staff and students to return to the resource center until proper authorities have determined that it is safe to do so.

Staff Actions:

- ☑ If warranted, **EVACUATE** students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the resource center.
- ☑ Remain with students throughout the evacuation process.
- ☑ Upon arrival at the emergency meeting area, take attendance. Report any missing students to Administrator of Instructional Services/Safety Ambassador and emergency response personnel.
- ☑ Do not return to the resource center until it has been inspected and determined safe by property authorities.

EMERGENCY RESPONSE: GAS ODOR / LEAK

All school personnel and custodians shall immediately report any gas odor or suspected gas leak to the Director of Operations and Technology. If an odor is detected outside the resource center, it may not be necessary to evacuate.

Staff Actions:

- ☑ Notify Administrator of Instructional Services.
- ☑ Move students from immediate vicinity of danger.
- ☑ Do not turn on any electrical devices such as lights, computers, fans, etc.
- ☑ If odor is severe, leave the area immediately.
- ☑ If the resource center is evacuated, take student attendance and report any missing students to Administrator of Instructional Services/Safety Ambassador.

Administrator of Instructional Services/Safety Ambassador Actions:

- ☑ If gas leak is internal, evacuate the resource center immediately.
- ☑ Call 911.
- ☑ Notify utility company.
- ☑ Determine whether to move to alternate location.
- ☑ If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.
- ☑ Do not return to the resource center until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE: HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the resource center will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

Administrator of Instructional Services/Safety Ambassador Actions:

- ☑ Call 911, if necessary.
- ☑ If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- ☑ Initiate **EVACUATION.** Any toxic cloud that can affect students in their resource centers would very likely affect them outside the resource centers as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- ☑ Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- ☑ If time is available, initiate **Emergency Meeting Area Evacuation**. Move students and staff away from the path of the hazardous materials.
- ☑ Notify Director of Operations and Technology.
- ☑ Wait for instructions from emergency responders-- Health or Fire Department.
- ☑ Do not allow the return of students to the resource centers or buildings until public safety officials declare the area safe.
- ☑ Upon return to school, ensure that all resource centers are adequately aired.

Teacher Actions:

- ☑ Follow standard student assembly, accounting and reporting procedures.
- ☑ Report names of missing students to the Director of Operations and Technology.
- ☑ Do not take unsafe actions such as returning to the resource center before it has been declared safe.

EMERGENCY RESPONSE: HOSTAGE SITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

Administrator of Instructional Services/Safety Ambassador Actions

- ☑ Call 911. Provide all known essential details of the situation:
- ☑ Number of hostage takers and description
- ☑ Type of weapons being used
- ☑ Number and names of hostages
- ☑ Any demands or instructions the hostage taker has given
- ☑ Description of the area
    - Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
    - Protect resource center occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both).
    - Secure exterior doors from outside access.
    - When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
    - Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
    - Identify media staging area, if appropriate. Implement a hotline for parents.
    - Account for students as they are evacuated.
    - Provide recovery counseling for students and staff.

Staff Actions:

- ☑ If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- ☑ Alert the Administrator of Instructional Services/Safety Ambassador.
- ☑ Account for all students.

EMERGENCY RESPONSE: INTRUDER

All public schools are required to post signs at points of entry to their resource centers. The following statement should be used on signage:

> ***All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the front desk. Failure to do so may constitute a misdemeanor.***
>
> -- *California Penal Code Title 15, Chapter 1.1 § 627.2*

To prevent intruders on resource centers, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

Administrator of Instructional Services/Safety Ambassador Actions:

- ☑ Initiate **LOCKDOWN**.
- ☑ Request intruder to leave the resource center. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
    - *"What can we do to make this better?'*
    - *"I understand the problem, and I am concerned."*
    - *"We need to work together on this problem."*
- ☑ As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- ☑ Keep subject in view until police or law enforcement arrives.
- ☑ Take measures to keep subject away from students and the resource center.
- ☑ Designate an administrator or staff member to coordinate with public safety at their command post; provide a resource center map/exit plan and keys to public safety personnel.
- ☑ When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- ☑ Be available to deal with the media and bystanders and keep the resource center clear of visitors.

Staff Actions:

- ☑ Notify the Administrator of Instructional Services/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- ☑ Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- ☑ Isolate intruder from students. Lock the resource center doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

EMERGENCY RESPONSE: UTILITY FAILURE

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

Administrator of Instructional Services/Safety Ambassador:

- ☑ Notify utility company. Provide the following information:
- ☑ Determine length of time service will be interrupted.
- ☑ Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- ☑ If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- ☑ Use messengers with oral or written word as an alternate means of faculty notification.
- ☑ Notify the Director of Operations and Technology of loss of service.
- ☑ Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets: _____
Drinking Water: _____
Food Service: _____
Fire Suppression: _____
Other: _____

B. Plan for Loss of Electricity

Ventilation: _____
Emergency Light: _____
Computers: _____
Other: _____

C. Plan for Loss of Natural Gas

Heat: _____
Food Service: _____
Other: _____

EMERGENCY RESPONSE: THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the resource centers bullies, intimidates, or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- ☑ Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
    1) Is the individual moving towards violent action?
    2) Is there evidence to suggest movement from thought to action?
        - High violence potential qualifies for arrest or hospitalization.
        - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- ☑ Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- ☑ Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.
- ☑ Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- ☑ If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- ☑ Facilitate a meeting with student(s) and family to review expectations.
- ☑ Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

Staff Actions:

- ☑ If any students are outside, move them inside the resource center or away from the location of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- ☑ Inside the resource center, institute **LOCKDOWN**. Close all curtains and blinds.

- ☑ Disconnect the school television system in resource centers so the individual cannot view news coverage and see locations of police/students/etc.
- ☑ Remain with students until **ALL CLEAR** is given.

EMERGENCY RESPONSE: IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

Administrator of Instructional Services/Safety Ambassador Actions:

- ☑ Keep the individual under continuous adult supervision.
- ☑ Keep the individual in the resource center until parent/guardian has been notified.
- ☑ Arrange appropriate support services for necessary care of individual.
- ☑ If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- ☑ School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the Administrator of Instructional Services. The next steps may include:
    - Provide parents/guardian with the names and phone numbers of mental health resources
    - Recommend that the parents make an immediate contact with a therapist.
    - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- ☑ Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- ☑ Provide follow-up collaborative support for the student and parents (as indicated) within the school
- ☑ Develop a safety plan prior to the student's return to school.
- ☑ Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

Staff Actions:

- ☑ Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- ☑ Notify Administrator of Instructional Services/Safety Ambassador.
- ☑ Notify school nurse, school psychologist, counselor or social worker.
- ☑ Protect individual from injury.

EMERGENCY RESPONSE: EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

Administrator of Instructional Services/Safety Ambassador:

- ☑ Determine whether emergency meeting area evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the resource center. **EVACUATION** may be warranted in some resource centers but others may be used for **SHELTER IN PLACE**.
- ☑ Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- ☑ Secure area to prevent unauthorized access until the Fire Department arrives.
- ☑ Advise the Director of Operations and Technology of school status.
- ☑ Notify emergency response personnel of any missing students.
- ☑ Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- ☑ Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check resource centers and work areas, public areas (foyers, , bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- ☑ Determine if Student Release should be implemented. If so, notify staff, students and parents.
- ☑ If damage requires the school to be closed, notify parents and staff of school status and alternate location for resource center instruction. Do not return to the resource center until it has been inspected and determined safe by proper authorities.

Staff Actions:

- ☑ Initiate **DROP, COVER AND HOLD ON**.
- ☑ If explosion occurred inside the resource center, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the resource center and away from fire-fighting equipment.

- ☑ Check to be sure all students have left the resource center. Remain with students throughout evacuation process.
- ☑ Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.
- ☑ Render first aid as necessary.
- ☑ Do not return to the resource center until the emergency response personnel determine it is safe to do so.
- ☑ If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

EMERGENCY RESPONSE: PANDEMIC INFLUENZA

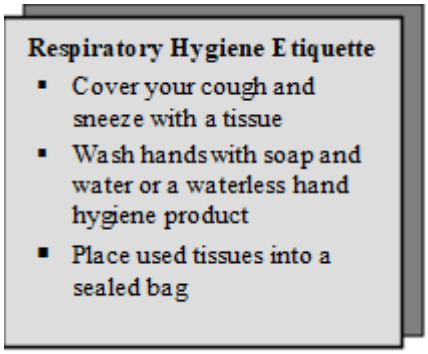
Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

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

Administrator of Instructional Services /Safety Ambassador Actions:

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



Staff and Student Actions:

- ☑ Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- ☑ Practice "respiratory hygiene etiquette".
- ☑ Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- ☑ Implement online homework assignments so that students can stay home.

EMERGENCY RESPONSE: Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"*Active shooter situations*" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knifes, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.

    a. **Act immediately** if you or your students:
    - hear a sound that might be gunfire.
    - see something that looks like a weapon being carried or used on or near the campus.
    - sense any other indication of active shooter / armed assailant threat.

    b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
    c. **Be decisive.** Communicate your plan to your students and act quickly.
    d. **Call 911 and the Director of Operations and Technology** as soon as it is safe to do so.

2. **Options: Run*, Hide or Fight***

a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
    - Do not evacuate unless you…
        - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
        - **and** can visualize a route that will get your students and yourself safely off campus.
    - Don't carry anything with you.
        - Police may mistake an item in your hands as a weapon.
        - Leave everything behind.
    - If you encounter people along the way…
        - Adults: Warn them and take them with if you can but don't stop if they refuse to come.
        - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*.
    - Place terrain and buildings between you and the assailant to cover your escape.
    - Keep going until you are certain you are out of danger.
    - Call 911 as soon as it is safe to do so.
    - Keep your students with you. Call (insert phone number) to report your location and obtain instructions.

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
    - Lock the doors
    - Close and lock windows and close blinds or cover windows;
    - Turn off lights;
    - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
    - Silence all electronic devices;
    - Remain silent;
    - Position occupants spread out and out of line of site from room entrance.
    - Prepare to take action if the assailant attempts to get in the room;
    - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;

- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

c. **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
    - Construct a strong barricade.
    - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
    - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
        a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

a. Provide as much information as possible (slow down – be calm):
    - State the emergency: "I hear gunfire." "I saw..."
        - Give information on people who are wounded.
    - Location of the assailant (if known):
    - Description of the assailant (if known):
    - Your precise location: "room __"
    - The number of children with you:

b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

- *Run* – If you encounter injured persons while you are trying to get out of danger…
  - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

- *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
  - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

- *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
  - If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
  - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

b. Law Enforcement: If you encounter law enforcement officers…
- Immediately raise your hands in the air and display your open palms.
- Don't run up to officers or attempt to hug or talk to them.
- Don't talk unless they ask you a question.
- Do exactly what they tell you to do.

c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.

- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

e. School Activities: (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)

Administrator of Instructional Services /SAFETY AMBASSADOR ACTIONS:

- Follow the All-Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
  - Include as much actionable information on the announcement as possible.
    - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
  - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people in the resource center with information they can use to better evaluate their options.
    - *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the Director of Operations and Technology after you call 911.
- If possible, assist emergency personnel.
  - Assist police in entering the school;
  - Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- **Emergency Operations Center (EOC)**
  - Activate the district's Emergency Operations Center
  - Dispatch a back-up ICS team to take over responsibility for ICS functions from RC staff who will be impacted by this emergency.

- **Emergency Area Reunification**

- The Operations Section should prepare an emergency evacuation area for reunification.
  - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
  - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
  - School staff and students will remain in lockdown until evacuated on a room-by-room basis.
  - Vans should be placed on standby for evacuation.
  - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

- **Crisis Intervention**
  - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
  - This team will also provide ongoing support throughout the recovery phase of the emergency response.
  - Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
  - Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____
- _____

EMERGENCY RESPONSEFIRE (Outside Fire/Wildfire)

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Determine if **EVACUATION** of school location is necessary.
- X Contact local fire department (call 911) to determine the correct action for your school location.
- X If necessary, begin evacuation of school location to previously identified safe location using school evacuation plan. If needed, contact van dispatch for **EMERGENCY EVACUATION**.
- X Direct inspection of premises to assure that all students and personnel have left the building.
- X Notify the school district where the school has relocated and post a notice on the Resource Center door stating the temporary new location.
- X Monitor radio station for information.
- X Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- X If students are to be evacuated, take attendance to be sure all students are present before leaving the building location.
- X Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- X Take attendance at the assembly area. Report any missing students to the School Administrator/Safety Ambassador and emergency response personnel.
- X Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property. In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of our staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to our school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around our structures, and surrounding topography. It may be best for some resource centers to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.
If a wildfire is near our locations, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a resource center closure. The Charter Schools have procedures in place for each of these possibilities.

BEFORE

Goals:

1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response
2. Develop the capacity of staff to lead students through appropriate response options
3. Prevent the risk of injury to individuals and damage of property from wildfire

Objective(s):

- Goal 1 Objectives

a) Coordinate with local fire department to ensure an effective response to a Wildfire
b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
c) Develop a clear chain of command with staff
d)

- Goal 2 Objectives

a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure

- Goal 3 Objectives

a) Store combustible materials in fireproof containers
b) Follow Fire Code and district rules regarding fire prevention
c) Provide fire prevention training to staff

d) Hold Fire Drills
e) Maintain an adequate supply of fire extinguishers
f) Ensure proper maintenance of fire prevention equipment
-

Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure
b) Develop location specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop location specific plans

Goal 2 Actions

a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
-
- Goal 3 Actions

a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan
b) Ensure combustible materials are stored in fireproof containers
c) Hold fire extinguisher training for staff
d) Ensure adequate supply of fire extinguishers are appropriately maintained
e) Hold required number of fire drills and vary the situation to improve staff and student response

STAFF ACTIONS

Goal 2 Actions

a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher
b) Read any fire prevention and wildfire response materials provided by administration

Goal 3 Actions

a) Participate and lead students in fire drills
b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto school
c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations

DURING

Goals:

1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions

Objective(s):

- Goal 1 Objectives

a) Conduct appropriate wildfire response actions in a timely manner
b) Conduct accountability procedures in a timely manner
c) Activate school location Incident Command Team, as necessary

Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- Goal 1 Actions

a) Work with the Director of Operations and Technology, local fire department and other responders to determine best course of action
b) Use the "Wildfire Evacuation Decision Tree" following this section.
c) Communicate plan of action to staff and students:

- voluntary evacuation
- early dismissal
- mandatory evacuation
- shelter-in-place
- resource center closure

d) Consider the following while implementing response action

- Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)
- Food and water
- Transportation
- Security and Safety
- Communications

e) Contact families to notify of planned course of action

f) Activate school Incident Command Team, as necessary

- Reunification Team

g) Ensure all staff and students are accounted for

h) Ensure that access roads are kept open for emergency vehicles

i) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity

j) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

- Goal 2 Actions

a) Remind staff to close doors when exiting resource centers

b) Notify appropriate utility company of suspected breaks in utility lines or pipes.

c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)

- Provide SDS sheets of any chemicals on location/in the area of the fire to the fire department upon arrival

d) Notify Director of Operations and Technology of situation

STAFF ACTIONS:

Goal 1 Actions

a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure
b) If evacuating or sheltering-in-place, take emergency backpack and student kits
c) Maintain control of the students a safe distance from the fire and firefighting equipment
d) Take attendance. Report missing students to the School Coordinator/designee and emergency response personnel
e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family
f) Serve in any designated position on the Incident Command Team

Shut resource center door after all individuals have exited

Provide information to School Coordinator/Safety Ambassador regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:

1. Effectively communicate to all stakeholders
2. Determine response strengths, areas from improvement and steps to improvement

Objective(s):

Goal 1 Objectives

a) Provide information to staff, parents, and students
b) Provide information to the Director of Operations and Technology

Goal 2 Objectives

a) Conduct After-Action Report process

Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADORACTIONS

Goal 1 Actions

a) Provide critical information to the Director of Operations and Technology in order to develop effective key messages
b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened
c) Work with appropriate district department to draft talking points for phone calls and media requests

Goal 2 Actions

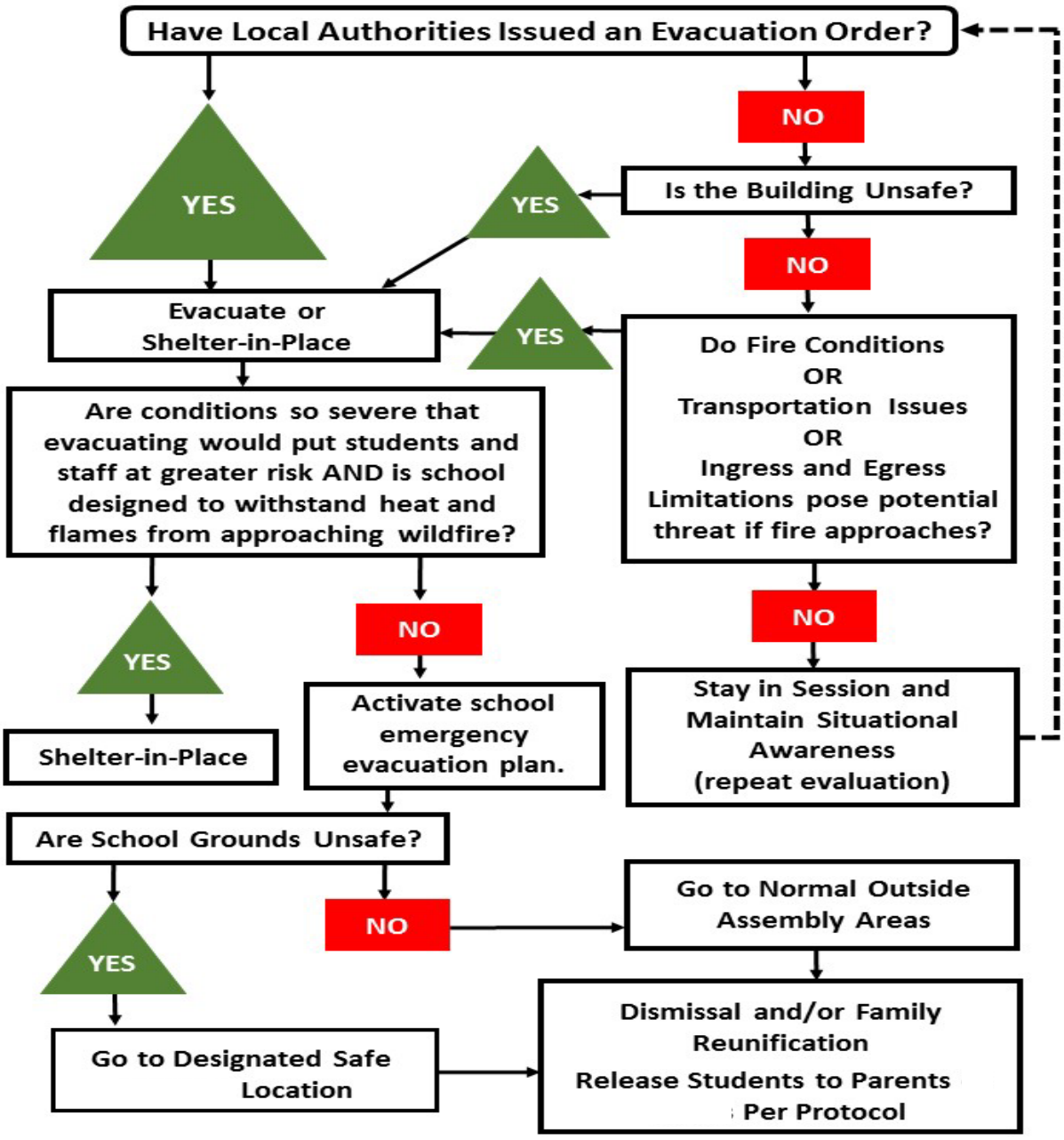
a) Conduct an after-action report process and implement necessary actions for improving future responses
b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
c) Identify steps to improve future responses
d) Implement steps to improvement

STAFF ACTIONS

Goal 2 Actions

a) Participate in the after-action report process
a) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE DECISION TREE



EMERGENCY RESPONSE: OPIOID ANTAGONIST-Naloxone Hydrochloride

Pursuant to California Education Code 49414.3, any school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Altus Schools Audeo and Altus Schools Charter School of San Diego have established a Staff Naloxone Hydrochloride Emergency Training Plan and Program pursuant to CDE 49414.3 which includes safe and effective management of opioid-related overdoses. This plan is also incorporated into the school emergency preparedness and response plans.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Altus Schools Audeo and Altus Schools Charter School of San Diego's primary goal in the fight against opioids and fentanyl use is prevention.
Altus Schools Audeo and Altus Schools Charter School of San Diego will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
    - How opioids and fentanyl affect the body's systems.
    - Refusal strategies
    - The signs and symptoms of use/abuse
    - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.
-

SIX ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:
Unconsciousness or inability to awaken.

Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.

Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

Call the person's name, tap the person's shoulders, clap your hands loudly in order to assess for level of consciousness.

If this doesn't work, per Department of Health and Human Services (DHHS) recommendation, vigorously grind knuckles into the sternum (the breastbone in middle of chest).

If the person responds, assess whether he or she can maintain responsiveness and breathing.

Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911.

Grab the Opioid Overdose Emergency Kit and Automatic External Defibrillator (AED).

Provide rescue breathing if the person is not breathing on their own and administer one dose of naloxone.

For students, instruct staff member to contact the parent/guardian or emergency contact on file.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use

disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.
Altus Schools Audeo and Altus Schools Charter San Diego use **intranasal spray.**

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a

prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl- involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.
Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)
Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.

DO administer naloxone and utilize a second dose, if no response to the first dose.

DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.

DO stay with the person and keep the person warm.

DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.

DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.

DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.

DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.

NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

STEP 6: Additional Support

Have the individual transported to the nearest medical facility, even if symptoms seem to get better.

Debrief with students and staff present and assess further needs for support.

Complete an Accident Report Form.

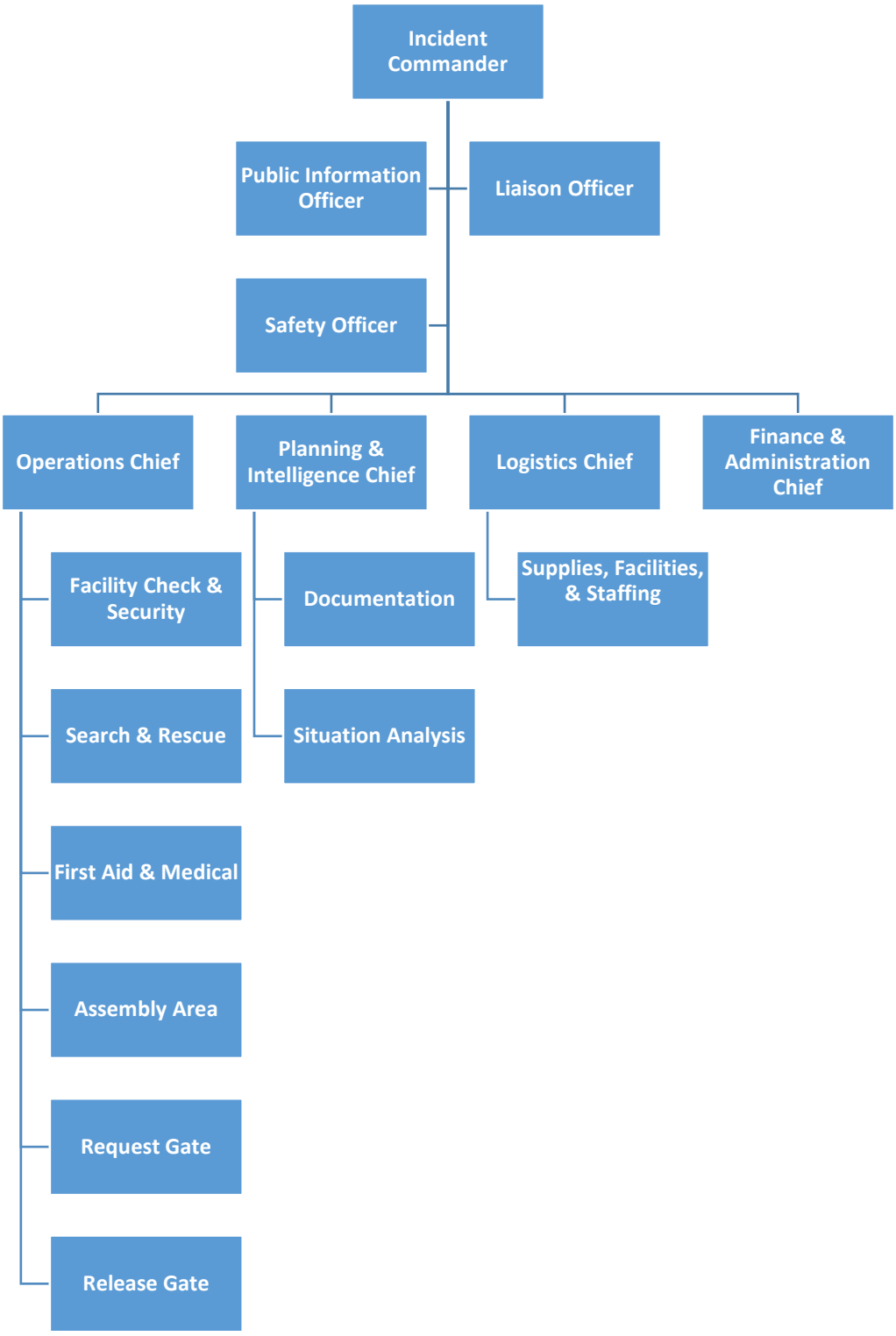
Follow up with assigned school nurse for additional support.

SECTION FOUR

Emergency Plan
Roles & Responsibilities

INCIDENT COMMAND TEAM

Organizational Chart



INCIDENT COMMAND TEAM ASSIGNMENTS

(This assignment list identifies the names of individuals assigned to positions)

Primary	Position	Alternate
Mary Bixby	Incident Commander	Tim Tuter
Tim Tuter	Safety Officer	Angela Neri
Elizabeth Orona	Public Information Officer (PIO)	Eleanor Pe
Eleanor Pe	Liaison Officer	Elizabeth Orona
Tim Tuter	Operations Chief	Angela, Neri, Eleanor Pe
Angela Neri	Facility Check/Security	V. Vallon, H. Beaupre, D. Hurd, Lori Anderson, H. Puente
RC Safety Lead by Location	Search & Rescue Team Leader	V. Vallon, H. Beaupre, D. Hurd, Lori Anderson, H. Puente
Eleanor Pe	First Aid & Medical Team Leader	Designated per location
Administrator of Instructional Services	Assembly Area	J. Garrity, H. Beaupre
Safety Ambassadors (per location)	Request Gate	V. Vallon, H. Beaupre, D. Hurd, Lori Anderson, H. Puente
Safety Ambassadors (per location)	Release Gate	V. Vallon, H. Beaupre, D. Hurd, Lori Anderson, H. Puente
Tim Tuter	Planning Chief / Logistics Chief	Angela Neri, Eleanor Pe
Angela Neri	Documentation	Aida Garcia
Tim Tuter	Situation Analysis	Angela Neri, Eleanor Pe
Angela Neri	Supplies/Facilities/Staffing	Aida Garcia
Lynne Alipio	Finance & Administration Chief	Mary Bixby

Position Activation Information

Equipment

Every position on the Incident Command Team will require the following equipment:

1. Identification vest
2. Two-way RC radio
3. Paper and pens/pencils
4. Job description clipboard

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

1. Once notified of your assignment, put on your vest.
2. Check in with the Incident Commander at the Incident Command Post for a situation briefing.
3. Check in with your Chief for details and updates associated with your position.
4. Obtain necessary equipment and supplies.
5. Open and maintain a Position Log. Maintain all required records and documentation to support the history of the emergency or disaster.
   Document:
   a. Messages received
   b. Actions taken
   c. Decision justifications and documentation
   d. Requests filled
   e. Document missing staff

Position Deactivation

1. At the direction of the Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.
2. Return equipment and reusable supplies to Logistics.

Section: Command
Position: Incident Commander

Primary: Mary Searcy Bixby

Alternate: Tim Tuter

Reports to: Superintendent (or designee)

Staffing
Characteristics: Principal or Administrator

Responsibility: The Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Command Post to observe and direct all operations. Ensures the safety of students, staff and others in the RC.

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- ☐ Crisis Response Boxes
- ☐ Emergency Disaster Kit
- ☐ RC map
- ☐ Master keys
- ☐ Position-Specific forms
- ☐ AM/FM radio (battery)
- ☐ Command Post Tray (pens, etc.)
- ☐ Emergency Plan
- ☐ Tables & chairs (if Command Post is outdoors)
- ☐ Job Description Clipboards
- ☐ Bull horn
- ☐ Staff rosters (2 sets)
- ☐ Emergency radio
- ☐ Copies of Forms

Start-Up:

- ☐ Assess type and scope of emergency.
- ☐ Determine threat to human life and structures.
- ☐ **Implement Emergency Plan and School Emergency Procedures.**

- ☐ Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives.
- ☐ Activate functions (assign positions) as needed.
- ☐ Fill in Incident Command Team Assignment Form as positions are staffed.
- ☐ Appoint a backup or alternate Incident Commander in preparation for long-term operations.

During Event:

- ☐ Continue to monitor and assess total RC situation:
- ☐ View RC map periodically for Search & Rescue progress and damage assessment information.
- ☐ Check with chiefs for periodic updates.
- ☐ Reassign personnel as needed.
- ☐ Report through Communications to the Director of Operations and Technology on status of staff, RC as needed. (RC Status Report)
- ☐ Develop and communicate revised incident action plans as needed.
- ☐ Authorize release of information.
- ☐ Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.
- ☐ Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**
- ☐ Release staff as appropriate per school guidelines. By law, during a disaster, the staff will become "Disaster Service Workers."
- ☐ Remain on and in charge of your RC until redirected or released by the Office of the President.

After:

- ☐ Authorize deactivation of sections or units when they are no longer required.
- ☐ At the direction of the Office of the President, deactivate the entire emergency response. If the Fire Department or other outside agency calls an "All Clear," contact the Director of Operations and Technology before taking any further action.
- ☐ Ensure that any open actions not yet completed will be taken care of after deactivation.

- ☐ Ensure the return of all equipment and reusable supplies to Logistics.
- ☐ Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.
- ☐ Proclaim termination of the emergency and proceed with recovery operations if necessary.

Section: Command
Position: Safety Officer

Primary: Tim Tuter

Alternate: Angela Neri

Reports To: Incident Commander

Staffing
Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Special Equipment:

- ☐ Hard hat (if available)

During Event:

- ☐ Monitor drills, exercises, and emergency response activities for safety.
- ☐ Identify and mitigate safety hazards and situations.
- ☐ Stop or modify all unsafe operations.
- ☐ Ensure that responders use appropriate safety equipment.
- ☐ Think ahead and anticipate situations and problems before they occur.
- ☐ Anticipate situation changes, such as severe aftershocks, in all planning.
- ☐ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Section: Command
Position: Public Information Officer

Primary: Elizabeth Orona

Alternate: Eleanor Pe

Reports To: Incident Commander

Staffing
Characteristics: It is common for the Incident Commander or the School's Communications Department to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the RC ***as soon as it is available.***

The Public Information Officer acts as the official spokesperson for the RC in an emergency situation. If the School's Communications Officer is available, he/she will be the official spokesperson. An RC-based Public Information Officer should only be used if the media is in the RC and the School's Communications Officer is not available or forthcoming.

Special Equipment:

- ☐ Battery operated AM/FM radio
- ☐ Marking pens
- ☐ Scotch tape/masking tape
- ☐ Forms:
  - Public Information Release Worksheet
  - School Accountability Report Card
- ☐ Scissors
- ☐ RC map(s) and area map(s):
  - 8-1/2 x 11 handouts
  - Laminated display
- ☐ Tape recorder and tapes

Start-Up Activities:

- ☐ Determine a possible "news center" location as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- ☐ Identify yourself as the "Public Information Officer" (vest, visor, sign, etc.)
- ☐ Consult with School's Communications Officer to coordinate information release.
- ☐ Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.
- ☐ Advise arriving media that the RC is preparing a press release and approximate time of its issue.
- ☐ Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- ☐ Keep up-to-date on the situation.
- ☐ Statements must be approved by the Incident Commander and should reflect:
  - Reassurance — EGBOK — "Everything's Going to Be OK."
  - Incident or disaster cause and time of origin.
  - Size and scope of the incident.
  - Current situation — condition of RC, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
  - Resources in use.
  - Best routes to RC if known and appropriate.
  - Any information school wishes to be released to the public.
  - **Read** statements if possible.
- ☐ When answering questions, be complete and truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase "no comment."
- ☐ **Remind RC staff volunteers to refer *all* questions from media or waiting parents to the PIO.**
- ☐ Update information periodically with Incident Commander.
- ☐ Ensure announcements and other information is translated into other languages as needed.

- ☐ Monitor news broadcasts about incident. Correct any misinformation heard.

Section: Command
Position: Liaison Officer

Primary: Eleanor Pe

Alternate: Elizabeth Orona

Reports to: Incident Commander

Staffing Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the School and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

During Event:

- ☐ Brief Agency Representatives on current situation, priorities and incident action plan.
- ☐ Ensure coordination of efforts by keeping Incident Commander informed of agencies' action plans.
- ☐ Provide periodic update briefings to Agency Representatives, as necessary.

Section: Operations
Position: Operations Chief

Primary: Tim Tuter

Alternate: Angela Neri, Eleanor Pe

Reports to: Incident Commander

Staffing Characteristics: The Operations Chief should be a staff member familiar with the RC and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which can include RC Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.

Special Equipment:

- ☐ Search & Rescue equipment
- ☐ Maps: See Crisis Response Box

During Event:

- ☐ Assume the duties of all operations positions until staff is available and assigned.
- ☐ As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- ☐ Coordinate Search & Rescue operations. Appoint Search & Rescue Team Leader to direct their operations, if necessary.
- ☐ As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- ☐ Inform the Incident Commander regarding tasks and priorities.
- ☐ Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- ☐ Schedule breaks and reassign Operations staff within the section as needed.

Section: Operations
Position: Facility Check & Security

Primary: Angela Neri

Alternate: Learning Leads/Administrator of Instructional Services (David Hurd, Lori Anderson, Jay Garrity, Hayley Beaupre, Vanessa Vallon, Hannah Puente)

Reports to: Operations Chief

Staffing Characteristics: Building Safety Supervisor or others familiar with the RC's facilities.

Responsibility: Controls utilities, restricts access to unsafe areas and communicates damage to the Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.

Special Equipment:

- ☐ Hard hat
- ☐ Work gloves
- ☐ Whistle
- ☐ Master keys
- ☐ Bucket or duffel bag with goggles
- ☐ Flashlight
- ☐ Dust masks
- ☐ Yellow caution tape
- ☐ Shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- ☐ Check condition and take along appropriate tools.

During Event:

- ☐ As you do the following, observe the RC and report any damage by radio to the Command Post*

- ☐ Lock or open gates and major external doors appropriate for the situation.
- ☐ Locate/control/extinguish small fires as necessary.
- ☐ Check gas meter and, ***if gas is leaking,*** shut down gas supply.
- ☐ Shut down electricity only if building has clear structural damage or advised to do so by Command Post.
- ☐ Post yellow caution tape around damaged or hazardous areas.
- ☐ Verify that RC is "locked down" and report same to Incident Command Post.
- ☐ Advise Incident Command Post of all actions taken for information and proper logging.
- ☐ Be sure that the entire RC has been checked for safety hazards and damage.
- ☐ No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- ☐ Direct traffic of vehicles of parents, public safety, and media on and outside the RC as appropriate.

Section: Operations
Position: Search & Rescue Team Leader

Primary: School Designated Safety Leads*

Alternate: Learning Leads/Administrator of Instructional Services (David Hurd, Lori Anderson, Vanessa Vallon, Jay Garrity, Hayley Beaupre, Hannah Puente)

Reports to: Operations Chief

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the RC for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports RC situation to the Operations Chief.

Special Equipment:

☐ Search & Rescue Team Member Backpack

Start-Up Activities:

☐ **You must be wearing sturdy shoes and long sleeves.**
☐ Put batteries in flashlight.
☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
☐ **Teams should be assigned based on available manpower, minimum 2 persons per team. The recommendation is for the following standards for establishing Search & Rescue Teams: Elementary School and Administrative Facilities with <500 = 2 Teams; Middle Schools and Administrative Facilities with 500-1000 = 4 Teams; and Senior High School and Administrative Facilities with >1000 = 6 Teams**

During Event:

☐ **Buddy system: Minimum of 2 persons per team.**
- Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.

- **Follow all operational and safety procedures.**

☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.

☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**

☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")*

☐ When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

☐ Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) Report information.

☐ Keep radio communication brief and simple. No codes.

Section: Operations
Position: Search & Rescue Team

Primary: School Designated Safety Leads*

Alternate: Learning Leads/Administrator of Instructional Services (David Hurd, Lori Anderson, Vanessa Vallon, Jay Garrity, Hayley Beaupre, Hannah Puente)

Reports to: Search & Rescue Team Leader

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the RC for damage, rescues victims, reports RC situation to the Search & Rescue Team Leader.

Special Equipment:

☐ Search & Rescue Team Member Backpack

Start-Up Activities:

☐ **You must be wearing sturdy shoes and long sleeves.**
☐ Put batteries in flashlight.
☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
☐ **Teams should be assigned based on available manpower, minimum 2 persons per team. The recommendation is for the following standards for establishing Search & Rescue Teams: Elementary School and Administrative Facilities with <500 = 2 Teams; Middle Schools and Administrative Facilities with 500-1000 = 4 Teams; and Senior High School and Administrative Facilities with >1000 = 6 Teams**

During Event:

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- Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
- **Follow all operational and safety procedures.**

- ☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- ☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- ☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash
- ☐ on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")*
- ☐ When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.
- ☐ Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) Report information.
- ☐ Keep radio communication brief and simple. No codes.

Section: Operations
Position: First Aid & Medical Team Leader

Primary: Eleanor Pe – School Nurse

Alternate: School Counselors

Reports to: Operations Chief

Staffing Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).

Responsibility: Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.

Special Equipment:

- ☐ Marking pens
- ☐ First Aid Supplies: Stretchers, Blankets, Vests (if available), Quick reference medical guides
- ☐ Tables & chairs
- ☐ Ground cover/tarps
- ☐ Forms: Notice of First Aid Care Given Form
- ☐ Medical Treatment Victim Log
- ☐ Morgue supplies:
    - Tags
    - Vicks Vapor Rub
    - Pens/Pencils
    - Plastic tarps
    - Plastic trash bags
    - Stapler
    - Duct tape
    - 2" cloth tape

Start-Up Activities:

- ☐ **The recommendation is for the following number of medical teams with each team consisting of two members: Elementary School and Administrative Facilities with <500 = 2 Teams; Middle Schools and Administrative Facilities with**

500-1000 = 4 Teams; Senior High School and Administrative Facilities with >1000 = 6 Teams

- ☐ Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- ☐ Request assistance from the School Crisis Response Team for psychological staff and student needs
- ☐ Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- ☐ Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- ☐ Assess available inventory of supplies & equipment.
- ☐ Review safety procedures and assignments with personnel.
- ☐ Establish point of entry ("triage") into treatment area.
- ☐ Establish "immediate" and "delayed" treatment areas.
- ☐ Set up a separate Psychological First Aid area with staff trained in CISM from the School Crisis Response Team.
- ☐ Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:
- ☐ If directed, set up morgue area. Verify:
  - Tile, concrete, or other cool floor surface
  - Accessible to Coroner's vehicle
  - Remote from assembly area
  - Security: keep unauthorized persons out of morgue.
  - Maintain respectful attitude.

During Event:

- ☐ Oversee care, treatment, and assessment of patients
- ☐ Ensure caregiver and rescuer safety
  - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- ☐ Make sure that accurate records are kept.
- ☐ Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.
- ☐ If needed, request additional personnel from Logistics.
- ☐ Brief newly assigned personnel.
- ☐ Report deaths immediately to Operations Chief.

- **After pronouncement or determination of death:**
- ***Do not*** move the body until directed by Command Post.
- ***Do not*** remove any personal effects from the body. Personal effects must remain with the body ***at all times.***
- As soon as possible, ***notify Operations Chief***, who will notify the Command Post, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.
- Keep accurate records and make available to law enforcement and/or the Coroner when requested.
- Write the following information on two tags:
  - Date and time found.
  - Exact location where found.
  - Name of decedent, if known.
  - If identified—how, when, by whom.
  - Name of person filling out tag.
  - Attach one tag to body.
  - If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.

☐ Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.

☐ Keep Operations Chief informed of overall status.

☐ Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.

☐ Stay alert for communicable diseases and isolate appropriately.

After:

☐ Conduct a Critical Incident Stress Debriefing for staff.

Section: Operations
Position: First Aid & Medical Team

Primary: Eleanor Pe – School Nurse

Alternate: Designated Per Location

Reports to: First Aid & Medical Team Leader

Staffing Characteristics: Trained in first aid and CISM

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- ☐ First-aid supplies
- ☐ Marking pens
- ☐ Stretchers, blankets, vests (if available)
- ☐ Quick reference medical guides
- ☐ Tables, chairs, ground cover/tarps, medication from health team
- ☐ Forms: Notice of First Aid Care Given Form, First Aid & Medical Treatment Victim Log

Start-Up Activities:

- ☐ Obtain & wear personal safety equipment including latex gloves.
- ☐ Use approved safety equipment and techniques.
- ☐ Check with First Aid & Medical Team Leader for assignment.

During Event:

- ☐ Administer appropriate first aid.
- ☐ **Keep accurate records of care given**.
- ☐ Continue to assess victims at regular intervals.
- ☐ Report deaths immediately to First Aid & Medical Team Leader.
- ☐ If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim.**
- ☐ Student's Emergency Card must accompany student removed from RC to receive advanced medical attention. Send emergency out-of-area phone number if available.

Triage Entry Area:

- ☐ Staffed with minimum of 2 trained team members, if possible.
- ☐ One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- ☐ Second team member logs victims' names on form and sends forms to Incident Command Post as completed.

Treatment Areas ("Immediate" & "Delayed"):

- ☐ Staff with minimum of 2 team members per area, if possible.
- ☐ One member completes secondary head-to-toe assessment.
- ☐ Second member records information on triage tag and RC treatment records.
- ☐ Follow categories: Immediate, Delayed, Dead
- ☐ When using 2-way radio, do not use names of injured or dead.

After:

- ☐ Clean up First Aid & Medical Treatment Area. Dispose of hazardous waste safely.
- ☐ Assist in the Critical Incident Stress Debriefing for the staff

Section: Operations
Position: Assembly Area

Primary: Administrator of Instructional Services

Alternate: Learning Leads (Lori Anderson, David Hurd, Vanessa Vallon, Hannah Puente)

Reports to: Operations Chief

Staffing Characteristic: Trained in managing large groups of students

Responsibility: Ensure the care and safety of all students in RC (except those who are in the First Aid & Medical Treatment Area).

Special Equipment:

- ☐ Ground cover and tarps
- ☐ First aid kit, water, food, sanitation supplies
- ☐ Student activities: books, games, coloring books, etc.
- ☐ Forms:
  - Student Accounting Form
  - Notice of First Aid Care Given Form

Start-Up Activities:

- ☐ Request additional personnel, if needed.
- ☐ If RC is evacuating:
  - Verify that the assembly area and routes to it are safe.
  - Count or observe the RC as they exit, to make sure that all evacuates.
  - Initiate the set-up of portable toilet facilities and hand-washing stations.

During Event:

- ☐ Monitor the safety and well-being of the students and staff in the Assembly Area.
- ☐ Administer minor first aid as needed.
- ☐ Support the Release Gate Unit process by releasing students with appropriate paperwork.
- ☐ When necessary, provide water and food to students and staff.

- ☐ Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- ☐ Make arrangements to provide shelter for students and staff.
- ☐ Arrange activities and keep students reassured.
- ☐ Update records of the number of students and staff in the assembly area (or in the buildings).
- ☐ Direct all requests for information to the Public Information Officer.

Section: Operations
Position: Request Gate

Primary: Safety Ambassadors (Per Location)

Alternate: **Learning Leads/Administrator of Instructional Services (David Hurd, Lori Anderson, Vanessa Vallon, Jay Garrity, Hayley Beaupre, Hannah Puente)**

Reports to: Operations Chief

Staffing Characteristics: RC staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- ☐ Stapler
- ☐ Box(es) of Emergency Cards
- ☐ Signs: Parent Request Gate
- ☐ Empty file boxes to use as out boxes
- ☐ Forms:
  - Student Release Form
  - Volunteer Assignment List

Start-Up Activities:

- ☐ Secure area against unauthorized access. Mark gate with sign.
- ☐ Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- ☐ Have Student Release Forms available for parents or guardians outside of fence at Request Gate. Assign volunteers to assist.
- ☐ Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.

- ☐ **Refer all requests for information to the Public Information Officer. Do not spread rumors!**
- ☐ If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Gate.

Reunification Procedures:

- ☐ Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.
- ☐ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- ☐ Staff instructs the requester to proceed to the Release Gate.
- ☐ If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
- ☐ Runner takes form(s) to the designated RC.

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

<u>If student is in</u>:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "***Sent with Runner***."
- ☐ If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- ☐ Runner walks student(s) to Release Gate.
- ☐ Runner hands paperwork to staff at Release Gate.

<u>If student is not in</u>:

- ☐ Teacher makes appropriate notation on Student Release Form:
- ☐ "***Absent***" if student was never in the RC that day.
- ☐ "***First Aid***" if student is in First Aid & Medical Treatment Area.
- ☐ "***Missing***" if student was in the RC but now cannot be located.
- ☐ Runner takes Student Release Form to the Command Post.
- ☐ Command Post verifies student location if known and directs runner accordingly.
- ☐ **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Command Post for verification.**

Section: Operations
Position: Release Gate

Primary: Designated Per Location

Alternate: Learning Leads/Administrator of Instructional Services (David Hurd, Lori Anderson, Vanessa Vallon, Jay Garrity, Hayley Beaupre, Hannah Puente)

Reports to: Operations Chief

Staffing Characteristics: RC staff or volunteers

Responsibility: Assure proper reunification of student with parent or guardian at the Release Gate.

Special Equipment:

- ☐ Stapler
- ☐ Signs: Parent Release Gate
- ☐ Empty file boxes to use for processed Student Release Forms

Start-Up Activities:

- ☐ Secure area against unauthorized access. Mark gate with sign.
- ☐ Set up Release Gate away from the Request Gate.
- ☐ Assign volunteers to assist, as needed.

During Event:

- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ☐ **Refer all requests for information to the Public Information Officer. Do not spread rumors!**

<u>If student is in</u>:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "***Sent with Runner***."
- ☐ If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- ☐ Runner walks student(s) to Release Gate.

- ☐ Runner hands paperwork to staff at Release Gate.
- ☐ Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable.

If student is not in:

- ☐ Teacher makes appropriate notation on Student Release Form:
- ☐ "***Absent***" if student was never in the RC that day.
- ☐ "***First Aid***" if student is in First Aid & Medical Treatment Area.
- ☐ "***Missing***" if student was in the RC but now cannot be located.
- ☐ Runner takes Student Release Form to Incident Command Post.
- ☐ Incident Command Post verifies student location if known and directs runner accordingly.
- ☐ If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Incident Command Post for verification.
- ☐ Parent should be notified of missing student status and escorted to crisis counselor.
- ☐ If student is in first aid, parent should be escorted to First Aid & Medical Treatment Area.
- ☐ If student was marked absent, parent will be notified by staff member.

Section: Planning & Intelligence
Position: Planning & Intelligence Chief/Logistic Chief

Primary: Tim Tuter, Angela Neri

Alternate: Eleanor Pe

Reports to: Incident Commander

Staffing Characteristics: Vice Principal or someone familiar with RC and its occupants

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- ☐ File box(es)
- ☐ Dry-erase pens and eraser
- ☐ Large map of RC, laminated or covered with Plexiglas
- ☐ Forms:
  - Position Log

During:

- ☐ **Assume the duties of all Planning Section positions until staff is available and assigned.**
- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ Assist the Incident Commander in writing Incident Action Plan.

Section: Planning & Intelligence
Position: Documentation

Primary: Angela Neri

Alternate: Aida Garcia

Reports to: Planning Chief

Staffing Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- ☐ File box(es)
- ☐ Forms:
  - Position Log

During:

Records:

- ☐ Maintain time log of the Incident, noting all actions and reports.
- ☐ Record content of all radio communication with School Emergency Operations Center (EOC).
- ☐ Record verbal communication for basic content.
- ☐ Log in all written reports.
  - ***Important***: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents.**
- ☐ File all reports for reference.

Student and Staff Accounting:

- ☐ Receive, record, and analyze Student Accounting Forms.

- ☐ Check off staff roster. Compute number of students, staff, and others in the RC for Situation Analysis. Update periodically.
- ☐ Report missing persons and RC damage to Incident Command Post.
- ☐ Report first aid needs to First Aid & Medical Team Leader.
- ☐ File forms for reference.
- ☐ Track regular and overtime of all staff.

After:

- ☐ Collect and file all paperwork and documentation from deactivating sections.
- ☐ Securely package and store these documents for future use.

Section: Planning & Intelligence
Position: Situation Analysis

Primary: Tim Tuter, Angela Neri

Alternate: Eleanor Pe

Reports to: Planning Chief

Staffing Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Analyzes the range of events impacting the RC to provide the Incident Commander and the rest of the Incident Command Team with cumulative information about the incident.

Special Equipment:

- ☐ Dry-erase pens and eraser
- ☐ Large map of RC, laminated or covered with plexiglas
- ☐ File box(es)
- ☐ Map of local area

During:

Situation Status Map:

- ☐ Collect, organize and analyze situation information.
- ☐ Mark RC map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of RC.
- ☐ Preserve map as legal document until photographed.
- ☐ Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- ☐ Provide current situation assessments based on analysis of information received.

- ☐ Develop situation reports for the Incident Command Post to support the action planning process.
- ☐ Think ahead and anticipate situations and problems before they occur.
- ☐ **Report only to Incident Command Post personnel. Refer all other requests to Public Information Officer**.

Section: Logistics
Position: Logistics Chief

Primary: Tim Tuter, Angela Neri

Alternate: Eleanor Pe

Reports to: Incident Commander

Staffing Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Special Equipment:

- ☐ Cargo container or other storage facility with all emergency supplies stored in the RC.
- ☐ Forms:
  - RC Status Report
  - Volunteer Assignment List

Start-Up Activities:

- ☐ **Assume the duties of all Logistics positions until staff is available and assigned.**
- ☐ Ensure that the Incident Command Post and other facilities are setup as needed.

During Event:

- ☐ Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- ☐ Maintain security of cargo container, supplies and equipment.

After:

- ☐ Secure all equipment and supplies.

Section: Logistics
Position: Supplies, Facilities, & Staffing

Primary: Angela Neri

Alternate: Aida Garcia

Reports to: Logistics Chief

Staffing Characteristics: It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.

Responsibility: Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

Special Equipment:

- ☐ Cargo container or other storage facility and all emergency supplies stored in the RC

Start-Up Activities:

- ☐ Open supplies container or other storage facility if necessary.
- ☐ Begin distribution of supplies and equipment as needed.
- ☐ Set up the Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- ☐ Review staff roster and begin call-back, as required.

During Event:

- ☐ Maintain security of cargo container, supplies and equipment.
- ☐ Distribute supplies and equipment as needed.
- ☐ Assist team members in locating appropriate supplies and equipment.
- ☐ Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- ☐ Coordinate with the Incident Commander on establishing the need for future work shifts and related staffing needs.

After:

- ☐ Secure all equipment and supplies.

Section: Finance & Administration
Position: Finance & Administration Chief

Primary: Lynne Alipio

Alternate: Mary Bixby

Reports to: Incident Commander

Staffing Characteristics: Familiar with common financial record keeping standards – School Receptionist.

Responsibility: Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

Special Equipment:

- ☐ None

During:

- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- ☐ Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the School level; however, in emergency situations, it may be necessary for RCs to acquire certain items quickly.
- ☐ Manage and analyze timekeeping records for emergency responders
- ☐ Determine process for tracking regular and overtime of staff.
- ☐ Ensure that accurate records are kept of all staff members, indicating hours worked.

- ☐ If School personnel not normally assigned to the RC are working, be sure that records of their hours are kept.
- ☐ Determine process for tracking purchases.
- ☐ Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.
- ☐ Support Logistics in making any purchases which have been approved by the Incident Commander.

After:

- ☐ Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

ALTUS SCHOOLS SAN DIEGO

RC/Facility Planning Teams

Safety Ambassadors*

2025-2026

The designated Ambassadors are responsible for planning and implementation at the Resource Center (RC). Resource Center Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓ Number of students in RC – adhere to student scheduled hours
- ✓ Schedule CTR/RCA works hours – ensure there are two staff members when opening and closing the RC
- ✓ Share information at RC meetings - Discuss safety at monthly resource center meetings
- ✓ Meet with new resource center staff within 30 days
- ✓ Reach out to the Juvenile Community Officer, Community Resources and Community Sub Police Stations
- ✓ Keep technology locked and secured

Instructional Support:

- ✓ Consistent RC rules among all staff – hats, phones, language use
- ✓ Ensure middle school students work together
- ✓ Instructional tables labeled by subject area
- ✓ Know your student needs – triggers
- ✓ Measuring threat levels
- ✓ CTR/RCA supporting the learning environment

Compliance:

- ✓ Safety Drills are mandated to be performed three days (3) times per year
- ✓ Ensure safety supplies are located in designated area and replenished each time a drill is performed
- ✓ Confirm that the Emergency Radio works properly (Channel 1)
- ✓ Update Resource Center Emergency Exit Plan annually
- ✓ Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye Wash Stations

Altus Schools Audeo

Resource Center	Safety Ambassador
Kearny Mesa	Courtney McManus
K5 Home School	Tiffany Hart
La Jolla	Kasey Mullane
Mission Valley-East	Under Renovation
Mission Valley-West	Under Renovation
Pacific Beach	Chad Menestrina

Altus Schools Charter School of San Diego

Resource Center	Safety Ambassador
Clairemont	Madeline Tyson
College Avenue	Jeanette Perez/Ciel Major
Downtown	Erica Nowak
Euclid	Eddie Beltran
Lake Murray	David Goyette
Mira Mesa	Nicholas Anderson
North Park	Jeanette Brown
Northgate	Bridget Snyder
Old Town	Miriam Gallardo/Alaura Dorociak
Paradise Hills Annex	Constance Bautista
Paradise Hills Cadet	Dan Leavell/Michael Fagan
Petco Park	Julee Guerrero
Point Loma	Denise Piatchuk
Scripps Ranch	Ashley Ryan Low
Sorrento Mesa	1st Floor – Rose Mooney/ Natasha Masso 2nd Floor – Tiffany Yandell/Aida Garcia
Tierrasanta	Roman Rubio
Woodman	Michelle Ramirez

Updated 3/2025

SY 2025-2026

Instructional Continuity Plan

ALTUS SCHOOLS SAN DIEGO

ALTUS SCHOOLS AUDEO

ALTUS SCHOOLS CHARTER SCHOOL OF SAN DIEGO

RC-Specific Information: Last Updated on 5/2025

Altus Schools San Diego Instructional Continuity Plan

General Information

At Altus Schools San Diego (ASSD), we prioritize uninterrupted learning. This Instructional Continuity Plan (ICP) embodies our proactive commitment to ensuring education continues seamlessly, regardless of circumstances. By establishing robust systems for remote instruction and communication *now*, we are prepared to transition swiftly and effectively to virtual learning environments should any emergency or unforeseen event occur. Our integrated online learning platforms, video conferencing capabilities, and digital communication tools form the bedrock of this preparedness. Furthermore, this ICP details clear decision-making pathways, empowering a designated leadership team to act decisively, activate appropriate remote learning phases, and keep our staff, students, and families informed, ensuring learning remains constant.

Engagement Protocol

In the event of an emergency, ASSD is committed to ensuring that students' educational experiences continue with minimal disruption. The school will engage students and families within 5 calendar days using a variety of communication methods to ensure everyone stays informed and connected. Examples of the two-way communication tools include phone calls, SMS text messaging, email, video conferencing, social media, and app notification through ParentSquare. The ParentSquare communication platform integrates with our Student Information System, providing all enrolled students and families with a centralized and accessible communication channel to receive updates and information from school administrators, teachers, and support staff. Given the instructional model of the school, it is common practice for teachers to be in touch with students and/or families daily. This routine communication ensures that in the event of an emergency, there will be no disruption in the connection between teachers, students, and their families. Teachers will continue to provide academic support, share resources, and address any concerns through the established communication channels.

Following an emergency, ASSD will utilize our Multi-Tiered System of Supports (MTSS) to ensure all students receive the appropriate level of support based on their individual needs. Healthy Youth Therapists on staff are available to assist in supporting students' social-emotional and mental health needs through individual or group therapy sessions.

ASSD strives to maintain a strong and supportive learning environment, even in the face of emergencies. By leveraging multiple communication methods and providing comprehensive support through MTSS, we aim to ensure the continuity of education and the well-being of our students and their families.

Instructional Access Plan

ASSD is an independent study program that offers both in-person and hybrid learning options for students. Resource Centers are strategically located within the neighborhoods and communities where students reside. Thanks to our multiple physical locations, state-of-the-art video conferencing technology, and independent study format, ASSD can quickly adapt if a Resource Center becomes inaccessible due to an emergency or natural disaster. Students can continue in-person learning at an alternative neighborhood Resource Center or temporarily switch to virtual learning.

Every student at ASSD has a Pathways Personalized Education Plan (PPEP). This plan is used by staff to analyze each student's current academic levels, grades/credits, educational goals, learning styles/preferences, interests, and post-high school pathways. The PPEP is developed and continually revised in collaboration with the student, parent, teacher, counselor, and school instructional leader.

As part of the PPEP and Instructional Plan, the school staff administer a fall benchmark assessment, NWEA Measures of Academic Progress (MAP), to all students to measure academic levels and proficiency in Reading, Language, and Mathematics. Teachers and instructional leaders use these assessment results to make data-informed decisions, such as increasing individual tutoring support in specific academic domains or utilizing specialized instructional strategies, curriculum, and programs to improve student skills.

Monitoring student academic progress and growth is a key element of the PPEP. When students do not demonstrate improved academic growth over time, instructional staff initiate and increase academic intervention efforts and support. ASSD utilizes a Student Intervention Program aligned with the Multi-Tiered System of Support (MTSS). This intervention model provides instructional staff with a system to quickly identify and match the needs of all students. Each intervention completed by a teacher, counselor, or school support staff is documented in the school information system. The school's Data and Assessment department provides staff with a Monthly Storybook summarizing specific interventions completed. School leaders use this intervention data to monitor effectiveness and ongoing student needs. This plan ensures academic progress is not disrupted if a student must switch locations or modalities due to an emergency or natural disaster.

As an independent study school, students will naturally continue their learning through their existing textbook-based curriculum, aligned with state standards and developed by subject matter experts, in the event of an emergency or natural disaster. This curriculum will remain accessible within 10 instructional days of an emergency scenario. The Curriculum Department has already implemented digital lesson guides and online textbooks to support independent learning. For families needing hard copies, textbooks, lesson guides, and supplemental materials can be distributed via non-contact methods.

Edgenuity is the platform used to deliver online curriculum. Through Edgenuity, students have access to multiple scaffolds essential for English Learners and Students with Disabilities, including digital notetaking, transcripts in multiple languages, graphic organizers, glossaries, academic language tools, digital sticky notes, extended time, video closed captioning, text translation, and read-aloud features.

Students who lack access to a computer or home internet can be issued data-enabled laptops through the Altus Connect Program, ensuring they can access the Edgenuity platform, virtual meetings & tutoring sessions, and other online resources from home.

School staff are dedicated to maintaining high levels of student engagement and supporting academic achievement. Setting high expectations helps students achieve their daily, weekly, and monthly goals. Key instructional strategies include virtual and/or in-person one-on-one meetings and small group tutoring sessions, where teachers guide instruction and assess mastery of content standards, providing additional instruction as needed. Teachers also offer instructional support during scheduled office hours, both virtually and in-person. Additionally, teachers monitor academic progress and engagement through online forms, surveys, screencast videos, virtual events, and other communication tools, ensuring students remain on track with their educational goals.

Communication Strategy

In a school emergency or natural disaster, clear and timely communication is critical. Our multi-faceted approach prioritizes the safety and well-being of students and families by ensuring a consistent flow of vital information through multiple accessible channels, strengthening the school-to-home partnership.

Initially, ParentSquare can serve as our central hub for rapid dissemination of alerts and critical updates regarding the situation, safety protocols, evacuation procedures (if necessary), and school status. Simultaneously, the school website and the Altus Schools

Health and Wellness Hub will be updated with the same crucial information, offering additional reliable sources.

Following immediate alerts, instructional staff will use secure text messaging, emails, and phone calls for more direct updates on student well-being and specific instructions. Virtual conferences via Microsoft Teams and Zoom may also be used for broader informational meetings or individual check-ins, as circumstances permit.

Recognizing potential challenges with digital communication, school staff will be prepared to conduct home visits to provide direct updates, ensure student safety, and deliver essential resources or instructions.

To ensure equitable access, our dedicated bilingual staff will communicate critical emergency information in both English and Spanish.

Access to Devices, Materials, and Connectivity

To ensure students have access to online schoolwork, ASSD conducts multiple needs assessments and satisfaction surveys with students and parents to identify families requiring home technology. Teachers maintain regular communication with students and parents through secure text messages, phone calls, virtual conferences, and emails to identify ongoing needs or unique circumstances. As a result, the school has successfully deployed Chromebooks and data plans to all students in need. When new students enroll, school clerks and counselors conduct a technology needs assessment with each family and promptly provide devices to ensure all barriers to learning are eliminated.

Occasionally, school-issued devices require repair or service. In such cases, devices are collected and submitted to the school's Operations Department for maintenance. Students are issued replacement devices to ensure continuous access. Inventory is reviewed regularly by the Operations Department to ensure necessary stock levels are maintained to accommodate student need.

The school has also enhanced its websites and technology tools. To minimize confusion and redundancy for students and parents, the school has created an online landing page, www.altusgo.com, which provides students and families with access to curriculum and instructional supports. From this landing page, students can access essential school technology programs such as Edgenuity, Naviance, Renaissance (Illuminate), Achieve 3000, and BrainPOP.

For students who prefer or require hard copy materials, staff will work with the family to distribute as needed.

Special Populations and Support Services

Even in a shift to remote learning, our school remains dedicated to providing equitable and personalized education for all students through our key process: Pathways Personalized Educational Plan (PPEP). This collaborative plan, developed with teachers, students, parents, counselors, and instructional leaders, inherently addresses diverse needs, including those of English Learners, Students with Disabilities, and Foster/Homeless Youth. Our dedicated Homeless and Foster Youth Liaison will continue to provide comprehensive case management services remotely, ensuring uninterrupted support through virtual check-ins and resource coordination. Existing PPEPs, outlining individual goals and learning preferences, will guide personalized remote learning experiences, and our Multi-Tiered Systems of Supports (MTSS) framework will deliver tailored online interventions.

For English Learners, we ensure continued language development through both integrated and designated ELD support via online educational platforms and digital resources like Summit K12, BrainPOP EL, and Ellevation. Integrated ELD is embedded within virtual content lessons, while designated ELD focuses on explicit language and literacy skill-building through virtual small groups and individualized online activities, all aligned with the school's English Learner Plan. Students with Disabilities will continue to receive Free Appropriate Public Education (FAPE) through the virtual implementation of their IEPs. Specialized Academic Instruction (SAI) will be provided via distance learning by Education Specialists through secure video conferencing and online learning platforms. Curriculum will be adapted for digital accessibility, and instruction will be differentiated using online platform features and Universal Design for Learning (UDL) principles. Special education case managers will actively monitor student progress remotely through regular virtual check-ins and ongoing collaboration with general education teachers.

Furthermore, we are committed to supporting the holistic well-being of our students in a remote setting. To address mental health and social-emotional needs, we will provide virtual counseling sessions with our school counselors and offer readily accessible resource directories for additional support services. Recognizing the importance of basic needs, we will also ensure families have access to critical nutrition services and other wraparound supports by providing comprehensive information on accessing local food banks and other essential resources.

Instructional Continuity and Independent Study Readiness

As a WASC-accredited, non-classroom-based independent study program, our school has established and implemented written policies to govern our independent study program. All students and parents/care givers sign a board-approved, year-long independent study Master Agreement contract, which includes required elements such as Contact Information, Methods of Study, Evaluation Procedures, Attendance and Participation Requirements, Outreach Methods, Maximum Time for Assignments, and Number of Missed Assignments.

ASSD is dedicated to delivering high-quality, rigorous, and standards-aligned curriculum and instruction entirely through accessible online platforms. Our model inherently ensures that *all* students can be effectively supported remotely. Leveraging a robust digital curriculum, versatile communication tools, and interactive videoconferencing systems, we guarantee seamless continuity of learning, regardless of external circumstances such as emergencies or natural disasters. This instructional approach will ensure that students can receive virtual daily one-on-one meetings, weekly small group tutoring sessions, readily available virtual office hours, and additional personalized check-in meetings. This will ensure every learner receives the individual support they need to thrive in the event of a natural disaster or emergency.

Assessment and Student Progress Monitoring

In the event of an emergency or natural disaster, the school will maintain continuous learning through the following established procedures: Teachers will consistently monitor student learning daily using varied formative assessments and robust tracking methods implemented remotely. Data on participation in online activities, coursework completion, assessments, and communication will be analyzed to inform responsive instruction. Teachers will utilize a Course of Study Record (CSR) and Participation/Credit Tracker to closely follow daily progress virtually, while students will maintain a Student Learning Log, reviewed and archived by teachers in the SPSIS. Attendance will be certified remotely via School Pathways Student Information System (SPSIS) at the end of each Independent Study Learning Period.

In the virtual environment, remote instruction will be shaped by continuous formative and summative assessments, incorporating a variety of online activities to gauge student learning and personalize instruction. Assignments will receive virtual feedback, and scores below 70% will automatically activate tailored virtual remediation plans,

ensuring targeted support. Furthermore, teachers and instructional staff will leverage the school's MTSS framework to address the holistic academic, behavioral, and social-emotional needs of each student; these strategies may include additional virtual tutoring, participation in specialized programs like IXL Math, or meetings with guidance counselors or healthy youth therapists.

Leveraging secure video conferencing, educators can deliver dynamic live instruction, foster real-time communication, and implement immediate learning evaluations through engaging virtual activities such as quick writes and collaborative group projects. These interactive sessions bridge the physical distance, enabling active participation and timely feedback.

The SPSIS Gradebook will serve as the central platform for recording all virtual assignments, and teachers will provide summary comments on student progress at the end of each Learning Period. This information will be accessible to students and parents via the School Pathways Portal, with ongoing virtual training and support provided to ensure seamless access and engagement.

Professional Development for Staff

Altus University (“AU”) serves as the professional learning platform for the school, offering both in-person and virtual sessions to accommodate the diverse needs of our staff. Altus University includes a fully online component, called AU in the Cloud, which is available to all segments of the workforce and aligned with the California Quality Professional Learning Standards (QPLS).

AU sessions incorporate school-wide initiatives to improve student learning in math and English language development. Each session includes an evaluation for participants to provide feedback on participation, satisfaction, usefulness, learning, and areas for follow-up. This feedback is used by the school’s curriculum departments as part of their ongoing Professional Learning Communities (PLCs) and to plan additional AU sessions.

Both in-person and virtual AU sessions provide instructional staff with the time and space to explore curriculum content necessary for quality instruction. Instructors build participants' capacity to use frameworks, standards alignment documents, and instructional pacing guides to support teaching content standards. Assessment and instructional strategies are incorporated into the sessions so that teachers can use formative assessment strategies to inform instruction for a diverse student population.

Teachers have undergone Leading Edge Certification (LEC), a national certification for educational technology, to become effective online and blended learning teachers. For new teachers, the school continues the certification process through the LEC FLEX program. School instructional leaders provide feedback on new skills acquired through AU sessions during virtual tutoring session observations. Instructors model how to differentiate curriculum and scaffold instruction to support all students. These sessions uphold the school's values by increasing participants' capacity to enhance students' participation, engagement, connection, sense of belonging, and emotional well-being.

Instructional strategies are presented through an equity lens, ensuring access and equity for all students. Data informing AU sessions is disaggregated by gender, race, special needs, foster youth, and socio-economic indicators, allowing for the identification of student instructional needs focused on specific groups. All participants can access AU sessions through registration on the Altus University Portal. Sessions are generally held on the same day of the week and time, allowing teachers to plan instruction around the professional learning sessions they wish to attend. Recorded sessions are available on demand for staff members who are unable to attend live sessions.

Instructors for AU sessions include Administrators, Teachers on Special Assignment, Special Education, General Education teachers. They maintain a positive learning environment for all participants, who can use the chat feature within Microsoft Teams to ask questions without interrupting the flow of instruction and can unmute their microphones to participate verbally. Instructors engage participants through Web 2.0 tools learned from the Leading Edge Certification (LEC). AU instructors understand that student Social Emotional Learning is paramount, focusing on connecting with students first, followed by content.

By combining virtual and in-person professional learning, Altus University ensures that all staff have the resources and support they need to succeed in any learning environment.

Criteria for Returning to In-Person Learning

Following a school emergency or natural disaster, the decision to resume in-person learning will be made in close coordination with state and county emergency management and education agencies, prioritizing the safety and well-being of students and staff. Return to school sites will occur only when deemed safe by these authorities and when the following critical conditions are met:

- **Lifted Evacuation Orders:** All evacuation orders affecting the school site and the surrounding areas necessary for safe travel of students and staff must be officially lifted.
- **Safe Air Quality and Clean Water:** Air quality must be at levels deemed safe by relevant environmental agencies, and access to potable, clean water must be fully restored at the school site.
- **Restored Utilities:** Essential utilities, including power, gas, and functioning sanitation systems, must be reliably restored to ensure a safe and healthy learning environment.
- **Debris Removal:** School grounds and access routes must be cleared of any hazardous debris that could pose a risk to students and staff.
- **Staffing and Food Service Readiness:** Sufficient staffing levels across all essential functions, including instructional, administrative, and support roles, must be ensured. Additionally, food service operations must be ready to provide necessary meals for students.

Upon confirmation that these conditions are met and clearance is received, the school will implement clearly defined return-to-school plans and protocols aligned with the most current guidance from the California Department of Education (CDE) and county education offices. These protocols will be proactively communicated to all students and staff.

Collaboration and Site-Based Planning

The collaborative spirit at our school ensures that our Instructional Continuity Plan (ICP) and School Comprehensive Safety Plan are living documents, shaped by the diverse perspectives of our entire educational community.
Administrators actively champion the development and review processes for both plans. They initiate discussions, provide resources, and ensure that feedback is thoughtfully integrated. Staff members, including teachers, counselors, and support personnel, contribute their invaluable frontline experiences through surveys, focused meetings, and professional development sessions, directly influencing the practical elements of the plans.

Parents and family members play a vital role as essential partners. Their insights into students' needs and home environments are gathered through surveys, school events,

parent-teacher conferences, and dedicated meetings, ensuring a holistic approach to both instructional continuity and safety.

Our students' voices are also crucial in this collaborative endeavor. Meaningful feedback is solicited through age-appropriate surveys, student forums, and representative participation in school events, providing a unique and important perspective on safety and learning continuity.

The School Site Council serves as a cornerstone of the annual review process for both the ICP and the School Comprehensive Safety Plan. This body, comprised of administrators, teachers, staff, parents, and students, reviews the plans, analyzes feedback gathered throughout the year, and provides critical input for revisions and improvements, ensuring that our safety and instructional strategies remain responsive and effective. This ongoing cycle of collaborative development and review ensures that our plans reflect the collective wisdom and shared commitment of our entire school community.

Plan Review and Updates

Our Instructional Continuity Plan (ICP) is a living document designed to adapt to the evolving needs of our school community. To maintain its effectiveness, we conduct an annual review and update process.

The Altus Schools Executive Safety Team is central to this process. Each year, they examine the ICP, ensuring its alignment with current best practices and any changes in our school environment or local context. This comprehensive review includes:

- **Data Analysis:** The Executive Safety Team (EST) analyzes year-long data, including feedback from surveys, meetings, and training involving administrators, staff, parents, and students. The EST contributes critical insights related to safety protocols and potential risks, allowing us to pinpoint the plan's strengths and areas needing improvement.
- **Stakeholder Input:** We actively seek and value input from all stakeholders through surveys, focus groups, and school events. The EST thoroughly addresses all safety-related concerns raised during this engagement process and integrates guidance from the School Site Council's review of the Comprehensive School Safety Plan and Instructional Continuity Plan.

- **Plan Evaluation:** The EST assesses the ICP's effectiveness in addressing potential disruptions to instruction, such as natural disasters, emergencies, and other unforeseen events. The EST lends its expertise to evaluate the clarity of safety procedures, the adequacy of resources, and the practicality of implementation.

Based on this thorough analysis, the Executive Safety Team recommends necessary revisions to the ICP.
The updated ICP then undergoes the following steps:

- **Documentation and Communication:** All revisions are clearly recorded within the ICP and shared with key educational partners.
- **Implementation:** The updated ICP is put into practice school-wide, with any required training or professional development provided to staff. The Executive Safety Team actively supports the implementation of all safety-related components.

This annual cycle of review and updates, driven by the active involvement of the Executive Safety Team, guarantees that our ICP remains a relevant and effective instrument for ensuring instructional continuity, demonstrating our unwavering commitment to the safety and academic success of every student.

Appendix JJ

CAREER PATHWAY CHART

2025-2026 CAREER PATHWAYS

CAREER PATHWAYS	CONCENTRATION COURSE	CAPSTONE COURSE	INDUSTRY CERTIFICATION	ARTICULATION
ANIMAL SCIENCE	Veterinary Science 1, 2	Dual Enrollment		Veterinary Science 1, 2
BUSINESS MANAGEMENT	*Intro to Business 1, 2*	Entrepreneurship 1, 2		Entrepreneurship 1, 2
CHILD DEVELOPMENT	Child Development 1, 2	Dual Enrollment		Child Development 1, 2
DESIGN, VISUAL AND MEDIA ARTS	Design Careers 1, 2	Photoshop 1, 2	Adobe Certified Associate: Photoshop	Design Careers 1, 2
ENVIRONMENTAL RESOURCES	Intro to Green Technology and Energy 1, 2	*Environmental Sustainability 1, 2*		*Environmental Sustainability 1, 2*
HOSPITALITY, TOURISM, AND RECREATION	Hospitality, Tourism, and Recreation 1, 2	Hospitality Management 1, 2	Certified Hospitality Management Tourism Professional (Optional WEE 1, 2)	Hospitality Management 1, 2
PATIENT CARE	Health Science Concepts 1, 2	Nursing Assistant 1,2		*Health Science Concepts 1, 2*
PUBLIC SAFETY	Military Science 1, 2	Military Science 3, 4		
RETAIL SALES AND MARKETING	Retail Sales and Marketing 1, 2	Dual Enrollment		Retails Sales and Marketing 1, 2
SOFTWARE AND SYSTEMS DEVELOPMENT	*Information and Communication Tech 1, 2*	Computer Science Discoveries 1, 2		*Information and Communication Tech 1, 2*
TEACHER EDUCATION	Teacher Education 1, 2	Dual Enrollment		Teacher Education 1, 2

Course italicized and available only on Edgenuity

Altus SCHOOLS

Appendix KK

LIVEWELL SAN DIEGO PARTNERSHIP RESOLUTION

Board Resolution Number 2025022702

Whereas the San Diego County Board of Supervisors adopted the *Live Well San Diego* vision on July 13, 2010, for a healthy, safe, and thriving San Diego region through this work, the County and partners help organizations and individuals make connections and leverage partnerships to increase their impact in the community; and

Whereas *Live Well San Diego* is the common thread between the work of public and private entities, faith-based and community-based organizations, cities, business community members, and other stakeholders toward a shared vision of a healthier, safe, and more self-sufficient communities; and

Whereas, Altus Schools San Diego and Altus Schools Southern California, a nonprofit public benefit corporation doing business within San Diego County as: Altus Schools Audeo, Altus Schools Charter School of San Diego, Audeo Charter School II, Altus Schools North County, Altus Schools East County, and Altus Schools South Bay share a common philosophy and approach that puts kids first. Altus Schools provide a personalized education to students throughout Southern California. The first school opened in 1993. The focus of Altus Schools is to improve student achievement, create prototypes for educational reform, and improve the quality of life for students, their families, and their community. These nonprofits, state funded public schools redefine how teachers teach, and students learn.

Whereas Altus Schools fulfills the *Live Well San Diego* partner requirements by providing safe and secure learning environments that supports student learning and achievement. The program is student centered and focuses on the whole child to support positive choices while becoming contributing members of their community.

Whereas Altus Schools is committed to continuing to advance *Live Well San Diego* into the future, and is embracing strategies of this initiative in the following ways:

- Altus Schools is WASC accredited, offering individualized, rigorous course plans that meet each student's unique needs. Taught by a highly qualified team, our UC a-g, NCAA, and College Board-approved courses ensure college and career readiness.
- Altus Schools support student health and wellness through a dedicated team offering health screenings, wellness training, and mental health resources. Students receive personalized academic support to ensure uninterrupted learning due to health needs.

- Altus Schools resource centers are conveniently located countywide, providing all students access to a safe, supportive, and well-equipped learning environment. Security is reinforced through regular safety drills, meetings, and trainings on best practices, awareness, and hazard mitigation.
- Altus Schools provides unique learning opportunities through Special Programs like the California Cadet Corps, enabling students to earn academic credit while developing leadership skills and contributing to community service.
- Altus Schools supports college and career readiness through the Early College Credit Program, allowing students to earn both high school and college credits concurrently, thereby enhancing their educational experience and future opportunities after graduation.

Whereas, Altus Schools whole-heartedly supports the *Live Well San Diego* vision and will have the opportunity to collaborate with the network of *Live Well San Diego* champions and partners to achieve the greatest collective impact possible for creating and sustaining safe, healthy, and thriving communities; and

NOW, THEREFORE, BE IT RESOLVED that the Altus Schools Superintendent School Services and Founder is committed to continuing to advance the regional *Live Well San Diego* vision in pursuit of a just, sustainable, and resilient future for all and hereby approves the partnership with *Live Well San Diego* during the Executive Leadership Meeting occurring on Tuesday, November 12, 2024.

APPROVED AND ADOPTED this 27th day of February 2025

AYES: Board Members: Barton, Hering, Morton
NOES: ---
ABSENT: Board Member: Schweinfurter
ABSTAIN:---

Tim Morton

Chairman, Board of Directors Altus Schools San Diego Corporation

Mary Searcy Bixby

Mary Searcy Bixby
Superintendent School Services and Founder, Altus Schools San Diego Corporation

PROCLAMATION

Presented by Vice Chair Terra Lawson-Remer

HONORING ALTUS SCHOOLS

WHEREAS, *the County acts as both a partner and backbone organization to the Live Well San Diego vision for a healthy, safe, and thriving San Diego region; and through this work, the County and partners help organizations and individuals make connections and leverage partnerships to increase their impact in the community; and*

WHEREAS, *Altus Schools provide personalized education to students through small learning environments that serve as a safe place for students to learn independently; and*

WHEREAS, *Altus Schools provide hybrid, innovative, and future-focused Resource Centers, designed to unlock every student's potential; and*

WHEREAS, *Altus Schools provide unique learning opportunities through special programs, such as the California Cadet Corps, which enables students to earn academic credit while developing leadership skills and contributing to community service; and*

WHEREAS, *Altus Schools support college and career readiness through the Early College Credit Program, allowing students to earn both high school and college credits concurrently, thereby enhancing their educational experience and future opportunities after graduation; and*

WHEREAS, *Altus Schools support student health and wellness through a dedicated team offering health screenings, wellness training, and mental health resources, ensuring uninterrupted learning due to health needs; and*

WHEREAS, *Altus Schools are committed to continuing to advance the regional Live Well San Diego vision in pursuit of a just, sustainable, and resilient future for all;* ***NOW THEREFORE,***

BE IT PROCLAIMED *by members of the San Diego County Board of Supervisors on this 13th day of May 2025 that they commend* ***ALTUS SCHOOLS*** *for their outstanding service, leadership, and commitment to the residents of San Diego County and do hereby declare this day to be "****ALTUS SCHOOLS DAY****" throughout San Diego County.*

Supervisor 1st District

Supervisor 2nd District

Supervisor 3rd District

Supervisor 4th District

Supervisor 5th District

Appendix LL

BALDRIGE AWARD LETTER

Malcolm Baldrige
National Quality Award

2021 Award Recipient

The Charter School of San Diego

"Kids Come First" at The Charter School of San Diego (CSSD), which was authorized by the public San Diego Unified School District. The charter school provides free, personalized education to engage and redirect grade 6–12 students at risk of not graduating from high school through a hybrid in-person/online study program. CSSD currently serves about 3,500 students annually and since its establishment in 1994 has served nearly 48,000 students. CSSD is headquartered in San Diego, Calif., operates 13 instructional and educational resource center classrooms in San Diego County, and employs 130 workforce members.

This is the second Baldrige Award for The Charter School of San Diego; the organization was honored in the same category in 2015.

Student-Learning Processes and Benchmark Results

- CSSD's Pathways Personalized Education Program (PPEP) results in a personalized education plan for every student. PPEP inputs include feedback from students and their parents on student needs, barriers to learning, desired outcomes, and academic and learning style assessments.
- Resource Centers (classrooms) provide individualized attention focused on daily student progress toward successful high school graduation or transition back to traditional high school. Over the past five years, CSSD demonstrated an overall increase in successful transitions from 95.7% to 98.1%, exceeding its goal of 95% each year.
- CSSD's Dashboard Alternative School Status (DASS) graduation rate for all students and student groups reached 77% in the 2019-2020 school year, outperforming competitors and county and state DASS schools. A DASS school is designated by the state and must have at least 70% of its total enrollment comprised of high-risk groups such as high-transiency (multiple schools), credit deficient, homeless, or habitually truant students.
- CSSD student performance for grades 6–8 and 11 in the California Assessment of Student Performance and Progress is double that of all competitors and county and state DASS schools in English Language Arts and three times higher in math. CSSD has sustained this performance for five years.

Customer Results Close to 100%

- CSSD listens to, and seeks feedback from, students and their parents to obtain actionable information on its services through surveys, home visits, and social media platforms. CSSD maintained overall student and parent satisfaction levels of close to 100% from 2016 to 2021, compared to around 80% for brand-name, out-of-industry benchmarks.

Highlights

- CSSD demonstrates an overall increase in successful transitions (high school graduation or transition back to traditional high school) from 95.7% to 98.1%.
- CSSD student performance for grades 6–8 and 11 in the California Assessment of Student Performance and Progress is double that of all competitors and county and state DASS schools in English Language Arts and three times higher in math.
- For the past six years, 95% of enrolled students would recommend CSSD to others, and 97% of students' parents would recommend the school to a friend or family member.
- CSSD established a leading market position as the largest independent charter school in its operating area and has had the largest market share in San Diego.
- The graduation rate for high-risk students and student groups reached 77% in the 2019-2020 school year, outperforming competitors and county and state high-risk designated schools.

2021 Award Recipient

The Charter School of San Diego

- For the past six years, 95% of enrolled students would recommend CSSD to others, and 97% of students' parents would recommend the school to a friend or family member.

People Processes Yield Highest-Overall Results

- Over the past three years, CSSD has had the highest overall workforce engagement in a national engagement and satisfaction survey among all Baldrige Award recipient peers, and it averaged 13 points higher than the K-12 industry benchmark.

- At CSSD, 100% of courses are taught by multi-certificated, specially trained teachers, which is a differentiator among CSSD and its competitors. Teachers with Leading Edge Certification—which ensures that they have the skills to effectively facilitate students' learning in online courses—increased from about 47% in the 2016-2017 academic year to 85% in 2020-2021.

- Results from CSSD's Work Styles Behavior Survey of job candidates enable the school to identify individuals who are likely to be a good fit based on behavioral alignment with the organization's mission, vision, and values. The school's onboarding process includes training on best practices for new staff members and a shadowing program that pairs them with high-performing peers.

- CSSD has retained more than 90% of its instructional staff for the past six years. In 2019-2020, CSSD retained 91% of its staff, compared to the national average of 84%.

Leadership Results in Societal Benefit

CSSD senior leaders effectively communicate with and engage their staff and school community members through more than 20 different regular activities. These include the use of welcome cards, email, videos, social media, and open houses. Senior leaders communicate the vision and values through the sharing of student success stories and relaying thank yous from students and families. In a 2021 survey, 97% of CSSD workforce members indicated that they were satisfied with their managers' communication, compared to the K-12 industry benchmark of about 70%.

Financial Results Reveal Leading Market Position

- From FY2017-2018 to FY2020-2021, CSSD revenues have increased from $21 million to more than $23 million, net operating results have increased from $1.45 million to $1.69 million, and the end-of-year fund balance has increased from $32.98 million to $35.87 million. The current fund balance represents 156% of the annual operational budget, which would allow the school to remain afloat for more than one fiscal year without receiving any additional revenue.

- CSSD has established a leading market position as the largest independent charter school in its operating area, and it has had the largest market share in San Diego for the past five years.

Work Processes and Operational Effectiveness Support Innovation, Sustainability

- CSSD did not miss one single day of instruction during the COVID-19 pandemic. Senior leaders deployed a sustainable plan to all workforce members within hours. In addition, CSSD's strong fiscal position allowed it to implement major process innovations such as e-signature capability, a cloud-based phone system, expansion of online meeting software, and the Wave (CSSD's intranet).

- CSSD manages and supports innovation through its Process Design Introduction, Improvement, and Innovation System and Plan-Do-Learn-Act process. If a need to innovate is identified, a champion is assigned, and a timeline and goals are established. Data are collected, and research is done to identify technology and resources needed.

Information and Knowledge Management for Real-Time Student Achievement

- CSSD's Collaboration and Knowledge Management System (CKMS) aligns and integrates data collected and tracked electronically from students, the workforce, assessments, and operations and enables the transfer of knowledge to and from stakeholders. CSSD's Best Practices portal facilitates the sharing of best practices among workforce members.

- Teachers use instructional and assessment software and access the School Pathways Student Information System to view real-time student achievement data. Data are analyzed by teachers, Learning Leads, and the Administrator of Instructional Services to ensure that the instructional strategies used are truly successful for each student.

For more information:
The Charter School of San Diego
10170 Huennekens St.
San Diego, CA 92121
(858) 678-2020
http://charterschool-sandiego.net

Baldrige Performance Excellence Program

The Baldrige Program educates organizations of all sizes and from all sectors in organizational performance management and improvement. We also administer the Malcolm Baldrige National Quality Award. Our key services are to identify and recognize role-model organizations, share best management practices, and help organizations achieve best-in-class performance levels. We are the only public-private partnership and Presidential award program dedicated to improving U.S. organizations.

For more information on the Baldrige Program:
www.nist.gov/baldrige | 301-975-2036 | baldrige@nist.gov

Appendix MM

CHARTER SCHOOL OF SAN DIEGO DAY PROCLAMATION

Proclamation of the City Council

City of San Diego

The Charter School of San Diego Day

Presented by Councilmember Raul A. Campillo
October 7, 2022

WHEREAS, *The Charter School of San Diego is an independent study, academic intervention program, that serves students in grade six through twelve;* **and**

WHEREAS, *The Charter School of San Diego has implemented personalized educational programs to facilitate student achievement;* **and**

WHEREAS, *The Charter School of San Diego is committed to collaborative efforts to improve the quality of life for students, their families, its employees, and the community at large;* **and**

WHEREAS, *The Malcolm Baldrige National Quality Award is the nation's highest Presidential honor for performance excellence through innovation, improvement, and visionary leadership;* **and**

WHEREAS, *The Charter School of San Diego received the Malcolm Baldrige National Quality Award in 2015, the first time a K-12 school had been presented with the award in its 28-year history;* **and**

WHEREAS, *The Charter School of San Diego received the Malcolm Baldrige National Quality Award for a second time in 2021, the first two-time recipient for Education and a National Role Model;* **NOW, THEREFORE,**

BE IT PROCLAIMED, *by the Mayor and the Council of the City of San Diego, that this Council, for and on behalf of the people of San Diego, does hereby proclaim* **October 7, 2022** *to be* **"The Charter School of San Diego Day"** *in the City of San Diego.*

COUNCIL PRESIDENT SEAN ELO-RIVERA

COUNCIL PRESIDENT PRO TEM MONICA MONTGOMERY STEPPE

COUNCILMEMBER JOE LACAVA

COUNCILMEMBER JENNIFER CAMPBELL

COUNCILMEMBER STEPHEN WHITBURN

COUNCILMEMBER MARNI VON WILPERT

COUNCILMEMBER CHRIS CATE

COUNCILMEMBER RAUL A. CAMPILLO

COUNCILMEMBER VIVIAN MORENO

MAYOR TODD GLORIA

Approved by Council on the 20th *Day of* September 2022.

Appendix NN

NWEA DATA DIRECTLY FROM PUBLISHER

CSSD NWEA Data Directly From Publisher

https://altusschools-my.sharepoint.com/:f:/g/personal/gsorber_altusschools_net/EpqMO6Dzu31PmRRMweUa87kBlQpvt8RxuTzGSBgxrJS2CA?e=gQieTv

Appendix OO

DAY IN THE LIFE OF A CSSD STUDENT

A Day in the Life of an ASCSSD Student

As an Independent Study student at Altus Schools Charter School of San Diego, 10th grade student Jordan follows a flexible but structured routine, attending twice-weekly appointment times from 10:00 am to 12:30 pm. Jordan is currently enrolled in an A-G Integrated Math 2 course and English 3 course. The academic day begins at 8:00 am, and by 8:30 am, Jordan is already engaged in online coursework at home, working steadily before catching the city bus at 9:30 am.

At 10:00 am, Jordan arrives at the Resource Center, a secure storefront building with locked entry doors that create a safe, welcoming environment for students and families. Once buzzed in, Jordan is greeted by a friendly teacher and signs in at the teacher's check-in desk. Jordan and the teacher review recently completed English paper lessons, online math coursework and student questions, and then outline the plan for the day. Jordan chooses to work near the teacher's desk for focused math help from 10:00 am to 11:00 am. Support staff move through the space, assisting students at couches, lab stations, and even in the conference room set up for private tutoring sessions.

After a brief break and a nutritious, school-provided meal, Jordan joins a small group math session from 11:30 am to 12:30 pm. Today's lesson involves using VR headsets to interactively explore the concept of slope, led by a teacher.

At the end of the session, Jordan turns in the completed math work and VR activity, discusses the learning takeaways with the teacher, and receives a monthly school calendar—complete with updates on upcoming guest speakers, field trips, and art tutoring events.

Jordan heads home at 12:30 pm, eats lunch, and then continues working on the online math coursework for an hour and identifies any questions to ask the teacher the following day. Jordan then continues the work from the morning with the textbook English course. To close the day, Jordan sends a quick text to the teacher, updating them on the afternoon's progress and asking a few questions for tomorrow.

School Day: Approximately 6 hours of Academic Study	
8:00 am-9:30 am	Independent study at home- textbook English course
9:30 am-10:00 am	Travel to Resource Center
10:00 am-11:00 am	One on one support with math course
11:10 am-11:25 am	Break
11:30 am-12:30 pm	Small group tutoring session- math
12:30 pm-1:00 pm	Travel to home
1:00 pm-1:30 pm	Lunch
1:30 pm-2:30 pm	Independent study at home- online math course
2:30 pm-4:00 pm	Independent study at home- textbook English course
4:00 pm	Communicate and check out with teacher for the day

Appendix PP

CSSD AND AUDEO BOARD RESOLUTION OF APPROVED MERGER

Docusign Envelope ID: 81EBF6C9-850F-4C41-ACCA-1C72057DE8B6

ALTUS SCHOOLS SAN DIEGO
DBA – ALTUS SCHOOLS AUDEO · ALTUS SCHOOLS CHARTER SCHOOL OF SAN DIEGO
(A California Non-Profit Public Benefit Corporation)

BOARD RESOLUTION
APPROVING MERGER OF ALTUS SCHOOLS AUDEO INTO ALTUS SCHOOLS CHARTER SCHOOL OF SAN DIEGO

Resolution No. 2025062601
Date: June 26, 2025

WHEREAS, Altus Schools of San Diego ("Altus Schools") operates both Altus Schools Audeo and Altus Schools Charter School of San Diego as separate educational entities; and

WHEREAS, the Board of Directors has determined that merging Altus Schools Audeo into Altus Schools Charter School of San Diego will reduce operational costs, eliminate duplication of administrative efforts, reduce regulatory reporting requirements, and streamline compliance obligations; and

WHEREAS, the consolidation will further the educational mission of Altus Schools and enhance the organization's ability to serve students effectively; and

WHEREAS, the merger will benefit and further the charitable and educational purposes of Altus Schools;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Altus Schools of San Diego hereby approves the merger of Altus Schools Audeo into Altus Schools Charter School of San Diego (the surviving charter school); and

BE IT FURTHER RESOLVED that the Board requests the Superintendent School Services and Founder to take any and all steps necessary to complete the merger, including but not limited to preparing required documentation, obtaining necessary regulatory approvals, if any, and implementing operational changes; and

BE IT FURTHER RESOLVED that the officers of the corporation are authorized to execute any documents and take any actions deemed necessary or advisable to effectuate this merger.

This resolution shall take effect immediately upon adoption.

Docusign Envelope ID: 81EBF6C9-850F-4C41-ACCA-1C72057DE8B6

CERTIFICATION

I hereby certify that the foregoing resolution was duly adopted by the Board of Directors of Altus Schools of San Diego at a meeting held on June 26, 2025, at which a quorum was present.

Secretary Signature: DocuSigned by: _____
5E93F20DCFEB43A...
Print Name: Lynne Herrero Alipio
Date: 06/28/2025